

Quality Enhancement Plan



2013-14 Summary Report

Quality Enhancement Plan

Table 1

Fall 2013 and Fall 2014 Quality Enhancement Plan Overview

	Year 1 Fall, 2013	Year 1 Spring, 2014	Year 2 Fall, 2014
QEP Instructors using TBL	49	60	103
Course Sections	67	71	217
Students*	1513	1844	5076

*Duplicated Head Count

Table 2

QEP Participants by College

	Year 1 Fall, 2013 QEP Instructors using TBL	Year 2 Fall, 2014 QEP Instructors using TBL
Allied Health	14	24
Arts & Sciences	14	33
Business	2	2
Continuing Education	2	4
Education	1	9
Engineering	3	4
Medicine	3	9
Nursing	7	16
Computing	3	2
TOTAL	49	103

Quality Enhancement Plan

Table 3

Dr. Michaelsen Workshop Participants

	Year 1 Summer, 2013	Year 2 Summer, 2014
Instructors	33	95
Visitors	0	14

Table 5

Dr. Michaelsen Workshop Participants* by College

	Year 1 Summer, 2013	Year 2 Summer, 2014
Allied Health	12	16
Arts & Sciences	11	33
Business	0	2
Continuing Education	2	2
Education	0	17
Engineering	1	1
Medicine	2	7
Nursing	4	16
Computing	1	1
TOTAL	34	95

What is Team-Based Learning?

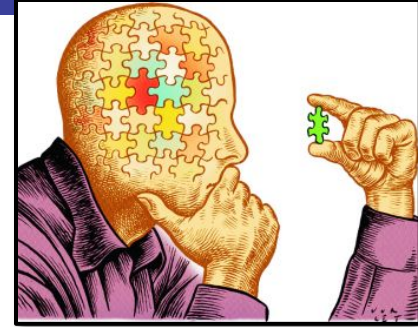
**Learn
About
TBL**



Team Based Learning is a collaborative learning strategy based on.....

- Application Activities:** Application of content using based on 4 S's
Significant problem
Same problem
Specific choice
Simultaneous reporting
- Backward Design:** Developing course-level student learning outcomes and working backward
- Peer Evaluation:** Team members evaluate each other's performance
- Readiness Assurance:** Application does not begin until students have mastered content as evidenced by "iRAT" and "tRAT" assessments
- Strategically Formed Teams:** Teams are purposefully designed

Why Use Team-Based Learning?



- ✦ **Research Proven**
- ✦ **Improves Critical Thinking and Content Acquisition**
- ✦ **Engagement and Collaboration**
- ✦ **Improves marketability**

Changes the Role of the Professor

From “Sage on the Stage,” disseminating information



To “Guide on the Side,” asking open-ended questions to promote thinking skills



Changes the Role of the Student

From “Sit and Get,” learning at lower cognitive levels (Remembering, Understanding, Applying)



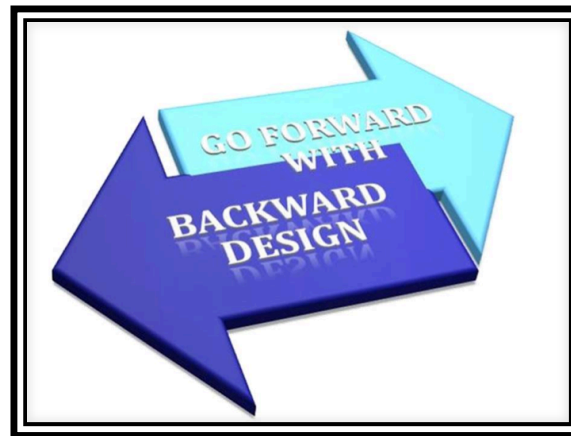
To “Active Participant,” in the learning process, learning at higher levels (Analyzing, Evaluating, Creating) to become critical thinkers.



Team-Based Learning

Backward Design

“To begin with the end in mind means to start with a clear understanding of your destination.



It means you know where you're going...so the steps you take are always in the right direction”

Lesson Framework—Backward Design

Course-Level Student Learning Outcome

Unit Student Learning Outcomes

Content

Units

Preparation
Application
Other
Assessment(s)

Units

Preparation
Application
Other
Assessment(s)

Units

Preparation
Application
Other
Assessment(s)

Units

Preparation
Application
Other
Assessment(s)

Units

Preparation
Application
Other
Assessment(s)

Lesson Design

Student Learning Outcome(s)

Unit

Preparation

Application Activities

Other Assessment(s)

Activities:

(i.e. Lecture, Guest Speaker, PPT.)

In-Class:

Readiness Assurance

1. Individual test
2. Team test
3. Appeals
4. Corrective Instruction

Simple

Team Work

- Application Activities
- Case Study or Scenarios with embedded problems and decision points....
- Using 4-S
- Significant Problem
 - Same Problem
 - Specific Choice
 - Simultaneous Reporting

Complex

Team Work

Continue pattern as long as desired

CULMINATING PROJECT

EXAM:
Individual
or
Group

Out-of-Class:
(FLIPPED)

Reading (Voice-PPT., PPT., Web Resources, Videos)

Homework Reading (Flipped PPT., Web Res., Videos)

Homework Reading (Flipped PPT., Web Res., Videos)













Review

Unit covers 2-3 weeks

Collegial Coaching

Learning Walks

PD Sessions

-  Connecting SMART Board Technology and Team-Based Learning
-  Course Design Using Team-Based Learning
-  Creating Voice-Over PowerPoint Presentations
-  Crafting Multiple-Choice Questions that Promote Critical Thinking
-  Designing Application Activities Using Case Studies and Scenarios
-  Developing Student Learning Outcomes that Promote Critical Thinking
-  Flipping Your Classroom
-  Introduction to Team-Based Learning
-  Reciprocal Questioning to Increase Understanding
-  Using CATME to facilitate Peer Evaluation
-  Using iClickers for Point Spreading
-  Using TestMaker to Align tRATs with IF-ATs

\$300 awarded each semester to support the QEP.

(Post-its, Easel Pad Paper, File Folders, File Box, Sharpie, Travel, Registration Fees, iPads, etc.)

\$300 Workshop allocation or payment

\$300 Fall allocation

\$300 Spring allocation

\$300 Summer allocation

Unused funds may be banked.

