

LOGIC MODEL: A Guide to the QEP
Adapted from the Harvard Family Research Project

THE PLAN	THE OUTCOMES	THE EVALUATION
<p>1) DESIRED RESULTS/GOAL Graduates who have the ethical values, reflective judgment, and diverse experience to be engaged citizens and leaders in their professions, careers, and/or communities.</p>	<p>5) QEP PERFORMANCE MEASURES <i>Measures of Effect on Student Learning</i></p> <ul style="list-style-type: none"> • Increased moral judgment • Increased moral commitment • Increased moral integrity • Increased climate of student engagement 	<p>6) DATA SOURCES AND METHODS</p> <ul style="list-style-type: none"> • DIT or MMO scaled pre- and post-tests • Rubric-scored portfolios or critical incident narratives • Institutional Research data • NSSE data • Assessment Record
<p>2) CRITICAL ISSUES</p> <ul style="list-style-type: none"> • Opportunities for collaborative, interdisciplinary student learning should be expanded to take advantage of the rich resources of a uniquely comprehensive, small university. • The University’s mission to affirm “religious and moral values” should be more intentionally embodied in student learning. • Student engagement and leadership development should become one of the University’s educational distinctions. 	<p><i>Measures of Institutional Effort</i></p> <ul style="list-style-type: none"> • Number of faculty in reading circles • Number of disciplines represented in reading circles • Number of reading circles • Number of faculty involved in training on using student reflective papers • Number of faculty reading Kidder text • Number of faculty in ethics seminar • Number of faculty disciplines represented in ethics seminar • Number of students in ethics seminar • Number of student disciplines represented in ethics seminar • Number of students in leadership program • Number of service-learning opportunities • Number of courses that integrate service-learning • Number of volunteer opportunities • Number of student volunteers 	<p>7) EVALUATION QUESTIONS</p> <ul style="list-style-type: none"> • Are QEP activities having a significant impact on student learning? • What lessons has the institution learned through implementation of QEP objectives? • How should the institution modify QEP activities to get better results?
<p>3) QEP STRATEGIES</p> <ul style="list-style-type: none"> • Development of rigorous, multi-disciplinary, collaborative learning opportunities • Development of learning-centered, civic engagement opportunities 		<p>8) PRIMARY STAKEHOLDERS</p> <ul style="list-style-type: none"> • Office of Institutional Effectiveness • QEP Committee of UPC • QEP Implementation Groups • Deans, Faculties & Student Life Staff • Students • President, Provost, & Trustees
<p>4) QEP OBJECTIVES</p> <ul style="list-style-type: none"> A) Incorporate Reflective Service-Learning in Undergraduate Courses B) Develop Undergraduate Preceptorships in Service-Learning C) Develop a Scholarship-Based, Co-Curricular Leadership Program: “Mercer Service Scholars” D) Develop a Student-Run, Volunteer Clearinghouse E) Conduct Interdisciplinary Faculty/Staff Reading Circles on Professionalism, Ethics, and Reflective Practice F) Train Professional School Faculty in the Transformative Case-Method of Teaching G) Develop a University-Wide Ethics Seminar as a Centerpiece of Applied Ethics Courses 		<p>9) MECHANISMS FOR ASSESSMENT</p> <ul style="list-style-type: none"> • Biannual Performance Reports from QEP Implementation Groups • Annual Evaluation Report from Office of Institutional Effectiveness (OIE) & QEP Committee • Annual Planning Retreat for OIE, QEP Committee, & selected administrative, faculty, staff, & student leadership • Biennial Site Visits by External Evaluators/Consultants