Issues for Consideration
QEP Topic #1

1. **The Learning in Action Project**
    a. Themes and issues related to learning:
        i. Active, hands-on learning
        ii. Life and workplace readiness and relevance
        iii. Learning and studying with others
    b. Background/Rationale:
        i. Issues highly ranked in importance by students and faculty
        ii. Educational and business leaders promote active, relevant, collaborative learning activities as key for success in 21st century global workplace; internal faculty survey indicates increased student engagement through these teaching methods
        iii. Project aligns with TN Board of Regents High Impact Practices initiative
        iv. Student surveys included numerous requests for additional "hands-on" and group study opportunities
    c. Potential teaching and learning activities:
        i. Faculty study of best practices and implementation of case-based, applied learning activities and other active, collaborative learning strategies
        ii. Learning communities based upon student major and/or career exploration
        iii. Career-related assignments in selected fundamental courses
        iv. Projects reflecting real-world problems/questions that promote transference of learning
        v. Increased options for group study
        vi. International education, internships, and service learning opportunities
        vii. "Professionalization" of campus employment to enhance relevance and skills development of campus work study
    d. Potential learning outcomes/success indicators
        i. Improved retention across all age groups
        ii. Improved grades across all age groups
        iii. Increased engagement of students and faculty in new learning modalities
        iv. Increased engagement of students in cooperative learning and study options
        v. Achievement of established learning outcomes/soft skills for campus jobs
        vi. Enhanced level of readiness for further college study and/or the workplace
    e. Potential assessment methods
        i. Project assessment rubric that evaluates:
            1. How students apply reasoning/problem solving to arrive at conclusions
            2. Students' ability to work in cooperation with others
            3. Students' ability to evaluate the project as a whole; not just its individual parts
        ii. Group presentation evaluated by volunteer outside professionals in the discipline
        iii. Structured interview of internship/service learning/workstudy in which student is challenged to articulate the personal and professional meaning of the experience

*For additional reading see: "The CASE Project" article on case-based learning for Statistics and PPT on Experiential Learning (in Zip folder attached)

2. **The Curiosity Project – Information Literacy and Intellectual Engagement Across the Curriculum**
   a. Themes and issues related to learning:
      i. Improved critical reading, thinking, and research
      ii. Learning how to evaluate information
      iii. Learning how to avoid plagiarism
      iv. Learning how to learn
   b. Background/Rationale:
      i. Issues highly ranked in importance by students and faculty
      ii. Students demonstrate significant weakness in critical thinking skills and social science context-based questions as measured by ETS Profile graduate exit exam
      iii. National studies of students' civic online reasoning find major gaps in ability to make judgments of credibility
      iv. Information Age requires students to be able to manage, interpret, validate, and make informed choices and decisions
   c. Potential teaching and learning activities:
      i. Faculty study of best practices and implementation of techniques for teaching information literacy
      ii. Increased emphasis on reading and research across the curriculum
      iii. Class projects that combine multiple disciplines, perspectives
      iv. Individual and group problem-solving and analysis activities
      v. Instruction in evaluation of evidence and avoidance of plagiarism
      vi. Success coaching for informed decision-making
   d. Potential learning outcomes/success indicators
      i. Achievement of benchmarked competency for information literacy
      ii. Increased engagement of students and faculty in critical reading and research activities
      iii. Improved grades in learning assessments involving complex, integrated skills
      iv. Reduction in incidence of plagiarism
   e. Potential assessment methods
      i. Rubric to assess students' ability to
         1. Find information
         2. Identify sources behind information
         3. Evaluate the reliability of information
      ii. Development of definition and standards for identifying/evaluating plagiarism

*For additional reading see: "Bigger Challenge than Fake News" article and PPT on Experiential Learning (in Zip folder attached)

3. The 21st Century Skills for Success Project—Speak, Listen, Relate
   a. Themes and issues related to learning:
      i. Improved oral communication skills
      ii. Improved interpersonal skills
      iii. Improved presentation of self
   b. Background/Rationale:
      i. Issues highly ranked in importance by faculty and students; interpersonal skills highly ranked by program advisory boards
      ii. Reduction of credit-hour maximum for majority of Associate degree programs led to deletion of Speech requirement in some programs
      iii. Use of speaking assignments/presentations in class ranked lowest percentage of "yes" responses in 2017 faculty survey
      iv. Below CCSSE state and national median scores for item: "Made a class presentation."
      v. TN Dept. of Labor and Workforce Development projects Active Listening and Speaking to be the top required job skills through 2024.
   c. Potential teaching and learning activities:
      i. Faculty development of standards/rubrics for speaking across the curriculum activities
      ii. Faculty engage in study of best practices for collaborative learning activities and oral presentation skills
      iii. "Free" Present Yourself workshops—presenting a professional image (interviews, appearance, résumés, email etiquette)
      iv. Increased case-based and collaborative learning activities
      v. Capstone projects integrating speaking and interpersonal relations in a professional setting
   d. Potential learning outcomes/success indicators
      i. Achievement of benchmarked competencies for active listening and speaking
      ii. Increased engagement in oral communication learning activities
      iii. Increased engagement of students and faculty in new learning modalities
      iv. Enhanced level of readiness for further college study and/or the workplace
   e. Potential assessment methods
      i. Rubric(s) to evaluate
         1. General oral communication competencies
         2. Group presentations
         3. Interview skills

*For additional information see TN Dept. of Labor and Workforce Development chart and PPT on Experiential Learning (in Zip folder attached)