QEP Model 1-27-17

OUTCOMES

Objectives

What are the desired long-term impacts of this project?

What change do you want to create with this program?

What does success look like?

How will individual's lives be different?

How will the institution and/or community benefit?

QEP Goals:
- Developing and assisting faculty in adopting best practice IBL strategies.
- Creation of a structure that aids in identifying and aiding student achievement
- Increasing student attainment/learning through the use of IBL.

Evidence:
- Core Assessment indicates need for improved critical thinking and communication (information literacy) and personal/social responsibility (motivation).
- Faculty Reflections on the End of Semester Course Review (ESCR) often point to problems with student motivation (personal responsibility).
- CCSSE data shows students often do not feel they: work outside of class on a project, work collaboratively, and meet with their professor/others outside of class.

Resources

What do we need to make this project succeed?

Who will be involved?

Where will this happen?

What other partners or collaborators will be needed?

Who is the target population?

What are the necessary materials, equipment, curricula?

Canvas – Online PD Course

Course Design, Content Development

Course Facilitator

Faculty Participants per Course – small groups ~8-10

Students Enrolled in QEP Courses

Common Assignment Assessment Team – stipends/time

PD for all Employees – Guest Speakers

U4SM – Early Alert/Student Success

U4SM – ERP/SIS Coordinator, Implementation Team

Student Reach Out

First Intervention Meeting – Office personnel/resources/space/environment

Personnel/Offices - Student Success Specialist, Counseling, PASS Department, Tutoring, Library Services, Student Ambassadors

Personnel/Offices – facilities, budget impact, salary

Office of Quality Enhancement

Budget Impact – Supply, Technology, Travel

PD guest speakers, etc.
Activities
What do we need to accomplish?
What activities occur within each major program component?
What best practices, theory, or principles inform the activities?

Professional Development:
- QEP/IBL orientation for all faculty and staff.
- Four week structured self-paced course to introduce faculty to IBL.
- Focus/Support groups for faculty to foster continuous improvement.

Student Support Services:
During semester 4th – 5th week
      Early Indicators
- Determined by instructor
- Academic Concern – Inquiry
- Use U4SM early alert function and follow-up (student success)
      1st Intervention Meeting
- Who (TBD)
- Meet with students in group setting
- Environment is key
- Determine/Assign Prescription

Prescription:
May include one or many
- Student Success Specialist
- Counseling
- Student Success Series (study skills workshops)
- Tutoring
- Library Services (Research assistance/workshops)
- Grit/Mindset/Personal Responsibility
- Inquiry mini sessions
- Student Ambassadors

Prescription Occurs:
- during semester
- follow-up and task assign via U4SM
- communication plan via U4SM

PROCESS
Assessment/ Outputs
What will these activities produce that we can measure?
How many participants will be served? Who are they (students, faculty, staff, etc.)?
How many processes, contacts, events will take place?
What are deliverables?

Direct Assessment:
- Course level assessment based on student learner outcomes.

- Instructional/Institutional level assessment based on QEP goals. (Using existing core assessment, common assignment process)

Indirect Assessment:
- Institutional/Support structure assessment based on surveys, CCSSE and focus groups

Learning Outcomes/ Project Impact
What changes will result from these activities?
What changes in behavior, knowledge, or attitude would you expect to see at the end of the program?
Which student learning outcomes will be targeted and with what results?
How will student success outcomes be measured? (e.g. retention, persistence, graduation rates)
How will you collect data to measure these changes?

Inquiry Based Learning:
- A best practice teaching strategy that facilitates independent and collaborative knowledge building.
- IBL aids students in taking increased responsibility for their learning.
- Students formulating their own questions has been shown to increase motivation and relevance.
- IBL focuses on students formulating questions, collecting information or data, analyzing and evaluating that information and presenting their findings.
- IBL may include – research based learning, discovery based learning, service based learning, apprentice based learning, collaborative based learning

SLO's:
- Formulate a clear question, thesis, problem statement or hypothesis.
- Collect information/data or identify appropriate process
- Evaluate and analyze information to address the question, thesis or statement.
- Present findings in a discipline specific way.