- ✦ **Certificate of Team-Based Learning Pedagogy**
- ✦ **Quality Enhancement Plan Certificate of Collegial Coaching**
- ✦ **Quality Enhancement Plan Professional Development Fellow**
- ✦ **Letter of Commendation from Dr. Johnson**
- ✦ **QEP Educator of Distinction**

2014

- Carr, P. J. (2014). Team-Based Learning in an Undergraduate Archaeological Method and Theory Course. Society for American Archaeology 79th Annual Meeting. Austin, TX.
- Creel, A. (2014). Improving EMS Student Preparation Through Interprofessional Enhancement and Team-Based Learning. Education and Information Systems, Technologies and Applications: EISTA 2014. Orlando, FL.
- Fearn, M., L., & Jordan, K., J. (2014). Team-Based Learning in Physical Geography. Association of American Geographers. Tampa, FL.
- Gordon-Hickey, S. & Estis, J. (2014). Creating meaningful Team-Based Learning application activities to enhance critical thinking. Council for Academic Programs in Communication Sciences and Disorders Conference. Orlando, FL.
- Johnson, Pam (2014). The Impact of Team-Based Learning on Undergraduate Nursing. Sigma Theta Tau Region 8 Conference, Indianapolis, IA.
- Landry, J. & McKinney, D. (2014). Addressing Risk Head-On To Overcome TBL Adoption Failure. University of South Alabama Teaching and Learning Conference. Mobile, AL.
- Peterson, K. (2014). Service-Learning and Team Based Learning Engage Together. University of South Alabama Teaching and Learning Conference. Mobile, AL.
- Styron, J. L., Dearman, C., Whitworth, S., & Brown, H., (2014). Interprofessional Collaborative Practice to Improve Patient Outcomes: A Pilot Study. Education and Information Systems, Technologies and Applications: EISTA 2014. Orlando, FL.
- Styron, R.A. QEP Year One: The impact of Team-Based Learning on Critical Thinking, Collaboration, and Persistence. 2014 South Alabama Teaching and Learning Conference, Mobile, AL.
- Styron, R. A. & Styron, J. L. Using a Common Pedagogy Across Multiple Disciplines to Improve Student Learning. Education, Information Systems, Technology Applications, EISTA 2014 Conference.
- Younce, A., Horton, H., Smith, K., (2014). Backing into Team-Based Learning. Team-Based Learning Collaborative Annual Conference. Fort Worth, TX.

2013

- Estis, Gordon-Hickey, Gubler, & Stanfield (2013). Enhancing Teamwork, Critical Thinking, & Problem-Solving Through Team-Based Learning. Seminar presentation at the American Speech Language Hearing Association Convention, Chicago, IL.
- Gordon-Hickey, S. & Estis, J. (2013). Utilizing Team Based Learning in Health Sciences. University of South Alabama Teaching and Learning Conference, Mobile, AL.
- Stanfield, C., Estis, J., Gordon-Hickey, S. & Gubler, C. (2013). Team Based Learning: A Different Approach to Teaching Anatomy and Physiology. Human Anatomy and Physiology Society Conference, Las Vegas, NV.
- Howell, N. (2013). Using Team-Based Learning (TBL) in a First Year Experience Course. University of South Alabama Teaching and Learning Conference, Mobile, AL.
- Landry, J. & McKinney, D. (2013). Team-Based Learning: An Organic Adoption. University of South Alabama Teaching and Learning Conference, Mobile, AL.
- Palanki, S. (2013). Team-Based Learning in a Senior Chemical Engineering Class. University of South Alabama Teaching and Learning Conference, Mobile, AL.
- Peterson, K. (2013). Team-Based Learning for Critical Thinking in Humanities. University of South Alabama Teaching and Learning Conference, Mobile, AL.
- Preudhomme, D. (2013). Solving the Metabolic Syndrome Puzzle in Adolescents. Society for Adolescent Health and Medicine Conference. Austin, TX.
- Styron, R. A. (2013). Interdisciplinary Education: A Reflection of the Real World. Plenary Speaker, Education and Information Systems, Technologies and Applications Conference. Orlando, FL.
- Gordon-Hickey, S. & Estis, J. (2013). Utilizing Team Based Learning in Health Sciences. University of South Alabama Teaching and Learning Conference, Mobile, AL.

2012

- Connors, M. A. (2012). Preliminary Results of Team Based Learning in a General Education Geology Class and Lab. Geological Society of America Annual Meeting. Charlotte, N.C.
- Styron, R. A. (2012). Critical Thinking and Collaboration: A Strategy to Enhance Student Learning. Education and Information Systems, Technologies and Applications Conference, Orlando, FL

Support--Grants

Creel, A. Garmon, D. (2014). Creation of AGEMSS TBL Technology Classroom. Alabama Preventative Health and Health Services Block Award. (\$25,000)

Johnson, P., White, L., Preud'Homme, D., Davis, C., & Haas, L. (2014). Establishing a Local Chapter of the Institute of Healthcare Improvement Open School at the University of South Alabama. Health Sciences Award. (\$1500)

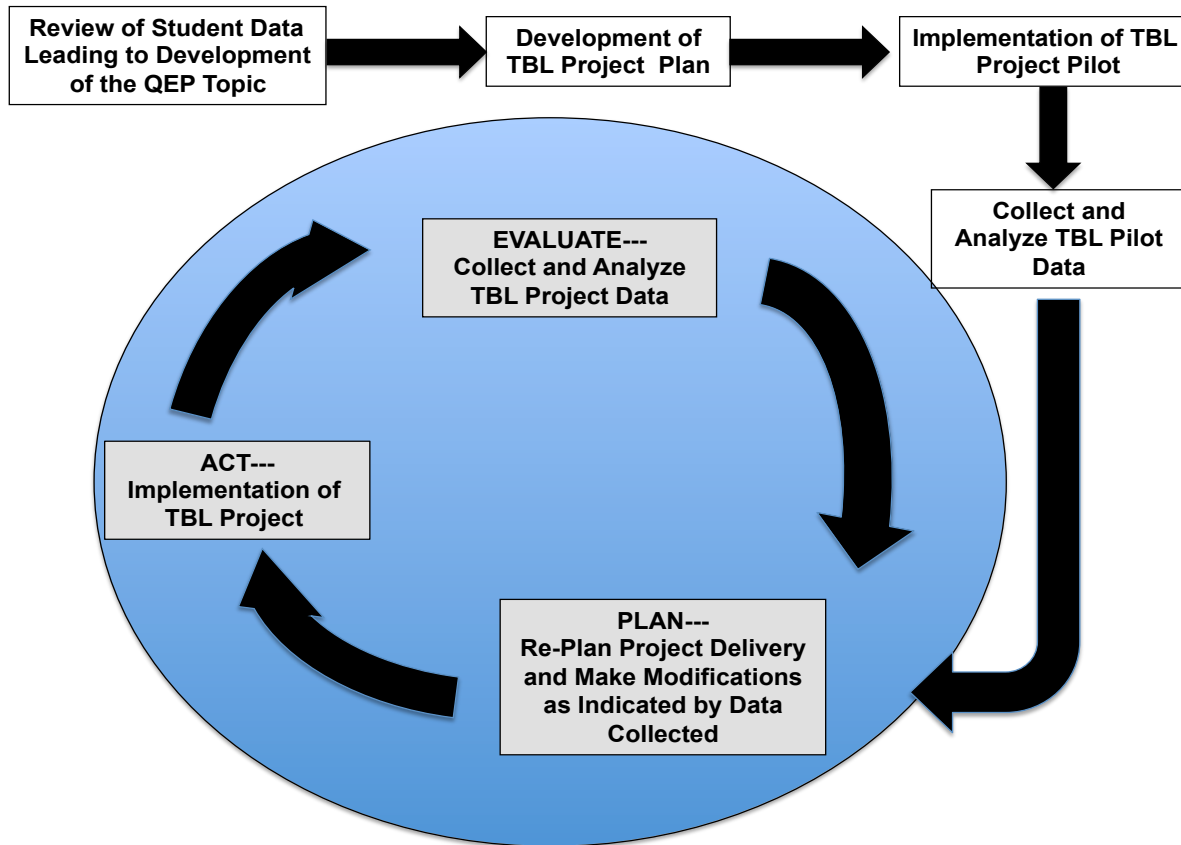
Kennedy, E., Wooster, D., Beverly, B., Moore, R. & Styron, R. A. (2014). Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel, \$1,050,527 grant proposal. (Under Review)

