

## QEP Outcome Work

In revisiting upcoming checkpoints for the QEP development, I encountered this language from the SACSCOC Handbook regarding QEP development.

*Initial excitement about the QEP topic frequently results in enthusiasm about actions that might be taken – for example, developing a freshman seminar, establishing learning communities, implementing intrusive advising, or expanding job fairs. While the freshman seminar and job fairs may be viewed as outcomes of the QEP (after all, the intent is to create them), they are **not student learning outcomes nor evidence of student success. Rather, as elements of a new process (the “action” portion of the QEP), they are the means to the end – not the end itself.***

Now that the college has established standout needs, let us be purposeful about **where we are going** before we choose the car, bus, or horse that will take us there.

**Using the table below, respond to the question for each need by October 8<sup>th</sup>.**

Feel free to just get your **ideas** down in a **rough draft form**. This will get us started toward crafting our official, "pretty" outcomes (see below for examples). We will review our next QEP meeting.

Needs	<p><i>What will the student be able to do, know, or achieve if we're successful?</i></p> <p><i>What do we want the end result or impact for the student to be?</i></p>	
If the college <b>successfully</b> ...	..., then <i>the positive impact on students will be</i> ____	
Strengthens Internal Communication		
Strengthens Enrollment Process		
Strengthens Advising		
Strengthens Student Engagement		
Strengthen Technical Skills (student and staff platforms)		

**Examples:**

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	<i>Outcome What the student will do, know, value, or achieve</i>	<i>Measure Assessment</i>	<i>Target Benchmark; key performance indicator</i>	<i>Action What the institution will do</i>
<i>Topic Sample 1: Writing Skills</i>	<i>Students will improve the development portion of writing assignments beyond ENGL 1101.</i>	<i>Common rubric for cohesion and coherence.</i>	<i>Rubric score average of 3 out of 4.</i>	<i>Develop common rubric. Training faculty across curriculum; normalized grading sessions. Gather baseline data from course sets. Establish student writing lab, cross-curriculum.</i>
<i>Topic Sample 2: Cross-cultural appreciation</i>	<i>Students will be able to describe similar philosophies from a variety social and ethnic cultures.</i>	<i>Common assignment and rubric within Philosophy, Religion, History, Sociology, and Psychology.</i>	<i>Rubric score average of 3 out of 4.</i>	<i>Faculty and staff training on equity and cross-cultural language/syntax. Establish Diversity Team, comprised of student and staff representatives.</i>
<i>Topic Sample 3: Oral Communication</i>	<i>Students will identify appropriate presentation styles by audience (setting, audience types).</i>	<i>Assignments within FYE 101 and 102 courses</i>	<i>Achievement of 80 percent or higher on FYE oral communication assignments.</i>	<i>Establish communication ambassadors. Conduct and offer oral communication training for staff and students.</i>