

QEP Case Study: Eastern Mennonite University

2010 Institute on Quality
Enhancement and Accreditation

Tampa, FL

July 27, 2010

BJ Miller, PhD
Director of Institutional
Research & Effectiveness



About EMU

- Founded in 1917
- Small
- Private
- Church-Affiliated

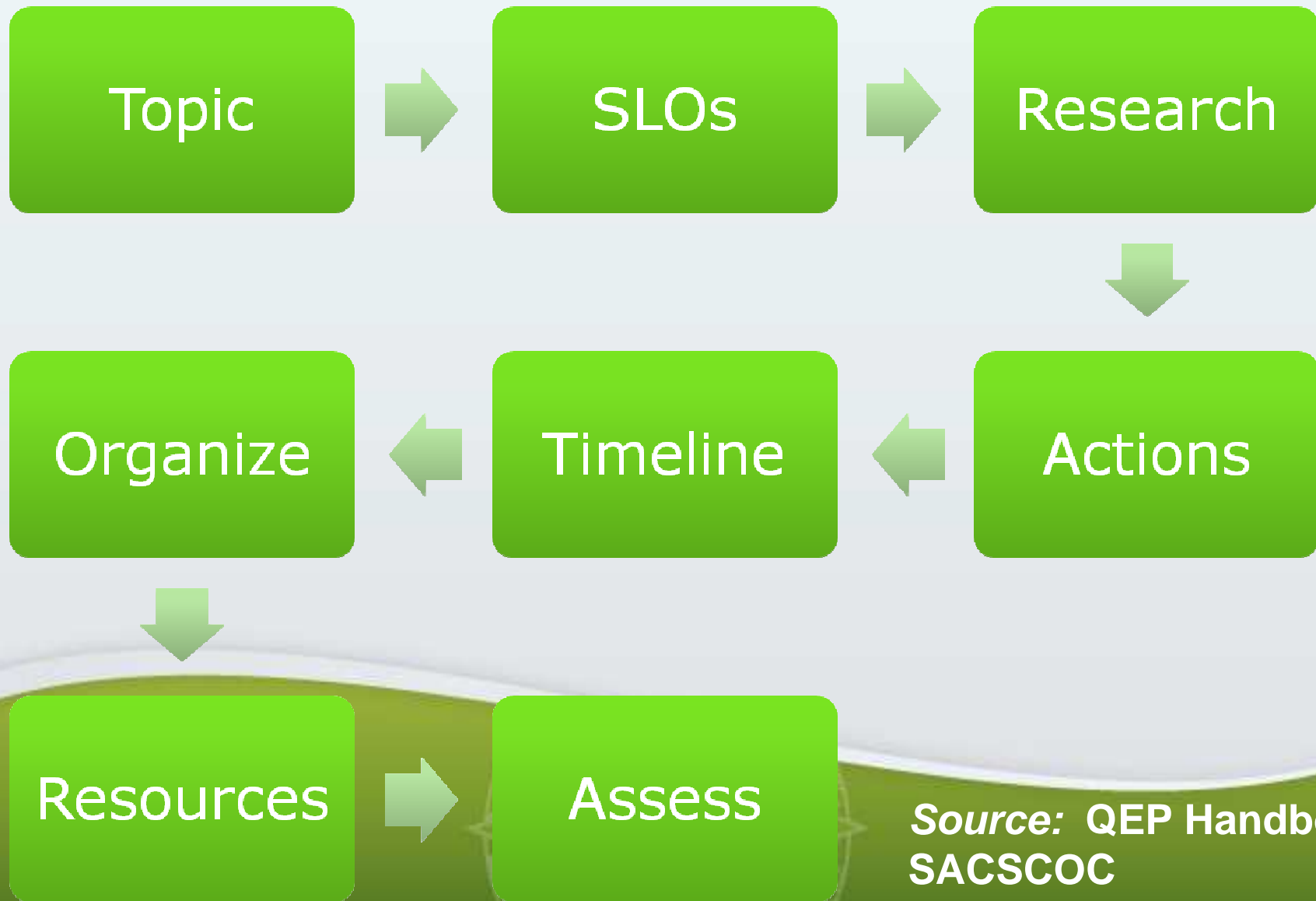


Mission, Vision, Values

- Anabaptist tradition and theology
 - Peace, creation care, cross-cultural engagement
- Liberal arts
 - Experiential learning



