

The Three C's of a Successful
QEP:
Coherence, Consistency, and
Continuous Improvement

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Workshop Outline

- Define terms
- Grapple with critical questions
- Induce five conditions of ***collective impact***
- Explore collective impact case study: FIU's QEP
- Commence action planning

Critical Issue

“We cannot simply assume that program completion and high-level student achievement on key learning outcomes are one and the same. Access and completion are necessary but far from sufficient.” (AAC&U)

Hallmarks of a Successful QEP

- **Coherence:** Program components are logically connected in their manifestations across the university
- **Consistency:** Components are capable of being sustained and reproduced over time
- **Continuous Improvement:** Long-term evidence-based approach that systematically seeks to achieve small, incremental changes in processes to improve efficiency and quality

How?

Collective Impact

The commitment of a group of actors from different sectors to a common agenda for solving a complex problem.

Kania, J. & Kramer, M. (2011). Collective Impact. *Stanford Social Innovation Review*, Vol. 47, Winter 2011.

Interactive Museum

- Reflect on your QEP with regard to one of five critical questions
- View colleagues' answers
- Post comments/questions
- Induce five conditions of ***collective impact***

Critical Questions

1. How are you gaining support for the development and implementation of your QEP's topic, program goals, and SLOs?
2. Who is developing/implementing QEP assessment measures? How can interested parties gain access to this process?
3. How do you decide which stakeholders should be involved in the development/implementation of actions in your QEP?
4. Who knows about your QEP's goals, outcomes, and actions to be implemented? How do they know?
5. Who is responsible for coordinating the actions to be implemented in your QEP? What responsibilities does this person/people/office have?

Five Conditions of Collective Impact

Common Agenda

QEP: Broad-based institutional process in identifying key issues; Focus on program goals and SLOs)

- **Definition:** shared vision for change, including common understanding of problem and joint approach to solutions through agreed-upon actions
- **Purpose:** increase coherence and prevent individual efforts from undermining others' work or the work of the whole

Five Conditions of Collective Impact

Shared Measurement Systems

QEP: Assessment)

- **Definition:** short list of common measurements of success and ways data will be analyzed and reported
- **Purpose:** enable participants to consistently hold each other accountable and learn from others' successes and failures

Five Conditions of Collective Impact

Mutually Reinforcing Activities

QEP: Broad-based involvement in development and implementation)

- **Definition:** coordinated, differentiated activities as part of an overarching strategic plan
- **Purpose:** increase the efficiency, effectiveness, and coherence of interdependent individual actions in pursuit of common goals

Five Conditions of Collective Impact

Continuous Communication

QEP: Broad-based processes and involvement)

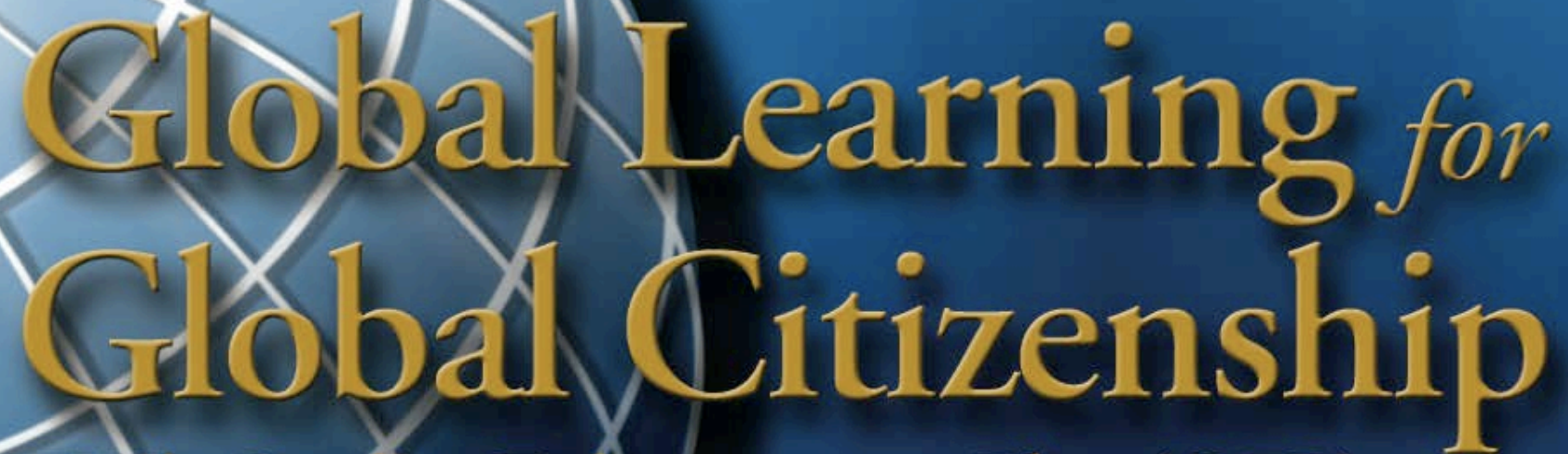
- **Definition:** regular meetings, following a structured agenda, to review formative and summative data and make incremental changes to increase success
- **Purpose:** facilitate trust, data-based decision-making, and continuous improvement over the long term

