Today's Overview

This session is meant to help normalize the challenges we all go through with developing a QEP, demonstrate the thinking and process that went into developing a three-tiered assessment plan, and help attendees find entry points into what at times feels like a messy room.

Be amazed, but never captured. That, my friends, is the essence of education. As stewards of learning, it is our duty, our desire to cultivate the dreams and riddles of students, and of ourselves. After all, dreaming, riddling is a human doing.

So, in what ways can you better engage in knowing how learning happens? Join me, let's dialogue on what it takes to measure learning as it happens. Help me, help us learn how to better understand our students' dreams and riddles they face, help us tell their stories, push to disclose the mysteries and mis-stories of how learning happens so that our students' cups will flow and overflow with amazement.
Outcomes

- Participants will be able to identify relevant elements that can be used to start their reflection, development of a student learning goal.
- Participants will be able to relate key concepts from the presentation to the process of developing a QEP assessment plan.
- Participants will be able to recognize relevant student learning theory and its application to the University of Louisville’s QEP.

Session Overview

- Introduction and knowledge probe exercise. (5-7 minutes)
- Discussion on QEP development process, especially on institutional data and literature review and how the University of Louisville laid the pieces out for this process. (10-15 minutes)
- Think/Pair/Share activity on data validity and searching for relevant resources (5-7 minutes)
- Discussion on Logic Models and Concept Map and how they provided the groundwork for a three-tiered assessment and evaluation plan. (10-15 minutes)
- Small group discussion and reflection on barriers, challenges, and opportunities for conducting an intentional, holistic approach to improving student learning. (10-15 minutes)
- Leveraging lessons learned from prior QEP, efforts to sustain and build on prior QEP, and lesson we want to gain moving forward. (5-7 minutes)
- Questions. (5 minutes)

About the University of Louisville

Mission: Kentucky’s premier, nationally recognized metropolitan research university
Located: Louisville, KY
Total Enrollment: 22,459 (Fall 2017)
Academic Colleges & Schools: 12
Degree programs: 200+
2016-2017 Degrees Awarded: 5,133
# of Faculty: 2,370
# of Staff: 4,502

Data provided by Institutional Research and Planning
Institutional Capacity for the QEP

- Coordinated by Delphi Center for Teaching & Learning
- QEP Organizational Structure
- Scholarship & Best Practices
- National and Campus Experts
- Key Campus Collaborators
- New Student Success Center
- Resources & Sustainability
- Ongoing Assessments and Adjustments

Our QEP development process used by the QEP Development Committee

Best practices & scholarship
Institutional priorities & programs
Input from campus constituents & partnership with key campus offices
Our data about students & student learning
Key campus partners

Putting the pieces together
1. Actively engage students in the second year & “normalize” the common challenges
2. Create opportunities for exploration
3. Support them finding ways to connect
4. Invite discovery

Supporting the Second-year Student

Major Components of our QEP

- Seminar Experience
- Intra-University Instructional Team Approach
- Ongoing Training and Support
- Faculty and Student Engagement
- Scale-up Plan

Expected Outcomes of our QEP

Our Student Learning Outcomes

Students will demonstrate informed decision-making marked by reflection, learning, independent inquiry, and critical thinking.

Students will report an increase in their sense of academic and social belonging or fit as measured by the pre- and post-FYF assessment scales.

Students will report an increase in their sense of self-regulated behavior as measured by the pre- and post-FYF assessment scales.

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Assessment & Evaluation of QEP Outcomes

**Tier One:** assessment of student learning within the course

**Tier Two:** assessment of the QEP seminar course and its impact on student learning

**Tier Three:** assessment of QEP broadly and its impact for the institution
Are students demonstrating the intended learning outcomes?

Student will demonstrate the QEP learning outcomes within the seminar course through assignments and activities.

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Informed Decision Making (Outcome 1)
- Reflective Learning (APP and Reflection Journals)
- Independent Inquiry (I-Search, APP, Reflection Journals)
- Critical Thinking (I-Search Paper and Presentation)

Sense of Belonging (Outcome 2)
- Overall, reported incremental increases in appropriate items.
- Students reporting high levels of belonging in pre-test.

Sense of Decidedness (Outcome 3)
- Students are reporting significant increases in both major and career decidedness.
- Significantly higher increase in major decidedness.

Sense of Self-Regulated Learning (Outcome 4)
- Overall, reported incremental increases in appropriate items.
- Students reporting high levels of awareness in pre-test.

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Project-level Student Learning Outcomes (Preliminary Findings)

How is the seminar supporting students' demonstration of the intended learning outcomes?

The QEP seminar will be led by an intra-university instructional team designed to support students' demonstration of Tier 1 outcomes through inquiry, engagement, and best practices in teaching.

1. Students will be able to explicitly engage in ongoing self-reflection and inquiry processes
2. Students will complete an I-Search project that demonstrates critical thinking skills through:
   a. Identifying a personally meaningful and academically relevant question to explore related to the course theme
   b. Designing a logical search plan to gathering information that addresses the question from multiple, relevant points of view
   c. Gathering, organizing and interpreting relevant information and revising search plan as necessary
   d. Reflecting on the process including new insights and knowledge about the topic, their own research question, and themselves as learners
3. Students will integrate their lived experiences and their intellectual aptitudes through developing an Academic and Personal Plan

Seminar Student Learning Outcomes

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   d. Reflecting on the process including new insights and knowledge about the topic, their own research question, and themselves as learners
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Course Objectives

- This course will help students develop an informed sense of academic and social belonging or "fit".
- This course will assist students with identifying and practicing a sense of decidedness, engagement, and self-regulated learning.
- The course will offer students the opportunity to enhance their ability to think critically about topics including life decisions and career direction.
- The course will strengthen students' ability to participate in an inquiry-based learning process.
In what ways is the QEP having an impact on student success at UofL?

The purpose of the QEP is to enhance students’ inquiry and decision-making skills in order to help them thrive academically and personally.

- Students will declare their (suitable) major, which aligns with their academic interests within one semester after successful completion of the QEP course.
- Students will persist at a higher rate into their third year.
- Instructional team will report increased team functionality.
- A higher percentage of entering GRS students will successfully complete their academic programs within six years of start.
- The persistence gap between differing A&S subpopulations of incoming students persisting into the third year will decline.
- A higher number of students will participate in the QEP project annually.

Created tracking dataset of participating students from spring pilot cohort.
- Relevant indicators have been included in tracking sheet (maj, gpa, acad lvl)
- Five students have not enrolled for fall 2018 semester as of 5/21.
- Preliminary qualitative indicators support increased team functionality as the semester unfolded.
- Showing slight increase in fall 2018 enrollment in relation to spring 2018.

Institutional Impact

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Intended Consequence of our QEP

- Foster a campus-wide conversation about student learning and success
- Enhance our students’ success and persistence through the second year and beyond
- Develop students’ engagement with inquiry, decision making, and reflective learning
- Implement and integrate QEP seminar and/or student success components into overall UofL undergraduate experience

Thank you.

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Questions?