Developing the QEP



*Source: QEP Handbook,
SACSCOC*

Developing the QEP

Resources

Topic

SLOs, Research

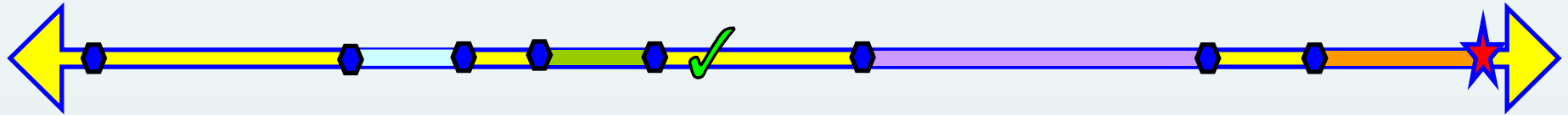
Actions, Timeline,
Organization

Assessment



EASTERN
MENNONITE
UNIVERSITY

QEP Development Timeline



| | | |
|---|---------------|---|
| | Aug07 – Jan08 | 11 key issues \Rightarrow 3 possible QEP topics |
| | Feb08 – Apr08 | Proposals-in-brief |
| ✓ | Apr08 | Vote to select the QEP topic |
| | Aug08 – Jun09 | QEP Planning Committee |
| | Aug09 | QEP Implementation Team |
| ★ | Mar10 | On-site reaffirmation visit |

Choosing the Topic

- The topic should
 - Relate to mission, focus on learning, emerge from IE
- Topic selection process should
 - Involve constituent groups
 - Consider scope – commensurate with resources and capability

Choosing the Topic

1. Identify key issues emerging from the IE process
 - Learning outcomes - critical thinking, writing, math, leadership, spiritual development

Choosing the Topic

1. Identify key issues emerging from the IE process

- Other outcomes – academic challenge, student-faculty interaction, faculty morale and development, living and learning communities, student success and responsibility growth
- Review of the mission statement – environmental sustainability

Choosing the Topic

2. Key issues \Rightarrow possible QEP topics

- Faith development
- Environmental sustainability
- Teaching and learning center
- Living and learning communities
- General education curriculum

Choosing the Topic

3. Constituent group discussions

- Board of Trustees
- Faculty and staff
- Students
- Seminary Community Council
- Parent's Council

Choosing the Topic

4. Top 3 topics – proposals-in-brief

- Teaching and Learning Center
- Residential Learning Communities
- Environmental Sustainability

Choosing the Topic

4. Proposals-in-brief

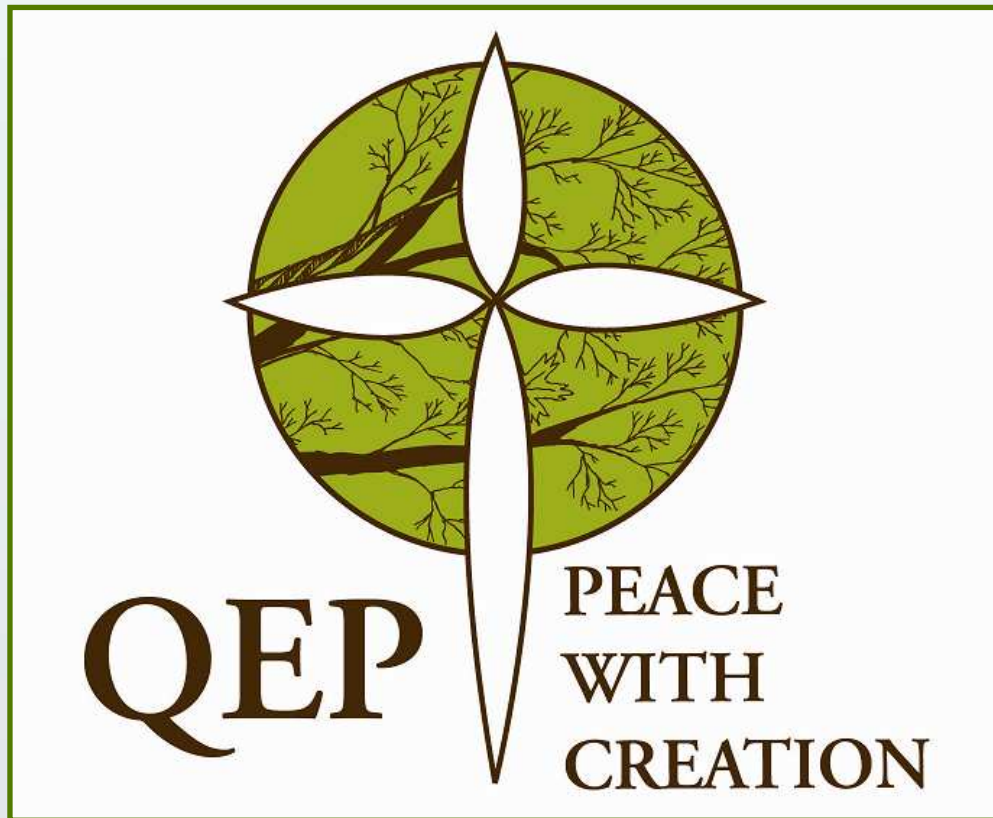
- Presented to faculty, staff, students, Board of Trustees
- Available on website
- Feedback via [blog](#), email, public forum