- ✿ Fall Ice Cream Social Luncheon Celebration of Success
- ✿ QEP Spring Awards' Reception

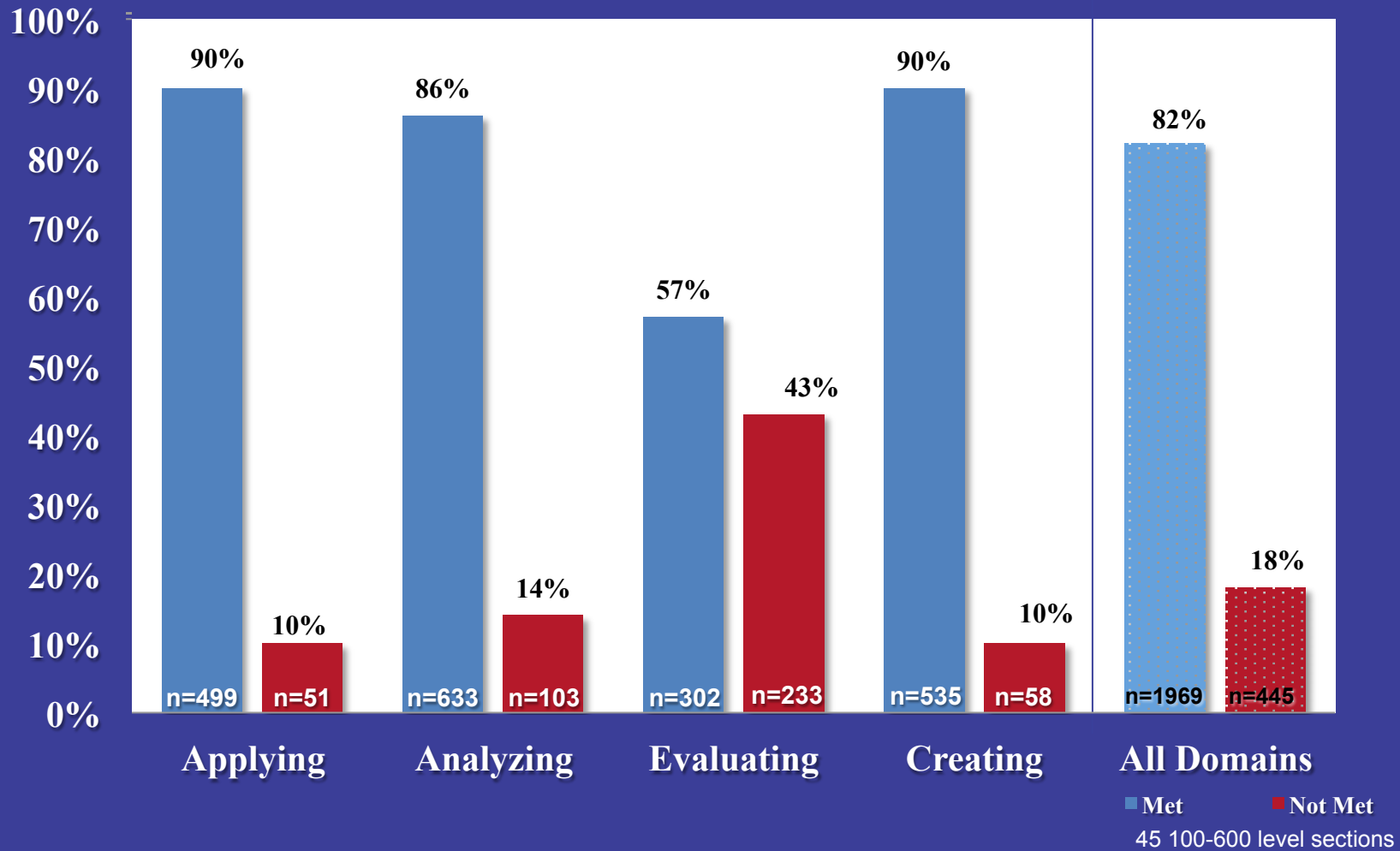
Assessments



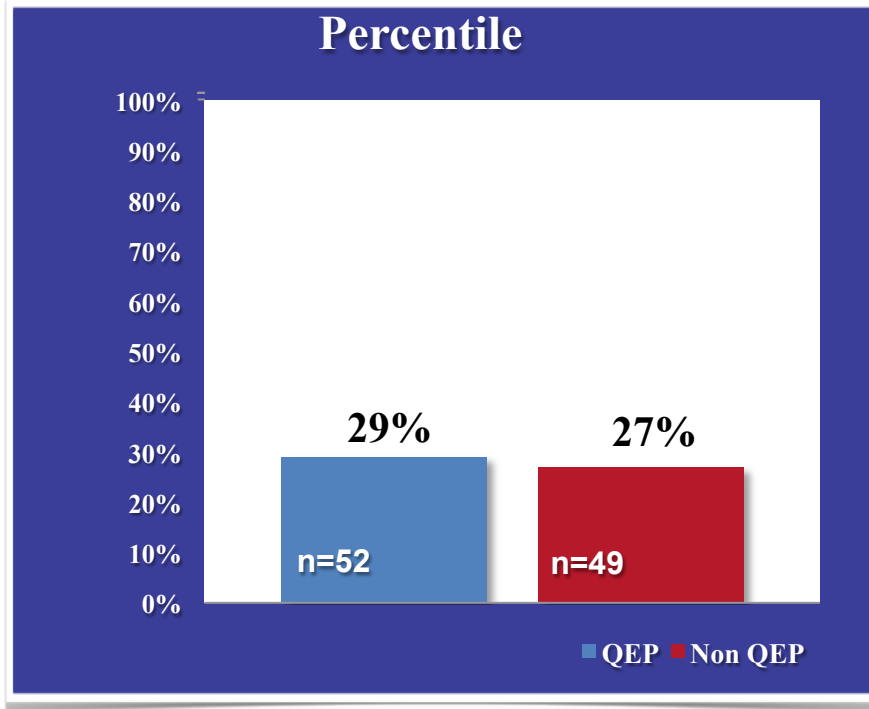
Quality Enhancement Plan



Critical Thinking—SLO Target Mastery Report



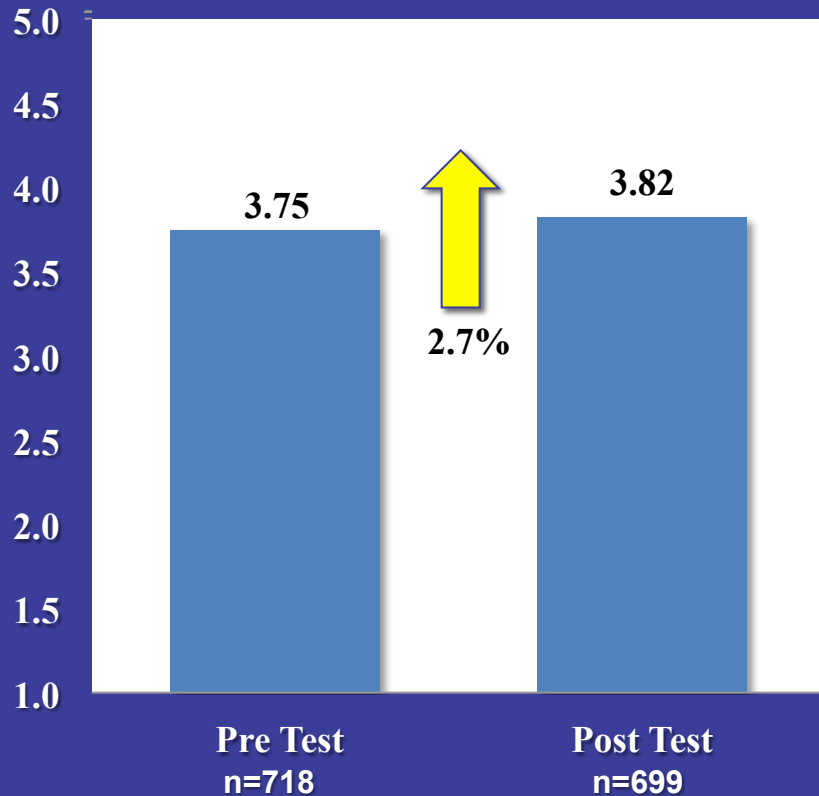
Critical Thinking—California Critical Thinking Skills Test



Construct	Significance
Induction	F=8.30, p=.01
Deduction	F=16.98, p=.00
Analysis	F=6.88, p=.01
Inference	F=15.31, p=.00
Evaluation	F=11.22, p=.00