Five Conditions of Collective Impact

Backbone Support Organization

QEP: Institutional capability

- **Definition:** coordinating infrastructure with dedicated staff members, who can plan, manage, and sustain initiative through ongoing assistance with communication, technology, assessment, and administration
- **Purpose:** act as node in network of actors, increase knowledge-sharing and connections across reporting lines, maintain focus and sense of urgency, and frame issues and opportunities



Global Learning *for* Global Citizenship

FIU's Quality Enhancement Plan (QEP)

Text

New courses and activities will help you become a global citizen and prepare you for success in the global marketplace.

FIU

Global
Learning

Setting: FIU

- Public urban research university in Miami, FL
- Enrollment of over 48,000 students
- One of 25 largest universities in U.S.
- Largest producer of Hispanic graduates in US
- 12 colleges and schools
- 68 undergraduate academic programs

Global Learning for Global Citizenship

Undergraduate graduation requirement:

- Two global learning courses
- Integrated co-curricular activities

Purpose: To provide all undergraduates with multiple opportunities to gain the knowledge, skills, and attitudes of global citizenship through global learning

Common Agenda: FIU's Broad-based Process for Identifying Topic, Goals, & SLOs

- Institutional audit
- Town-hall meetings
- Focus groups
- Surveys
- One-on-one interviews
- Department, college, admin, community meetings
- Taskforce meetings

Common Agenda: FIU's QEP SLOs

Global Awareness:

Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

Global Perspective:

Ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems.

Global Engagement:

Willingness to engage in local, global, international, and intercultural problem solving.

Common Agenda: FIU's QEP Program Outcomes

- FIU will provide a sufficient number of GL-designated courses to enable students to meet the global learning graduation requirement.
- FIU will integrate an increasing number of GL co-curricular activities into the curriculum.
- FIU will provide high-quality faculty and staff development workshops designed to advance interdisciplinary, problem-centered global learning
- FIU undergraduates will gain proficiency in the knowledge, skills, and attitudes of global citizenship.

Shared Measurement Systems: FIU's QEP Assessments

- Five-year global learning course development and delivery strategic plan
- Program outcome assessments
- Pre/post SLO assessments
- Course learning outcome assessment matrix

Mutually Reinforcing Activities: FIU's Actions to Be Implemented

- Integrated curriculum and co-curriculum
- Integrated faculty and staff development workshops
- Interdisciplinary course development and instruction
- Global Learning Faculty Fellowships
- Annual FIU Global Learning Conference
- Conference support

Continuous Communication: FIU's Actions to Be Implemented



FIU

Global Learning

Backbone Support Organization: FIU's Office of Global Learning Initiatives

- Conducts faculty and staff development workshops
- Monitors course approval and offering data
- Collects and analyzes student learning outcome and program assessment data
- Prepares annual impact reports and five-year impact report
- Sponsors and co-sponsors co-curricular programming
- Communicates QEP to all stakeholder groups
- Collaborates with undergraduate advising

Action Planning

- Activity: Identify areas of your QEP in which each of the five components of collective impact are present.
- Reflection: What changes can you make to your QEP so that it maximizes the opportunities for collective impact?

Thank You!

For more, please contact me:

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