QEP Logic Model: Raising the Bar with Inquiry-Based Learning

Outcomes

Objectives

- 1. **Develop and assist** faculty with the adoption and implementation of course appropriate IBL learning strategies within academic and CTE course planning and development.
- 2. **Design** a student support framework that identifies and reinforces student motivation and achievement within IBL leaning environments.
- 3. **Increase s**tudent attainment of QEP learner outcomes through the use of faculty led IBL learning strategies.

Resources

○Technology

- Canvas
- Academic Referral/ Early Alert System
- Classroom Technology
- •Student Support Technology (Computer labs/NetTutor)

○Personnel

- Faculty
- •PD Course Facilitator
- Instructional Designers
- Technology Coordinator
- •U4SM ERP/SIS Coordinator/Implementation Team
- Assessment Coordinator
- •Quality Enhancement Director
- Student Support Staff
- •Student Ambassadors/Peer Mentors
- •QEP Core Assessment Team
- Outside Consultants/Speakers

○ Facilities

- Classrooms/laboratories
- Vernon College Innovation

Center

- Tutoring Center
- Student Services
- Libraries
- Student Recreation Centers

OInstitutional Improvement

- Professional Development
- •Student Success Series
- Workshops
- Student Support Services
- Budget Impact–Supply,
- Technology, Travel

Activities

Initial Professional Development

QEP/IBL orientation sessions for all faculty and staff.

On-going Training

Series of 4 week structured minicourses designed to assist QEP cohort faculty in the development and implementation of IBL concepts and strategies into course learning/teaching planning.

Practice

Initiation of IBL strategies in the classroom via trained faculty QEP piloting cohorts.

○ Reflection

Focus/Support groups for faculty to foster continuous improvement.

$\circ Student\ Support\ Services$

Deliver support services as prescribed to students through one of more of the following (determined by instructor and/or student):

- •Student Success Series Workshops (Study Skills,
- Persistence, Personal
- Responsibility, etc.)
 •Library Services (in-
- class workshops, research assistance).
- Tutoring
- Student Success Specialist
- Counseling

Process

Assessment/ Outputs

ODirect Assessment:

- •Course level assessment of OEP student learner outcomes.
- •Institutional level assessment based on QEP goals using a QEP rubric (common assignment style process)

OIndirect Assessment:

•Established from institutionally disseminated surveys (CCSSE, SENSE, CCFSSE, SIR II, ESCR) •Determined through focus group

sessions (faculty, student).

- hypothesis.
 *Collecting information/data or
- identify appropriate process. *Evaluating and analyzing

Learning Outcomes/ Project

Impact

Outcomes:

*Formulating a clear question,

thesis, problem statement or

Attainment of OEP learner

outcomes which include:

information to address the question, thesis or statement. ***Presenting** findings in a

Anticipated Project Impact

•Increased attainment of SLO's related to Core Competencies:

discipline specific way.

- *Critical Thinking
- *Communication Skills
- *Information Literacy
- *Personal/Social Responsibility (motivation)

SIRII data)

- •Improved active/collaborative learning results with other students and faculty (CCSSE and
- •Enhanced marketable skills, relevance, and application (CCSSE)