Interpretation	F=7.94, p=.01
Explanation	F=7.61, p=.01
Overall	F=16.28, p=.00

Critical Thinking—Pre/Post Test

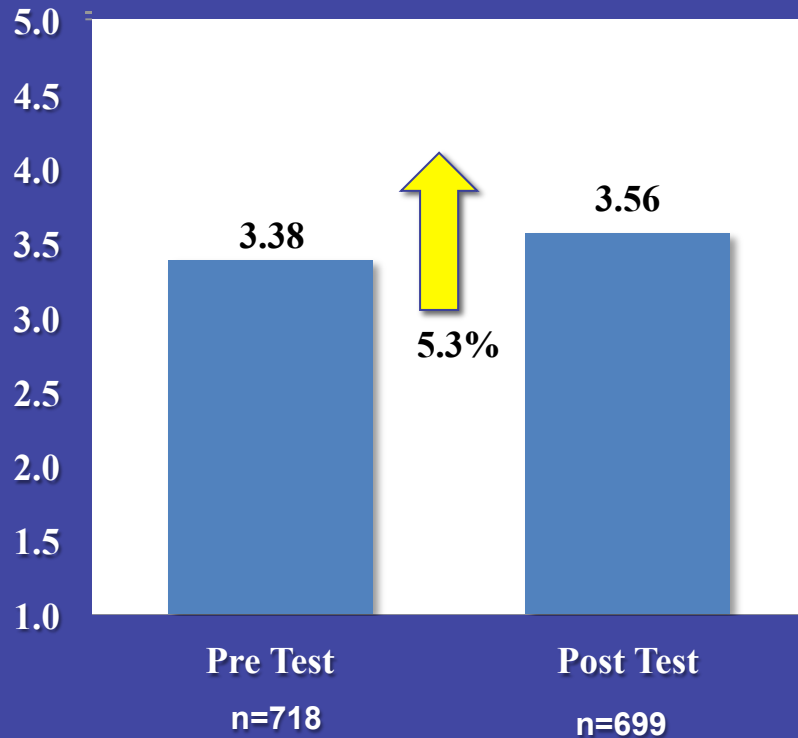
Critical Thinking



Question	Significance	Cognitive Level
I examine the strengths and weaknesses of my views on topics and issues	F=8.04, p=.01	Evaluating
I analyze an idea, experience, or line of reasoning in depth by examining its parts	F=2.90, p=.00	Analyzing
I connect my learning to societal problems or issues	F=10.89, p=.00	Analyzing

