QEP/FLC Overview

Coalition for Networked Information
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SACS/QEP BACKGROUND

- UM SACS Reaffirmation 2007
  - Steering Committee & QEP Development Team
- Quality Enhancement Plan
  - A defined course of action to “Enhance Student Learning”.
  - Generally a five year plan –
  - Institutional Support: Consensus, broad participation, allocation of adequate human and financial resources, flexible structure for evaluation
UM’S QEP

- Initial QEP: Communication across the Curriculum
- Revised QEP: Faculty Learning Communities to Enhance Undergraduate Education (with a Focus on Information, Communication, and Technology Literacy)
- Key Goals:
  - To implement a framework for a sustainable FLC programming and assessment
  - To help faculty acquire or increase their facility with ICT literacy to enhance their teaching and in turn enhance student learning.
**Key Components**

- Topic based Faculty Learning Community
  - Facilitator & Faculty Cohort
  - Library & IA Participation
  - Course Revision & Stipend

- Support and Services (Library & IA):
  - Training, Facilities, Resources
  - Exposure to ICT Literacy Concepts
  - Assessment (faculty & students)

- Assessment/Continuous Improvement
  - FLC Program
  - Operation & Services
  - Student Learning: ICT Literacy
QEP SUPPORT & SERVICES

Office of Accreditation & Assessment

QEP FLC Advisory Committee Representatives:
- Instructional Advancement
- Libraries
- Faculty
- Students

Quality Enhancement Program:
Faculty Learning Communities to Enhance Student Learning through the use of ICT Components
- Program Director
- Facilitator

Instructional Advancement

Teaching & Learning Commons

- Classroom Technology
- Instructional Technology
- Blackboard
- Teaching & Learning Services Library
- Digital Media Services Technology
- Faculty Exploratory RMS Lab
SUPPORTED BY QEP:

- Staffing
  - Teaching & Learning Services Librarian
  - FLC Facilitator (Faculty)
  - Project Director
- Instructional Advancement (Library Placement)
  - Instructional Technology, Blackboard, Classroom Technology
- Commons
  - Digital Media Lab
  - Faculty Exploratory
- Assessment: Libraries/PIRA
HOW IS THE QEP EVALUATED?

- Data (Each Cohort Faculty & Students):
  - Surveys and results
  - Results of testing/evaluation for each student

- Documented adjustments made — **Commitment to continuous assessment and improvement**

- Evidence of the dissemination of activities and outcomes
The Faculty Learning Community (FLC) program is the focus of the University of Miami’s Quality Enhancement Plan (QEP), which is part of the Southern Association of Colleges and Schools (SACS) accreditation requirements. The QEP development process revealed that effective use of digital technology and information literacy concepts is important for improving teaching and for preparing students for their futures. The University’s QEP proposes to enhance undergraduate learning through the creation of a program of Faculty Learning Communities. For the five-year initial period, the FLCs will be on the topic of Information and Communication Technology (ICT) Literacy.

The ultimate outcome of the Revised QEP is an ongoing program of ICT-related FLCs that will give faculty members the knowledge, skills, and pedagogical support to improve their teaching and enhance the learning environment at the University.

FLC Information and Application Form, Office of Planning, Institutional Research, and Assessment
ASSESSMENT

- A comprehensive evaluation plan clearly related to the QEP goals, with the latitude and flexibility to make adjustments to achieve the desired student learning outcomes:
  - Initial
    - *ICT Literacy iSkills (ETS)*
    - *Surveys (FLCs)*
    - *Comparative examination of syllabi*
  - Present
    - *Surveys*
    - *Rubric*
    - *Comparative examination of syllabi*
WHAT WORKED?

- Solid participation (students & faculty)
- The development and implementation of enhanced library facilities (Faculty Exploratory, DML, IA)
- FLC process & Faculty/Librarian partnership
- On-going FLC model for the development of online education
- New position: E-Learning and Emerging Technology Librarian
- Heightened awareness of digital literacy
- Positive learning outcomes
Lessons Learned

- Personnel: Project Management is Essential
- Expectations for participation and facilitation
  - Monitoring needed
  - Assessment
  - 3/pilot
- Appropriate forms of technology are needed
- Roles must be clear, responsibilities outlined, accountability
- Assessment tool (inconsistent)
- Rubric (Faculty dependent)
Questions?
Thank you!