Choosing the Topic

5. Vote



EMU's QEP



Environmental
Sustainability
from an
Anabaptist
Perspective

Justification

- Explicit component of EMU mission and Mennonite theology:

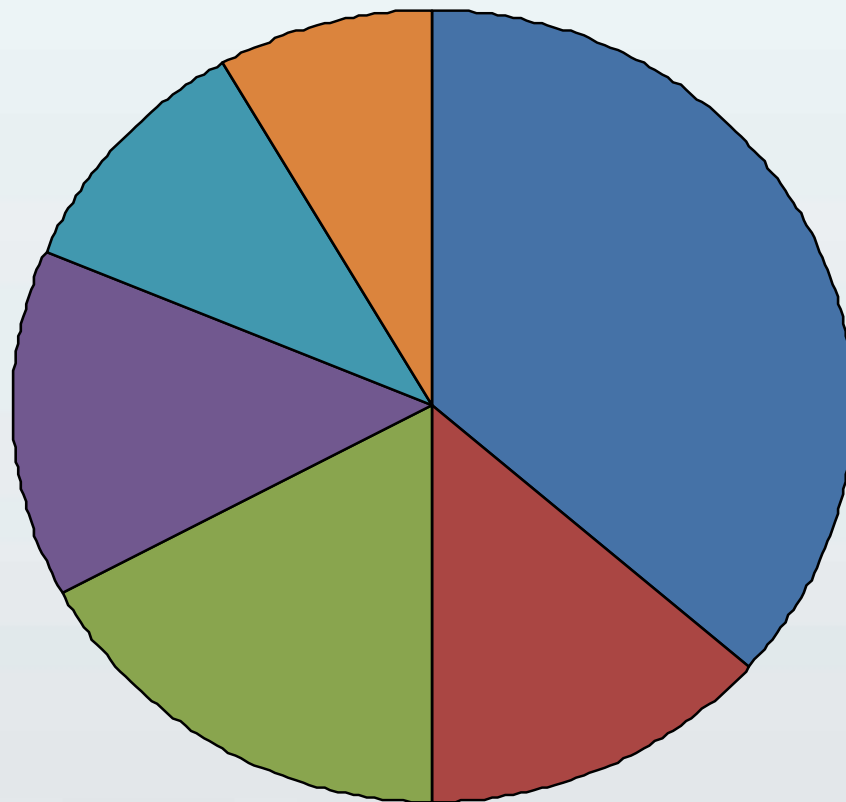
The biblical concept of peace embraces personal peace with God, peace in human relations, peace among nations, and **peace with God's creation.**

- Article 22, Mennonite Confession of Faith

Justification

- Builds on current strengths
 - Academic majors and courses
 - Recycling
 - Energy use
- Fosters long-term commitment to sustainability
 - Strategic plan

Approved QEP Topics



- Basic Academic Skills
- Critical Thinking
- Student Life
- First Year Experience
- Pedagogy and Engagement
- Other

Source: www.sacscoc.org; Summaries of Quality Enhancement Plans, 2007-2009

Examples of QEP Topics

- Basic Academic Skills
 - Reading, Writing, Mathematics, Information Literacy
- Critical Thinking
 - Through Writing, Across the Curriculum

Examples of QEP Topics

- Student Life
 - Living-Learning Communities, Leadership, Service Learning, Global Citizenship
- First Year Experience
 - Orientation, Study Skills, First-year Seminar

Examples of QEP Topics

- Pedagogy and Engagement
 - Distance Learning, Online Instruction, Active Learning, Interdisciplinary Studies
- Other
 - Environmental Sustainability, Ethical Decision Making, Enhancement of Humanities

Developing the QEP

Resources

Topic

SLOs, Research

Actions, Timeline,
Organization

Assessment

Outcomes & Research



- Overarching goal(s) of project
- Student learning outcomes
 - QEP Handbook, Step 2

Researching the Topic

- Literature review
 - Operational definitions
 - Historical perspective
 - Research-based educational practices
- Best practices
 - Successful programs at other institutions
 - Other QEPs

QEP Outcomes

- Project goals
 1. Enhance student knowledge, values and actions WRT sustainability
 2. Increase sustainable practices at EMU

Student Learning Outcomes

1. Define and justify sustainability from a theological perspective.
2. Explain how individual, institutional, and community actions impact the environment.

Student Learning Outcomes

3. Name and defend actions that promote sustainability.
4. Integrate the *principles of sustainability* within one's discipline.
5. Incorporate sustainability into one's values system.