Collaboration—Pre/Post Test

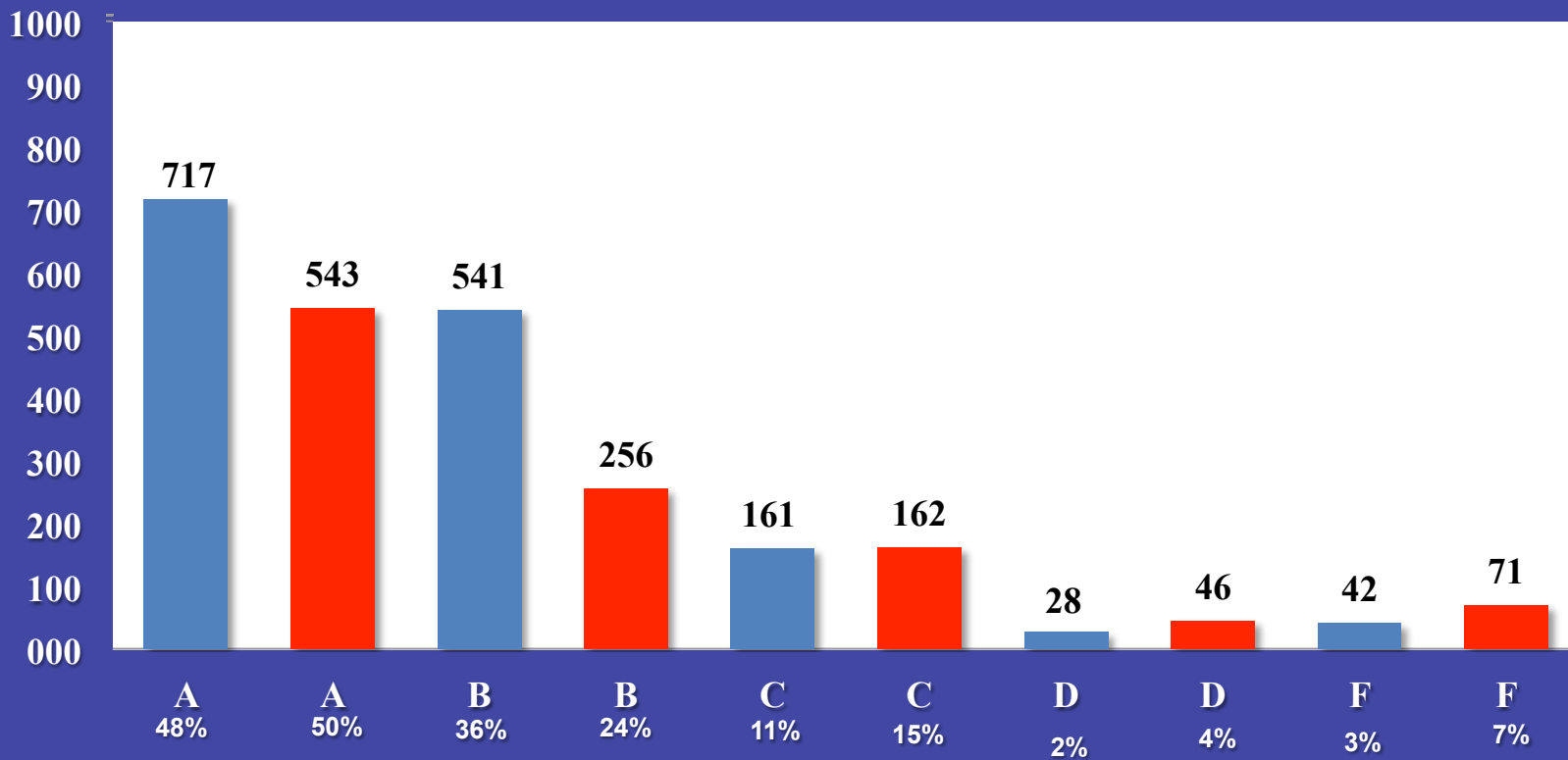
Collaboration



Question	Significance
I ask questions or contribute to course discussion in other ways	F=14.71, p=.00
I ask other students to help me understand course materials	F=7.57, p=.01
I explain course material to other students	F=13.67, p=.00
I prepare for exams by discussing or working through course materials with other students.	F=3.92, p=.05
I work with other students on course project or assignments.	F=26.35, p=.00
I give course presentations in groups (not just PowerPoint presentations)	F=4.36, p=.04
I participate in a learning community or some other formal program where groups of student take two or more classes together.	F=8.32, p=.01

Final Grades

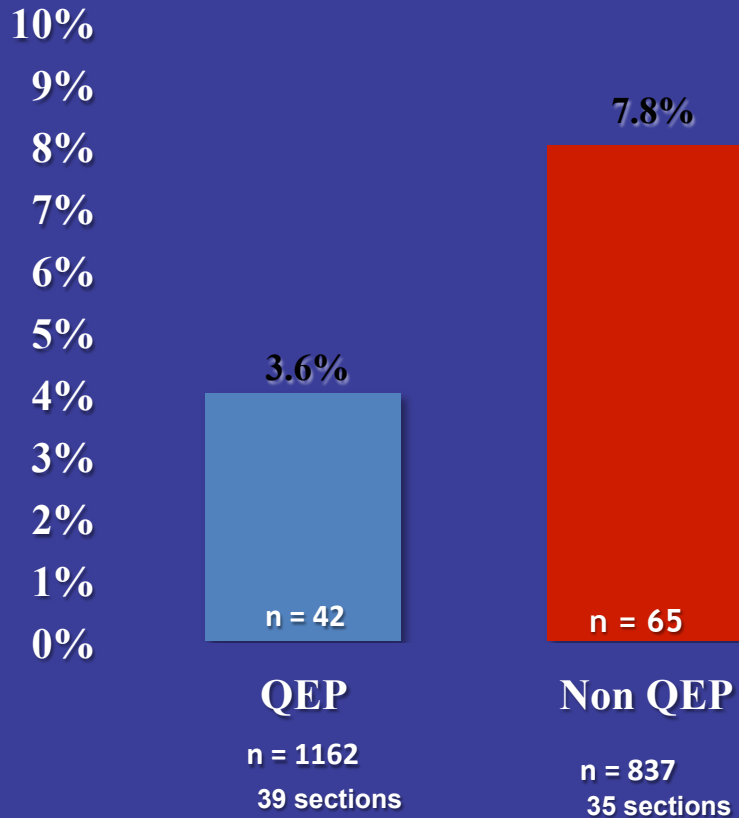
of Students



■ QEP ■ NON-QEP ■ 100-600 level sections
 QEP n=1489
 Non-QEP n=1089

Grades	Significance
QEP/Non-QEP	F=17.19, p=.00

Persistence—Course Withdrawal Rate (100-400 Level)



QEP Student Withdrawals	Non-QEP Student Withdrawals	Significance
42	65	F=17.41, p=.00

Faculty Feedback Responses--Faculty Feedback Survey*

Q2/ 3.1

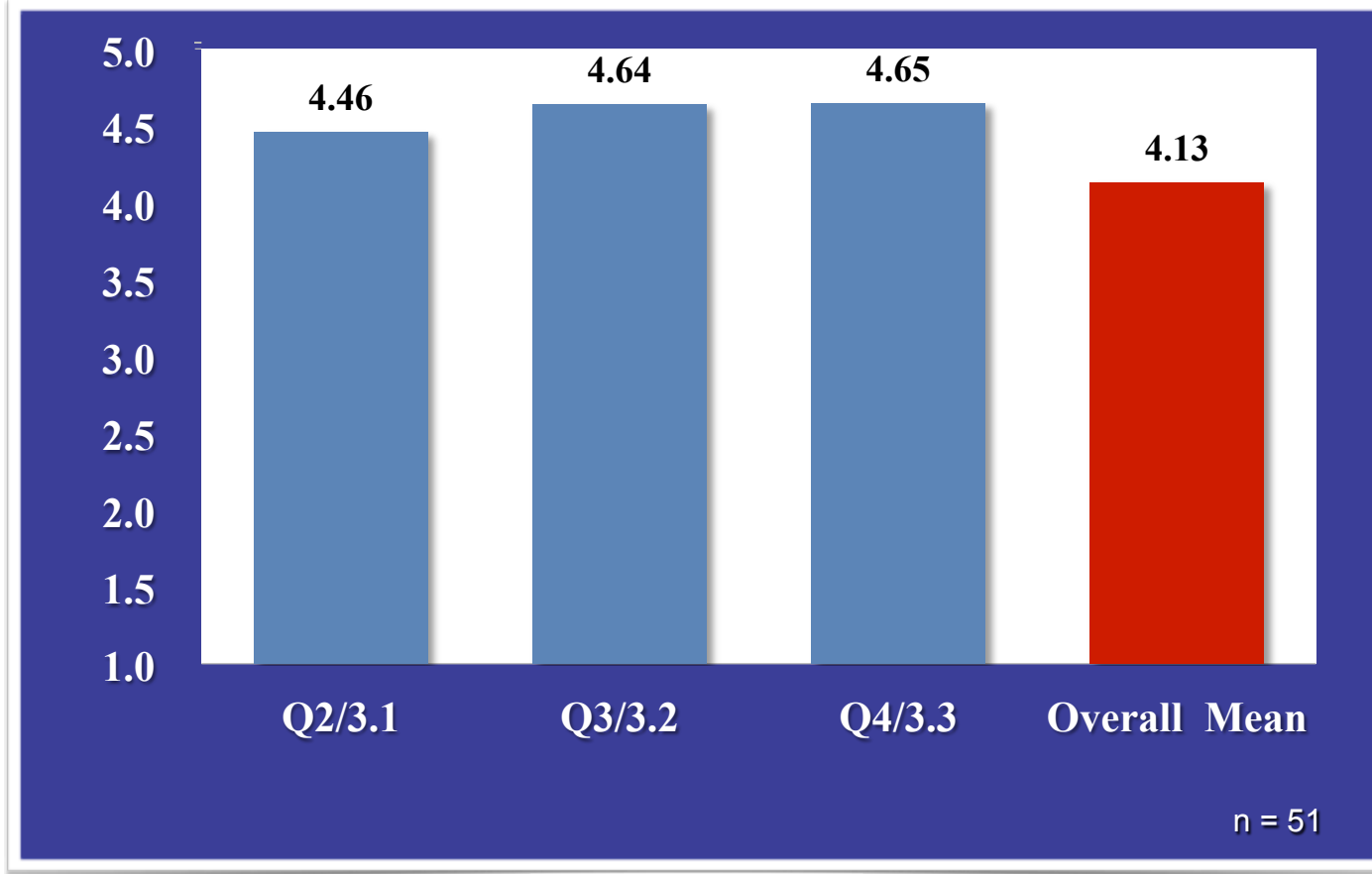
Use of TBL strategies has helped increase student critical thinking skills.

