QEP Case Study: Eastern Mennonite University

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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

Resources

- Topic
- SLOs, Research
- Actions, Timeline, Organization
- Assessment
## QEP Development Timeline

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug07 – Jan08</td>
<td>11 key issues ⇒ 3 possible QEP topics</td>
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<tr>
<td>Feb08 – Apr08</td>
<td>Proposals-in-brief</td>
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<tr>
<td>Apr08</td>
<td>Vote to select the QEP topic</td>
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<tr>
<td>Aug08 – Jun09</td>
<td>QEP Planning Committee</td>
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<tr>
<td>Aug09</td>
<td>QEP Implementation Team</td>
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<tr>
<td>Mar10</td>
<td>On-site reaffirmation visit</td>
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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 ⇒ 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.
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
Actions to be Implemented

Actions

Resources

Goals

People

SLOs

Time

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

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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?
$15
70% recycled cotton
On-Site Visit

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

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