



FOUNDATION FOR YOUR FUTURE

— East Texas A&M QEP —

QEP Fellows
Informational Packet

for Phase 1

QEP Fellows are ETAMU Staff and Faculty who volunteer to serve as evaluators for the QEP assessment process. The QEP plays a vital role in student success and we are grateful for your willingness to serve in this role.

Overview

Specific courses in programs across campus have been identified as QEP Courses for each Phase of the QEP; and in each QEP course, instructors have identified a QEP Key Assessment (assignment) that aligns with the QEP Student Learning Outcomes. After students have submitted the QEP Key Assessment to the course instructor, the instructor will submit ungraded student work samples to the QEP Committee for evaluation by QEP Fellows using the QEP rubrics for each phase. These evaluations will be used to monitor and track the impact of the QEP as students progress through their curriculum.

Terms

Focus2: [Focus2](#) is the online self-assessment that ETAMU students take in CID 1300, 2301 to help them identify their VIPRESS and relate their skills and attributes to their chosen major. Focus2 is administered through the [Office of Student Career Preparedness](#).

VIPRESS: An acronym representing Values, Interests, Personal traits, Rewards systems, Experiences, Skills and Strengths. Career coaches and advisors commonly focus on these attributes to help students self-assess

Artifacts: Student work submitted in QEP courses that will be evaluated for the QEP. All artifacts submitted to QEP Fellows will be ungraded. The evaluation of student artifacts for the purposes of QEP evaluation will have no bearing on the course grade or assignment grade in the class. QEP course instructors have been instructed to submit ungraded student work samples for QEP evaluation.

QEP Overview

Phase 1 (Foundation): To provide students with a solid career foundation as they begin college.

Student Learning Outcome: Students will align their personal strengths, interests, and values to a potential career path or field of study;

In a nutshell: The goal of Phase 1 is to help students make informed degree and career choices as early as possible in their collegiate experience. An informed choice includes both a comprehensive overview of career options, as well as an in-depth look within; to self-assess and determine how certain personality traits contribute to suitability or 'fit' in a chosen career field.

Phase 2 (Framework): To build upon the solid foundation with a framework that provides students with the skills, content and competencies for a successful future.

Student Learning Outcome: Students will develop their integrated VIPRESS and career readiness through in-class assignments

In a nutshell: Phase 2 has two goals. The primary goal of Phase 2 is to dive deeply into the skills, content and competencies that students will need for success in their chosen degrees, careers and lives. Put most simply, Phase 2 includes most of the career-based methods or “how to” courses. The secondary – yet equally important – purpose of Phase 2 is to help students explore other options if / when they begin to discover they be better suited in a different degree or career path. Stated simply, to help students continue making informed choices either to stay in the major or change the major.

Phase 3 (Capstone): To launch students successfully into their careers with a capstone experience or project as a synthesis of prior learning.

Student Learning Outcome: Students will apply prior learning related to career readiness through completion of a capstone experience.

In a nutshell: In many degree programs there is a gap or chasm between college and career from which many students never escape. Phase 3 serves to bridge that gap and help students make a smooth transition from college into career through job-imbedded placements, clinicals, internships, practica and other capstone experiences.

Assessment Process

STEP 1: The QEP committee has worked with department heads and faculty to identify the QEP Assessment in each QEP course. When prompted, QEP course instructors will randomly select ungraded student work samples (artifacts) representing 10% of course enrollment and move those artifacts from their course D2L shell into the respective course folder in the QEP OneDrive.

STEP 2: The QEP Assessment Committee will ensure everything is in order and will tabulate the number of artifacts each QEP Fellow will need to assess (determined by the number of QEP Fellows and the number of artifacts)


STEP 3: The QEP Assessment Committee will send all information to QEP Fellows, notifying Fellows of assigned student artifacts.

STEP 4: QEP Fellows will have 2 weeks to evaluate artifacts and submit evaluations via the digital rubric (Qualtrics) that will be included in the email you receive.

STEP 5: The QEP Assessment Committee will tabulate results and disseminate to the campus community in the annual QEP report.







Resources

QEP Fellows will have access to the following resources:

QEP Fellows OneDrive:  At the appropriate time, the QEP Executive Team will send you a link to the QEP OneDrive folder that will contain the student artifacts assigned to you for evaluation.

Rubric to evaluate the artifacts assigned to you. A sample of the rubric is included below. To assess student artifacts, you will receive a digital copy of the rubric (via Qualtrics) to submit your evaluations electronically.

Video: The QEP Executive Committee will provide additional helps in a brief tutorial video when you receive your assigned student artifacts.

	Name
	CASNR
	CHSSA
	CID
	COB
	COEHS
	COSE

Additional Details

QEP Fellows will ideally evaluate student work from their own college but not their own department or class.

Phase 1 Evaluation Rubric

Overview: As you evaluate each artifact, begin with (3) Meets Expectations as the “norm.” From there use evidence in the artifact to move up or down the rubric to determine the appropriate score or rank.

Identifying VIPRESS					
DOMAIN	(5) Exceeds Expectations 90 - 100	(4) Above Expectations 80-89	(3) Meets Expectations 70-79	(2) Below Expectations 60-69	(1) Does Not Meet Expectations 59 & below
Developing Self Awareness through Assessing: Values, Interests, Personality, Reward system, Experience, Skills, and Strengths (VIPRESS)	<ul style="list-style-type: none"> Has full awareness of VIPRESS through completion of 5 or more assessments in <i>Focus2</i> Reviews assessments results and consults on these with advisor, professor, and student career preparedness office Confirms that assessments are valid descriptions of one's VIPRESS and, if not, adjusts results for better alignment with one's true VIPRESS 	<ul style="list-style-type: none"> Has nearly full awareness of VIPRESS through completion of 4 assessments in <i>Focus2</i> Reviews assessments results and consults on these with advisor and professor Confirms that assessments are valid descriptions of one's VIPRESS and, if not, explores results and alignment with one's true VIPRESS 	<ul style="list-style-type: none"> Has some awareness of VIPRESS through completion of 3 assessments Reviews assessments results with professor or advisor Confirms or doubts that assessments are valid descriptions of their VIPRESS 	<ul style="list-style-type: none"> Has little awareness of VIPRESS through completion of 2 assessments in <i>Focus2</i> Reviews assessment results only partially Does not confirm assessment is a valid description of one or more of their VIPRESS 	<ul style="list-style-type: none"> Unaware of VIPRESS Or Does not take VIPRESS assessment