Q3/3.2

Use of TBL strategies has helped increase student collaboration.

Q4/3.3

Use of TBL strategies has helped increase student engagement.



Scale
5= Strongly Agree
4= Agree
3= Neutral
2= Disagree
1= Strongly Disagree

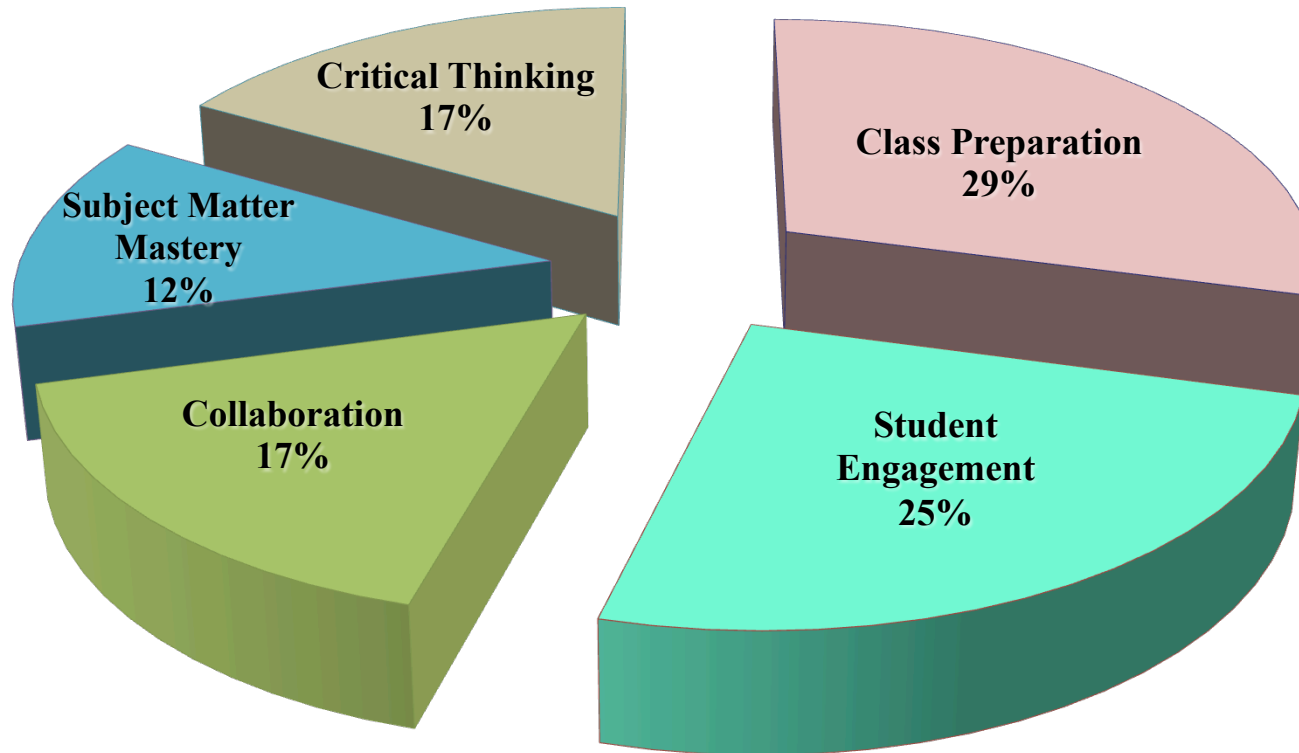
*Items taken from the Baylor College of Medicine Value of Teams Survey



Data Summary--Faculty Satisfaction Responses

Faculty Satisfaction Survey*

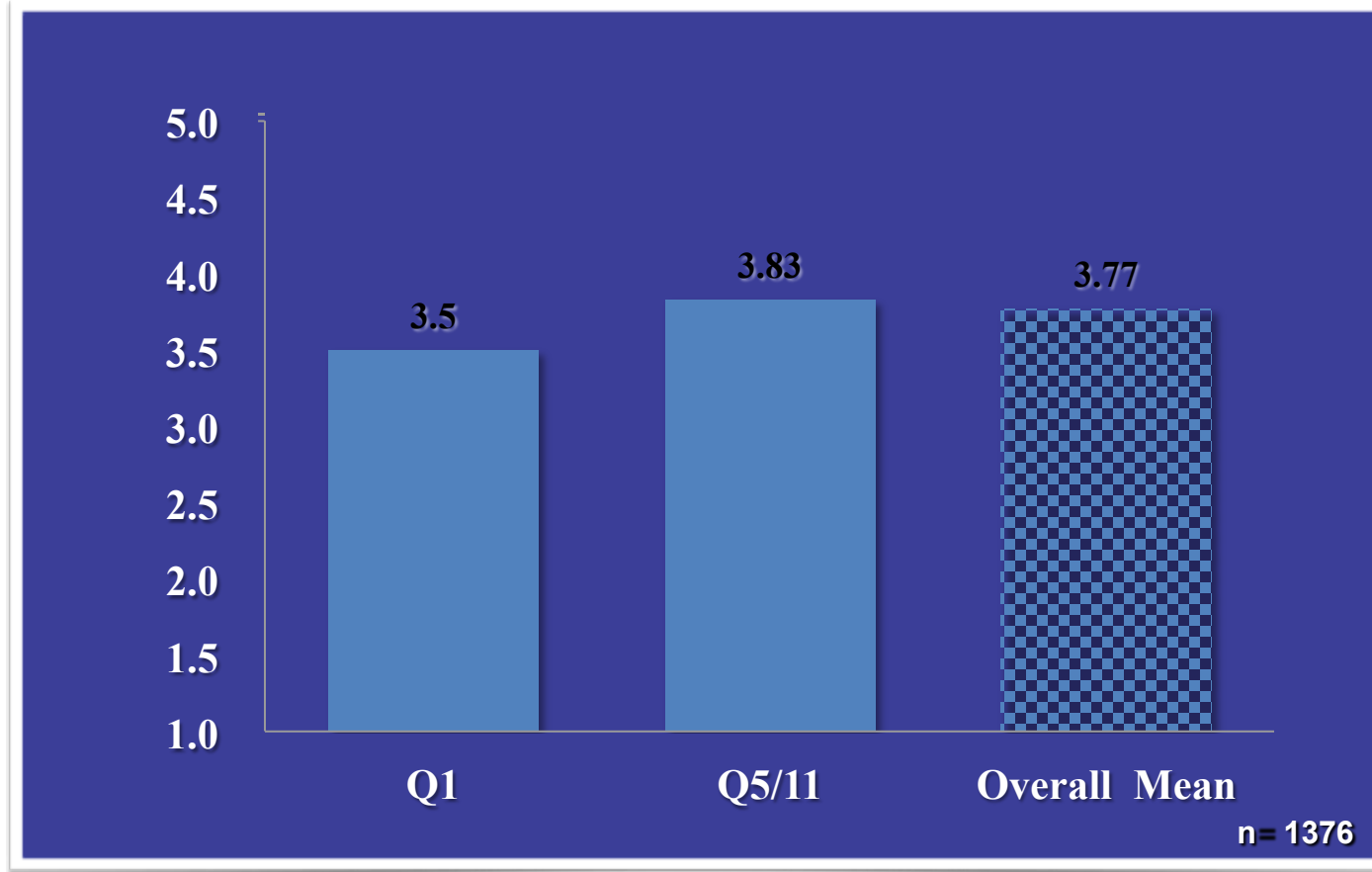
What is the most beneficial aspect of Team-Based Learning?



