

QEP: Sharing Our Journey

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Introduction

- Presenters
- New River Community College
- Participants

Session Objectives: *Simulate a QEP Journey*

- Establishing the institutional framework for the QEP
- Discovering a topic
- Focusing the topic
- Communicating and gaining support
- Defining student learning outcomes
- Evaluating success
- Establishing timeline
- Identifying resources

Respond to *your* questions and concerns

Beginning the QEP Journey

- *Preparing* for the journey (framework)
 - Institution
 - Self
 - Evolving process
- *Discovering* the topic
 - Time
 - Patience
 - Involvement

Activity #1

Methods for *Discovering* Topic

- Brainstorming Sessions
- Focus Groups
- SWOT Analyses
- Review QEPs from other institutions
 - <http://www.sacscoc.org/2007TrackAQEPsummaries.asp>
- Read/review current literature/journals

Start *early!*

Focusing the Topic (Journey Destination)

Activity #2 - Move from "talking about *problems* to talking about *solutions*."

QEP: Points to Remember

- Learning-centered
- Focuses on *improving student learning*
- Well-defined topic
- Supported by research/data
- “Forward-looking”
- On-going activity
- Outcomes are measurable
- Sustainable (human & financial resources)
- Complements institution’s strategic planning and evaluation processes

Focusing the Topic

- Review institutional data
- Review literature
- Search for “Best Practices”
- Campus conversations

- Pockets of Strength or Gaps to Fill?

Communicating: Gaining Support

Activity #3

Identify all of the constituents in your institution.

What are some techniques that you can use to share QEP information and to gain “buy-in” from *all* constituents at your institution?

Student Learning Outcomes



Characteristics of Good Student Learning Outcomes

- Focus on knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience.
- Use specific language
- Include measurable verbs → action verbs

Writing Student Learning Outcomes Statements

- Using A - B - C - D Criteria
 - A → Audience
 - B → Behavior
 - C → Condition
 - D → Degree
- For example: Following successful completion of the course, the student should be able to calculate adult and pediatric dosages with 80% accuracy using a basic 4-function calculator.

Avoid Pitfalls When Developing Student Learning Outcomes

- Avoid ambiguity.
- Avoid using verbs that are difficult to measure.
 - Bad word list: examples are appreciate, know, value, understand, be familiar with, or grasp significance of.
- Clearly describe the relationship between the QEP topic and student learning.
- Make certain that outcome statements focus on student learning as opposed to a strategy or process that will occur as a result of the QEP.

What will students know or be able to do following implementation of the QEP that they don't know or do now?

Activity: Look at the potential initiatives you have identified for a QEP, and write one or two relevant student learning outcomes.

Evaluating Success of the QEP

- Initial evaluation activities may focus on the planning and process for project implementation; however, primary emphasis in evaluating the goals of the QEP must center on *student learning* resulting from the QEP.
- Begin with the end in mind: the more measurable the expected outcome, the easier it is to evaluate.

Evaluation

- Questions to consider
 - Which assessment instrument?
 - What is the timeline?
 - How will you gather baseline data?
 - How will you determine reasonable benchmarks for student performance?
 - Who will analyze the data?
 - How will the results be used to improve student learning?

Evaluation of Expected Outcomes

- **Activity:** Look at the student learning outcomes that you developed and list two or three methods of evaluating achievement of the expected outcome.

Establishing Timeline

- Two Phases:
 - *Development* of QEP
 - *Implementation* of QEP

Identifying Resources

- Financial
 - Elaborate models
 - “Bare-bones” models
- Human
 - Leadership team
 - Champion for the cause
 - Institutional support

Reflections: Our QEP Journey

- Start *early*
- Let the process and plan *evolve*; don't rush
- Establish a QEP Leadership Team (separate from certification process)
- Let the “QEP champion” emerge
- Communicate with SACS Liaison
- Choose the lead evaluator carefully
- Have fun on the QEP journey!

Thank You.

Good Luck in Your Journey.