Principles of Sustainability

- Health of all current and future species
- Fairness, equity, stability and security of human cultures and social systems
- Economic opportunity for current and future humans
- Ecological diversity and integrity

Source. Cortese (2005). Learning Principles
for Sustainability

SLO Resources

- Adapted from outcomes promoted by the Sustainability Taskforce of College Student Educators International
- Other resources
 - Professional associations
 - Accrediting agencies

Literature Review

- Environmental sustainability in relation to
 - Anabaptist Theology
 - Study Abroad

Best Practices

- Sustainability:
 - As a general education requirement
 - In study abroad programs
 - Across the curriculum
- Curriculum resources

Developing the QEP

Resources

Topic

SLOs, Research

Actions, Timeline,
Organization

Assessment



EASTERN
MENNONITE
UNIVERSITY

Actions to be Implemented



QEP Timeline

- “Meaningful results to report to the Commission five years hence.”
- Comprehensive
- Detailed
- Realistic

Organization

- Planning
 - Broad campus representation
 - Suggestions: include faculty, administrators, students
- Implementation
 - Who is responsible for each activity?
 - Who provides oversight?

Actions, Timeline, Organization

- For each learning outcome
 - Course or activity
 - Method
 - Professional development
 - Cost

Actions, **Timeline**, Organization

- Fall 2009
 - Conversations with faculty
 - Collection of baseline data
- Spring 2010
 - Development of resources
 - Promotion of QEP

Actions, **Timeline**, Organization

- Academic Year 2010-11
 - Curriculum integration begins
 - All College Writing courses
 - 50% of required Bible courses
 - 33% of courses within the major
 - Syllabus audit
 - Assessment training
 - Sustainability workshop

Actions, Timeline, **Organization**

- Planning Team

- Provost
- 3 undergraduate and 1 graduate faculty
- 2 undergraduate and 1 graduate student
- 4 administrators
- Administrative assistant

Actions, Timeline, **Organization**

- Actions ⇒ Implementation Team roles
 - Faculty development curriculum resources; QEP spokesperson ⇒ Chair
 - Content and pedagogical expertise; faculty liaison ⇒ two faculty reps
 - Coordination of campus sustainability activities ⇒ Creation Care Council rep

Actions, Timeline, **Organization**

- Actions \Rightarrow Implementation Team roles
 - Data collection and analysis \Rightarrow IR&E
 - Website, promotion \Rightarrow IT rep
 - Assist with research, promotion, data collection; student body liaison \Rightarrow Intern
 - Scheduling, budget management, administrative support \Rightarrow Admin asst.
 - Oversight \Rightarrow Provost

Developing the QEP

Resources

Topic

SLOs, Research

Actions, Timeline,
Organization

Assessment



EASTERN
MENNONITE
UNIVERSITY

Assessment

- Program evaluation – success of overall project in meeting goals
- Student learning outcomes assessment
- “Primary emphasis needs to be given to the impact of the QEP on the quality of student learning.”

Assessment

- Program evaluation
 - Baseline sustainability practices
 - Measure increase through IE process
- Student learning
 - Increase in knowledge, values, actions
 - Extent to which expectations are met

Assessment

- QEP Questionnaire
 - Ecological Paradigm Scale + custom open-ended items aligned with SLOs
- Course-embedded assessments
 - Bible, College Writing, Cross-Cultural
 - Required course in the major
- Survey item from the CIRP and CSS

Writing the QEP

- SACS resources
 - QEP Handbook
 - Resource Manual
 - Handbook for Review Committees
- ❖ Peer reviewer perspective!

Writing the QEP

- QEP Handbook – outline and formatting instructions
- QEP as stand-alone document
- Tables provide clarity, cohesion and cross-checks

QEP Tables

- Actions to be implemented
 - Curriculum Area, **Courses, Learning Outcome**, Delivery Method, Timetable
- Project timeline
 - Year, Semester, **Action**
- Administration and oversight
 - Team Member Title, Description of **Role**, Name, Term of Service

QEP Tables

- Budget
 - **Line Item**, Years 1 – 5
- Assessment
 - **Student Learning Outcome**,
Assessment Methods, Schedule

On-Site Visit

- Lead evaluator
 - Guidelines on SACS website
 - Info to SACS *3 months* prior to visit
- Internal and external review of QEP
- Questions for Committee

On-Site Visit

- Logo “reveal” campaign
 - What is this symbol?
 - What is “QEP”?
 - What is our plan?

What did our students think?



On-Site Visit

- Campus meetings
 - On-Site Committee and QEP team (1 hr)
 - Presentation
 - Q&A
 - Individual meetings
 - Exit conference

Questions?

BJ Miller

bj.miller@emu.edu

(540) 432-4304

Jim Yoder

yoderjm@emu.edu

(540) 432-4410

www.emu.edu/qep