# Quality Enhancement Plan

## Logic Model

January 24, 2017; Updated February 17, 2017

**Draft**

<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>Outputs</th>
<th>Short Term Outcomes</th>
<th>Long-term Outcomes</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>University faculty</td>
<td>Develop &amp; launch QEP course</td>
<td>Student learning outcomes</td>
<td>Students will declare their (suitable) major, which aligns with their academic interest within one semester after successful completion of the QEP course</td>
<td>A higher percentage of entering GRS students will successfully complete their academic programs within six-years of start</td>
<td>Students successfully completing an undergraduate degree program will self-report gains in specific “fit” measures related to the QEP upon completion of program</td>
</tr>
<tr>
<td>University advisors</td>
<td>Develop clear student learning outcomes</td>
<td>Students will exhibit an ability to participate in an inquiry-based learning process (currently identifying key constructs and/or dimensions - TBD)</td>
<td>Students will persist at a higher rate into their third year</td>
<td>The gap between differing populations of incoming students persisting into the third year will decline</td>
<td>Best practices from the QEP are implemented and integrated into the student services and/or learning at the institution</td>
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<tr>
<td>University librarians</td>
<td>Develop &amp; execute integrative advising approaches</td>
<td>Students will enhance their ability to think critically, including life decisions and career direction (currently identifying key constructs and/or dimensions - TBD)</td>
<td>Instructional team will report increased team functionality</td>
<td>Higher percentage of students are participating in the QEP project annually</td>
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<tr>
<td>Undergraduate students</td>
<td>Recruit undergraduate students to participate in the QEP course and create a scaling-up recruitment plan.</td>
<td>Students will report an increase in their sense of academic and social belonging or “fit”</td>
<td>Students leaving the institution report a clearer vision of fit or direction (for both students leaving UofL in short term and those who complete their degree)</td>
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<tr>
<td>Human Counseling &amp; Development</td>
<td>Develop recruitment plan for ongoing faculty involvement/participation</td>
<td>Students will report an increase in their sense of decidedness, engagement, and self-regulated learning</td>
<td>Students leaving the institution report a clearer vision of fit or direction (for both students leaving UofL in short term and those who complete their degree)</td>
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<tr>
<td>Department of Advising &amp; Exploratory Advising</td>
<td>Establish a QEP steering committee</td>
<td>Develop a comprehensive evaluation plan</td>
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<tr>
<td>Career Development Center staff</td>
<td>Develop ongoing faculty/advisor development opportunities</td>
<td>Develop process for assessing student learning</td>
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<tr>
<td>QEP team</td>
<td>Recruit undergraduate students to participate in the QEP course and create a scaling-up recruitment plan.</td>
<td>Develop database or protocol for tracking students who complete the course</td>
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<tr>
<td>Specialist for Integrative Advising</td>
<td>Conduct ongoing faculty/advisor development opportunities</td>
<td>Assessment instruments and technology</td>
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<tr>
<td>Exploratory Advising</td>
<td>Recruit undergraduate students to participate in the QEP course and create a scaling-up recruitment plan.</td>
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<tr>
<td>Department of Counseling &amp; Human Development</td>
<td>Develop recruitment plan for ongoing faculty involvement/participation</td>
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<tr>
<td>QEP Budget</td>
<td>Establish a QEP steering committee</td>
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<tr>
<td>Learning Technologies</td>
<td>Develop a comprehensive evaluation plan</td>
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<tr>
<td>Learning Spaces</td>
<td>Develop process for assessing student learning</td>
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</tbody>
</table>

In order to accomplish out set of activities we will need the following:

- University faculty
- University advisors
- University librarians
- Undergraduate students
- University administrators
- Career Development Center staff
- QEP team
- Specialist for Integrative Advising
- Exploratory Advising
- Department of Counseling & Human Development
- QEP Budget
- Learning Technologies
- Learning Spaces

In order to address our problem (or assets) we will accomplish the following activities:

- Develop & launch QEP course
- Develop clear student learning outcomes
- Develop & execute integrative advising approaches
- Conduct ongoing faculty/advisor development opportunities
- Recruit undergraduate students to participate in the QEP course and create a scaling-up recruitment plan.
- Develop recruitment plan for ongoing faculty involvement/participation
- Establish a QEP steering committee
- Develop a comprehensive evaluation plan
- Develop process for assessing student learning
- Develop database or protocol for tracking students who complete the course

We expect that once accomplished these activities will lead to the following changes in 1-3 semesters:

- Student learning outcomes
- Students will exhibit an ability to participate in an inquiry-based learning process (currently identifying key constructs and/or dimensions - TBD)
- Students will enhance their ability to think critically, including life decisions and career direction (currently identifying key constructs and/or dimensions - TBD)
- Students will report an increase in their sense of academic and social belonging or “fit”
- Students will report an increase in their sense of decidedness, engagement, and self-regulated learning
- Assessment instruments and technology

We expect that if accomplished these activities will lead to the following in 2 to 3 years:

- Students will declare their (suitable) major, which aligns with their academic interest 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
- Students leaving the institution report a clearer vision of fit or direction (for both students leaving UofL in short term and those who complete their degree)

We expect that if accomplished these activities will lead to the following in 4-6 years:

- A higher percentage of entering GRS students will successfully complete their academic programs within six-years of start
- The gap between differing populations of incoming students persisting into the third year will decline
- Higher percentage of students are participating in the QEP project annually
- Students successfully completing an undergraduate degree program will self-report gains in specific “fit” measures related to the QEP upon completion of program
- Best practices from the QEP are implemented and integrated into the student services and/or learning at the institution
Definition of a Logic Model

“A logic model is a systematic and visual way to present and share your understanding of the relationship among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.” (W.K. Kellogg Foundation, 2004)

Beginning in the spring of 2015, the QEP development committee has been actively engaged in developing our University’s next Quality Enhancement Plan (QEP). Based on 2 years of research, data analysis, and conversations with university administrators, faculty, staff, and students, the decision was made to address issues specific to the second-year learning experience. The QEP team has led ongoing efforts to gather feedback and engage the university campus in conversation pertinent to the development of the QEP. This logic model was developed to bring focus to the planning, implementation and evaluation of the upcoming QEP. This model makes explicit the resources and activities needed to establish the project as well as clear articulation of the intended outcomes of the QEP.

The QEP logic model consists of six elements: Resources, Activities, Outputs, Short-term Outcomes, Long-term Outcomes, and Impact.

- **Resources**, sometimes referred to as inputs, identifies the support, aid, and assets needed to conduct the activities or services envisioned for a given project.
- **Activities** are those efforts developed from the resources in addressing a problem or carrying out a given goal.
- **Outputs** link the activities or services to the intended group or beneficiary of the overall project.
- **Outcomes** are the intended changes we expect from the project that are measurable. We have articulated both a short-term (within a year) and long-term (beyond a year) outcome that communicates our intended accomplishments.
- **Impact** is the overall intended change that we expect within four to six years of the project.

**References**