

# the QUEST

Increasing student learning through improved engagement!

Quality Enhancement Plan Newsletter  
Volume 1, Issue 4

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## Pilot 2010-2011

- \* Applications accepted NOW through November 18.
- \* Contact Criquett for more information OR
- \* Visit the ePilot promotional website!

CRIQUETT LEHMAN  
Director of QEP



## Transforming Curriculum and Instruction



### Student Learning Outcomes

#### WHAT ARE STUDENT LEARNING OUTCOMES?

Student learning outcomes or SLOs are statements that specify what students will know, be able to do, or be able to demonstrate when they have completed or participated in a program/activity/course/project. Outcomes are usually expressed as knowledge, skills, attitudes or values.

SLOs specify an action by the student that must be observable, measurable and able to be demonstrated!

#### HOW CAN SLO's HELP STUDENTS & YOU?

Assessing SLOs...

1. Will help departments understand how to better facilitate student learning.
2. Will provide departments with feedback (e.g. Are your services providing what they are supposed to beyond customer satisfaction? What skills are students learning? Are these the skills we want them to learn? Are these the skills we are teaching them?)
3. Will enable students to articulate what they are learning and have learned from attending VC, inside and outside of the classroom.
4. Will help students be able to explain what they can do and what they know.
5. Will enable students to better understand where they can go to learn particular knowledge, skills, attitudes or values. Ultimately, will provide students with a map of where various learning opportunities are available throughout the college.

#### HOW TO GET STARTED

- \* Focus on a smaller number of high priority outcomes – this will lower the burden of assessment and record-keeping.
- \* Put learning outcomes in broad categories.
- \* Make outcomes as specific, focused and clear as possible – general outcomes will be hard to measure!

Action verbs result in overt behavior that can be observed and measured. Sample action verbs are:

- \* Analyze, apply, argue, arrange, assemble, assess, calculate, categorize, choose, classify, compare, compile, compute, create, criticize, critique, defend, define, demonstrate, describe, design, develop, differentiate, discuss, distinguish, estimate, examine, explain, formulate, identify, illustrate, indicate, interpret, label, list, locate, manage, memorize, order, operate, organize, plan, practice, predict, prepare, propose, question, rate, recognize, repeat, report, reproduce, review, revise, schedule, select, solve, state, translate, use, utilize, write

Certain verbs are unclear and call for covert, internal behavior which cannot be observed or measured. These types of verbs should be avoided:

- \* Appreciate, become aware of, become familiar with, know, learn, understand

Examples:

TOO general and VERY HARD to measure...

1. ...will appreciate the benefits of exercise.
2. ... will develop problem-solving skills and conflict resolution.

Still general and HARD to measure...

1. ...will value exercise as a stress reduction tool.
2. ... will demonstrate ability to resolve personal conflicts and assist others in resolving conflicts.

Specific and relatively EASY to measure...

1. ...will be able to explain how exercise affects stress.
2. ... will be able to assist roommates in resolving conflicts by helping them negotiate agreements.

\*\*The learning outcome demonstrates that the student has learned!

#### CHECKLIST

After creating learning outcomes, reference this checklist:

1. Does the outcome support the program objectives?
2. Does the outcome describe what the program intends for students to know, think, or do?
3. Is the outcome important/worthwhile?
4. Is the outcome:
  - a. Detailed and specific?
  - b. Measurable/identifiable?
  - c. A result of learning?
5. Do you have or can you create an activity to enable students to learn the desired outcome
6. Can the outcome be used to make decisions on how to improve the program?

Reference: Lora Scagliola, URI Student Affairs, 6/24/2007; Drawn in part from: Keeling & Associates, Inc. (2003, January). Developing Learning Outcomes That Work. Atlanta, GA.

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Vernon Campus:  
Faculty Innovation Center  
Library RM 208

Century City Center:  
Faculty Innovation Center  
RM 505

## ePilot<sup>vc</sup>



### WHAT IS ePILOT?

ePilot is an informational website that provides details on what it means to be a QEP Pilot. To join ePilot (apply to conduct a pilot project) for the 2010-2011 academic year simply follow these steps:

1. If you missed the "Wanna be a Pilot" session, contact Criquett to discuss your project and to obtain an application.
2. Complete the pilot project application.

\*Applications are being accepted **NOW**

through Wednesday, November 18th.

\*Once submitted they will be reviewed and voted on by the QEP Implementation Committee during the regularly scheduled meeting on Monday, November 30th.

\*The Director of Quality Enhancement, Criquett Lehman, will notify each pilot applicant of the selections.

3. Application assistance is available from the Director of Quality Enhancement and Instructional Designer if the application is submitted prior to the deadline (11/18/09).
4. For additional questions please contact Criquett or Roxie.
5. Visit the ePilot website for more details.

[ePilot: Homepage](#)  
[ePilot: Need Ideas?](#)

## CCSSE Results Don't Apply to You?

What can you do if the CCSSE results did not appear to affect your area? Let's look at the CCSSE benchmark "Support for Learners".

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.

How much does Vernon College emphasize:

- \* Providing the support students need to help them succeed.
- \* Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.
- \* Helping students cope with their nonacademic responsibilities (work, family, etc.).
- \* Providing the support students need to thrive socially.

- \* Providing the financial support students need to afford their education.

[Click here for survey results.](#)



How much do **YOU** contribute to this process? Here are a few great ideas/suggestions from your colleagues that were presented at the CCSSE trainings.

- \* Smile!
- \* Answer students questions
- \* Help students make associations with names and faces.
- \* We may not know the answer but we can point/escort them to the right person/area.
- \* Take the responsibility and initiative to offer assistance.

Remember **YOU** can help improve a student's perception of Vernon College regardless of your title or the department you work in!

## Professional Development Opportunities

### Roxie's Connection

#### VC CAFÉ SESSIONS

The month of November will feature 2 different sessions: Collaborative Writing and Blackboard Advanced.

- \* The Collaborative Writing session will demonstrate how to create documents, spreadsheets, and presentations online. It will provide an explanation on how to share and collaborate your work in real time.
- \* Blackboard Advanced will address the higher level features and functions available.

**NEW!** Training materials—step by step instructions are now available online to assist you.

- \* [Wimba Live Classroom](#)—written student instructions on how to access and use Wimba from their personal computer.
  - \* [You Tube](#)—instructions on how to embed video into PowerPoint. Video will be accessible each time the presentation is opened regardless of computer or location.
- Visit our webpage for the VC Café [schedule](#) and [resources](#).