Critical Thinking—Student Satisfaction Survey*

Q1
TBL helped increase my understanding of course material.

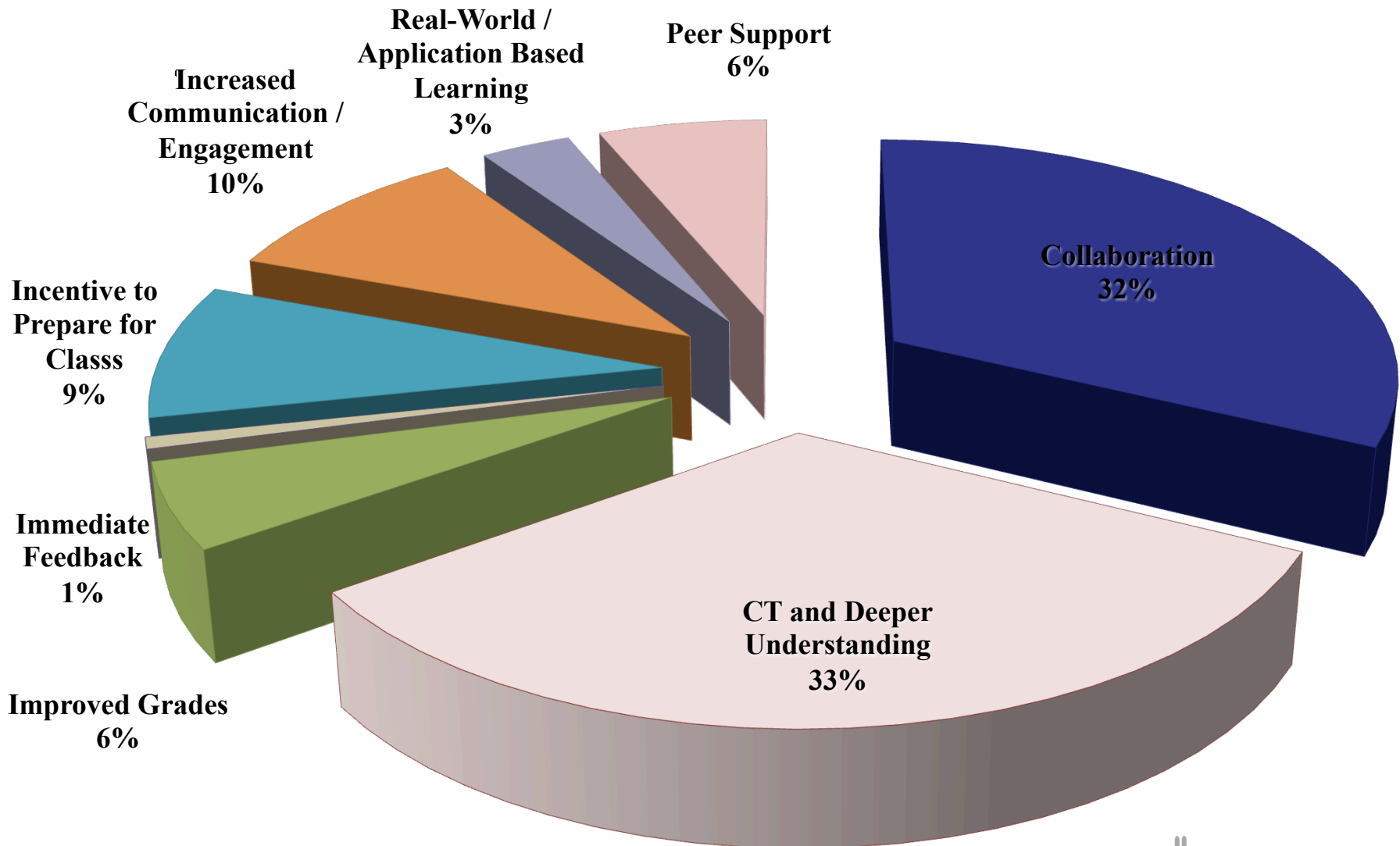
Q5/11
tRAT (Team test) discussions allowed me to correct my mistakes and improve understanding of concepts.



Scale
5= Strongly Agree
4= Agree
3= Neutral
2= Disagree
1= Strongly Disagree

Student Satisfaction Survey

What is the most beneficial aspect of Team-Based Learning?

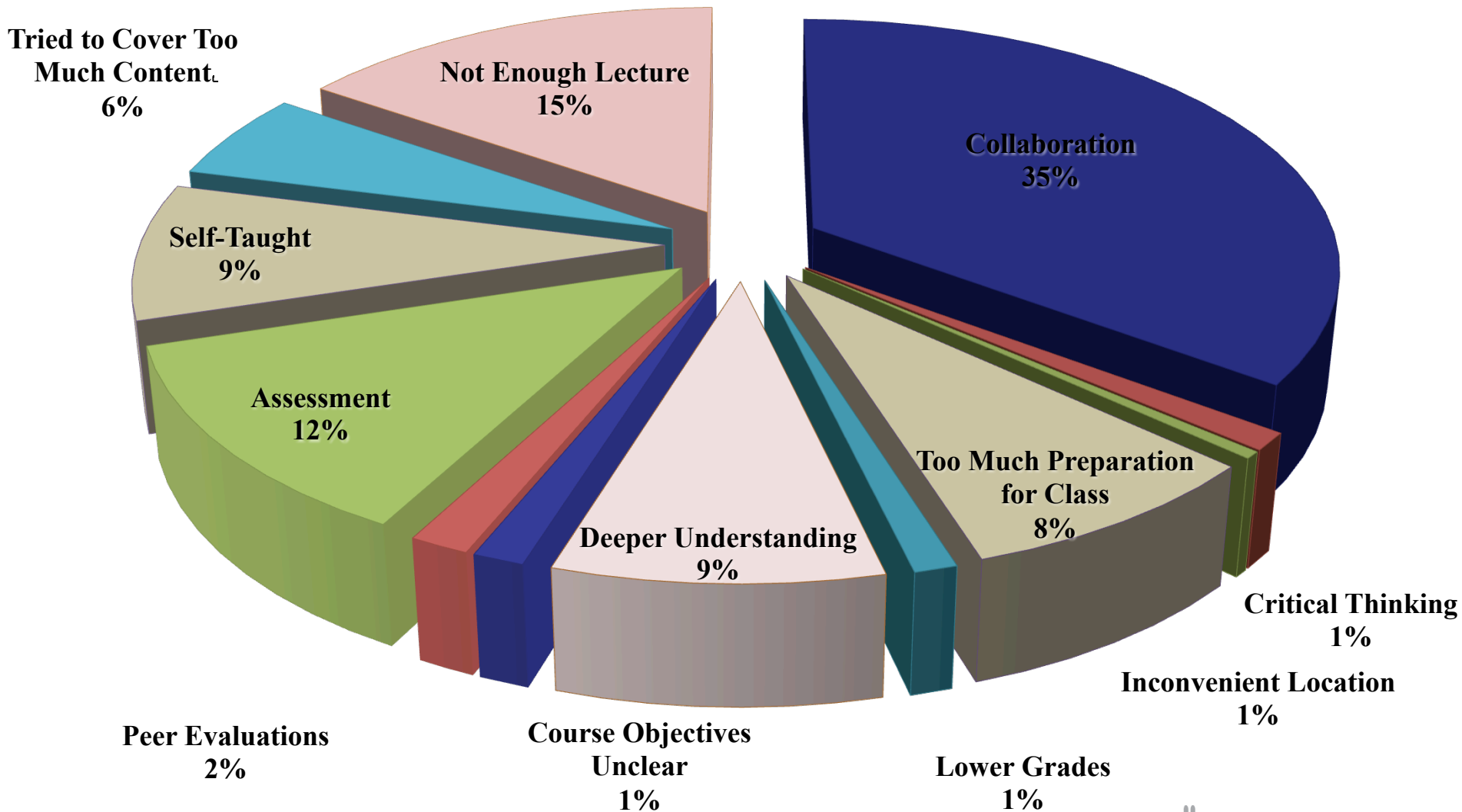


n=512



Student Satisfaction Survey

What is the least beneficial aspect of Team-Based Learning?



n=443



Relative to Critical Thinking

- ★ 82% of Mastery Targets established by Instructors were met.
- ★ Mean scores were 2.7% higher on the post-test as compared to the pre-test.
- ★ There were statistically significant pre- and post-test differences in student scores for the evaluating and analyzing domains
- ★ Students cited critical thinking, problem-solving and deeper understanding as the most beneficial aspects of Team-Based Learning on the student satisfaction survey.
- ★ The scores of items pertaining to deeper understanding and problem-solving were higher than the mean score for all items on the student satisfaction survey.
- ★ The “TBL strategies increased critical thinking” item score was higher than the mean score on the faculty satisfaction survey.
- ★ The percentile and mean scores of the California Critical Thinking Skills Test (CCTST) were higher for students enrolled in QEP classes as compared to those who were not.
- ★ There were statistically significant differences in all CCTST constructs between QEP and non-QEP student scores (Induction, Deduction, Analysis, Inference, Evaluation, Interpretation, Explanation).

Relative to Collaboration

- ★ Mean scores were 5.3% higher on the post-test as compared to the pre-test.
- ★ There were statistically significant differences in all items pertaining to collaboration when comparing pre and post-test scores.
- ★ Collaboration was cited as the 2nd most beneficial aspect of Team-Based Learning on the student satisfaction survey.
- ★ The “TBL strategies increased collaboration” item score was higher than the mean score on the faculty satisfaction survey.

Relative to Engagement

- ★ The “TBL strategies helped increase student engagement” item score was higher than the mean score on the faculty and student satisfaction surveys.

Persistence

- ★ Student withdrawals from Non-QEP courses (7.8%) were twice as high student withdrawals from QEP courses (3.6%).
- ★ There was a statistically significant difference in student withdrawals when comparing QEP and non-QEP courses.

Growth Areas—Critical Thinking

✧ Mean scores increased, but there was no significant differences at several cognitive levels

Recommendations for Improvement

✧ The QEP Director and Instructors will continue to support the change process from passive learning focused on low-level thinking skills to active learning focused on high-level thinking skills.

✧ **Rationale:** *This is a dramatic paradigm shift that will take time to realize.*

Growth Area—Collaboration

✧ Students cited collaboration as the least beneficial aspect of Team-Based Learning.

Recommendations for Improvement





✧ The QEP Director will distribute a 10 minute video pertaining to TBL post on the USA QEP website for use at the beginning of the semester by faculty along with materials regarding the importance of collaboration.

✧ **Rationale:** *The video and materials will help students understand TBL.*

Growth Area—Collaboration

-  Teamwork indicators scored below the mean score for all items.

Recommendations for Improvement

-  Instructors will use CATME peer evaluation diagnostics.
 -  **Rationale:** *Use of information provided by the CATME system will help students better understand the aspects related to collaboration by identifying areas in need of improvement and providing tips that could be utilized.*
-  The QEP Director will modify student satisfaction survey to better collect data regarding challenges of *collaborative strategies*.
 -  **Rationale:** *Questions that capture specific information pertaining to the number of RATs and application activities, along with team size and formation, will provide diagnostic information when monitoring fidelity of implementation.*

Growth Areas—All Goals

- ✧ Faculty indicated the implementation of TBL was not easy.

Recommendations for Improvement

- ✧ The QEP Director will create whole and small group blogging opportunities to increase communication and coaching.
 - ✧ **Rationale:** *Blogging would provide a communication and coaching mechanism for professors along with a platform to share resources and upload classroom videos.*
- ✧ The QEP Director stock TEAM USA classroom with easel pads, markers, post-its notes to reduce transportation problems to the classroom.
 - ✧ **Rationale:** *Keeping supplies stored in the TEAM USA classroom will prevent Instructors from having to bring items from across campus.*
- ✧ The QEP Director will develop college-based faculty incentives
 - ✧ **Rationale:** *Faculty need departmental-level support*
- ✧ The QEP Director and QEP Instructors will develop online delivery strategies.
 - ✧ **Rationale:** *Many QEP courses are blended with a substantial online component. Additionally, as the QEP grows, online delivery strategies must be developed and taught.*

Conclusions--Growth Areas and Recommendations for Improvement

- ✦ The QEP Director and QEP Instructors will increase mentoring/coaching.
 - ✦ **Rationale:** *Mentoring and coaching are essential when implementing a new instructional strategy*
- ✦ The QEP Director and Instructors will revamp Professional Development to include sessions pertaining to the following:
 - ✦ The use of the CATME system to facilitate peer evaluation;
 - ✦ The use of iClickers to facilitate iRATS and provide immediate feedback;
 - ✦ The use of computerized tRATS to facilitate team testing and improve efficiency without use of IF-AT forms;
 - ✦ The use of online delivery strategies to improve access of Instructors to sessions and utilization of TBL strategies;
 - ✦ A new summer format to improve access of Instructors.
 - ✦ **Rationale:** *Improved professional development will improve ease of TBL implementation.*

Growth Areas—All Goals

- ✿ Several fidelity of implementation indicators scored below the mean score for all items.

Recommendations for Improvement

- ✿ The QEP Director will include items regarding number of RATS, application activities and team construction on the Faculty Satisfaction Survey.
 - ✿ **Rationale:** *This additional data will facilitate analysis of critical TBL components and support personalize to specific needs. It will also facilitate mentoring/coaching and the creation of relevant professional development.*
- ✿ The QEP Director and Professional Development Presenters will develop face-to-face and online TBL refresher sessions pertaining to using/covering content paradigm, student involvement in grade weights, connecting RATs with application activities, the 4S's, and timely feedback.
 - ✿ **Rationale:** *This action will facilitate mentoring/coaching and the creation of relevant professional development sessions.*



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