

**APPENDIX I: QEP STEERING COMMITTEE**

<b>QEP Steering Committee</b>	
Dorrie Talmage, M.Ed., D.C. Chairperson	Professor, Department of Principles, Technique and Biokinetics
Alan Adams, D.C.	Professor, Vice president of Academics and Program Development
Victor Benavides, D.C.	Assistant Professor, Director of Campus Health Center
Karen Bulow, M.L.S.	Assistant Professor, Research and Public Services Librarian
Jesse Coats, D.C.	Associate Professor, Chairman, Department of Clinical Sciences
Karlene Denby, D.C.	Professor, Registrar
Stephen Dyess, D.C.	Assistant Professor, Attending Clinician
Jason Flanagan, D.C.	Associate Professor, Dean of Post Graduate and Continuing Education
Stephen Foster, D.C.	Professor, Director of Assessment and Development
John Mrozek, M.Ed., D.C.	Professor, Dean of Academic Affairs
Bill Quinn, B.B.A., C.P.A.	Budget and Accounting Officer
Isis Zaki, M.D., M.S., Ph.D.	Professor, Department of Anatomy

**APPENDIX II: QEP SUBCOMMITTEES**

<b>History of TCC</b>	<b>Topic Focus</b>	<b>Literature Review</b>	<b>Plan Design</b>	<b>Assessment</b>	<b>Faculty Development</b>	<b>Institutional Capability</b>	<b>Marketing &amp; Communications</b>
Victor Benavides, D.C.	Jesse Coats, D.C.	Alan Adams, D.C.	Alan Adams, D.C.	Alan Adams, D.C.	Alan Adams, D.C.	Alan Adams, D.C.	Patty Barnes, M.Ed.
Stephen Dyess, D.C.	Jason Flanagan, D.C.	Stephen Foster, D.C.	Victor Benavides, D.C.	Karlene Denby, D.C.	Victor Benavides, D.C.	Victor Benavides, D.C.	Lynn Benton
		John Mrozek, M.Ed., D.C.	Karlene Denby, D.C.	Stephen Foster, D.C.	Karlene Denby, D.C.	Karlene Denby, D.C.	Karen Bulow, M.L.S.
		Dorrie Talmage, M.Ed., D.C.	Stephen Foster, D.C.	John Mrozek, M.Ed., D.C.	Stephen Foster, D.C.	Stephen Foster, D.C.	Bill Clements, M.S.W.
		Carol Webb, M.A., M.L.I.S.	John Mrozek, M.Ed., D.C.	Dorrie Talmage, M.Ed., D.C.	John Mrozek, M.Ed., D.C.	John Mrozek, M.Ed., D.C.	Stephen Dyess, D.C.
		Isis Zaki, M.D., M.S., Ph.D.	Dorrie Talmage, M.Ed., D.C.		Dorrie Talmage, M.Ed., D.C.	Bill Quinn, B.B.A., C.P.A.	Jason Flanagan, D.C.
			Isis Zaki, M.D., M.S., Ph.D.			Dorrie Talmage, M.Ed., D.C.	Steve Haslund, Ph.D.
							Joanna Little


**APPENDIX III: PRESIDENT'S CABINET**

Dr. Richard G. Brassard	President, TCC
Dr. Alan Adams	Vice President, Academics and Program Development
Ms. Sandy Mooney	Vice President, Financial Affairs
Dr. Steve Haslund	Vice President, Student Affairs
Mr. Bill Clements	Associate Vice President, Institutional Advancement
Dr. John Mrozek	Dean, Academic Affairs
Dr. Steve Elliott	Dean, Clinics
Dr. Jason Flanagan	Dean, Post Graduate and Continuing Education




**APPENDIX IV: PROMOTIONAL AND EDUCATIONAL MATERIALS**

**Clinical Reasoning**

Clinical reasoning is a problem-solving process that enhances the development of clinical thinking and decision making in patient care. It involves the movement from accumulation of knowledge to the incorporation of skill, expertise and evidence leading to sound clinical judgment.



**Quality Enhancement Plan**




Pilot Courses	New Courses	Programmatic Outcomes
<ul style="list-style-type: none"> <li>• Spinal Anatomy (Tri 1)</li> <li>• Clinical Case Applications (Tri 6)</li> <li>• Clinic I (Tri 7)</li> <li>• Orthopedics III (Tri 8)</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Case Applications I (Tri 3)</li> <li>• Basic Communication &amp; History-Taking Skills (Tri 3)</li> <li>• Clinical Case Applications II (Tri 4)</li> <li>• Advanced Communication &amp; History-Taking Skills (Tri 4)</li> <li>• Clinical Case Applications III (Tri 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Integration and application of basic science knowledge with the clinical presentation.</li> <li>• Introduction and application of clinical reasoning strategies in pre-clinical settings.</li> <li>• Application of clinical reasoning skills in patient care settings.</li> </ul>

*Illustrated on this page are two examples of items being used to promote and educate the TCC campus community about the QEP topic.*

*(left) A two-sided piece, that folds to a size slightly smaller than a standard business card, providing an overview of the QEP topic.*

*(below) A tri-fold "table tent" that stands 8.5 inches in height with each panel measuring 3.5 inches in width.*

**Quality Enhancement Plan**

***From Student to Clinician:  
Enhancing Clinical Reasoning Across the Curriculum***

**Clinical Reasoning** is a problem-solving process that enhances the development of clinical thinking and decision making in patient care. It involves the movement from **accumulation of knowledge** to the incorporation of skill, expertise and evidence leading to **sound clinical judgment**.

The **Quality Enhancement Plan (QEP)** is the component of the accreditation process that reflects and affirms the commitment of the Commission on Colleges to the enhancement of the quality of higher education and to the proposition that **student learning** is at the heart of the mission of all institutions of higher learning. By definition, the **QEP** describes a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning.

**APPENDIX V: COMMUNICATIONS TIMELINE**

<b>Week</b>	<b>Task</b>
January 5-9	Post small poster #1 - logo and definition Post desktop backgrounds Implement QEP website Implement QEP Communications Organization on Blackboard Distribute one page QEP summary Email blast #1 – Introduction to the QEP and accreditation Presentation at convocation, in-service, and orientation
January 12-16	Presentation to the Student Body Association Email blast #2 - Programmatic Outcomes
January 19-23	Post small poster #2 – course development Email blast #3 – pilot courses Speech at Grand Rounds
January 26-30	Presentation to the Board of Regents Email blast #4 – new courses
February 2-6	Small Poster #3 – programmatic outcomes Distribute buttons – “Ask Me About the QEP” Distribute fold out cards Email blast #5 – changed courses
February 9-13	Distribute table tents Email blast #6 – QEP Week
February 16-20	“QEP Week” Post large poster - summary of posters 1-3 Presentation at Grand Rounds Presentation to the student body Distribute buttons – “Tell Me About the QEP” Email blast #7 – a note from faculty member
Ongoing distributions	QEP Document QEP pens – “Enhancing Clinical Reasoning Across the Curriculum”

**APPENDIX VI: PROJECT TIMELINE**

<p><b>Spring 2008-Fall 2008</b></p> <ul style="list-style-type: none"> <li>• Select topic.</li> <li>• Design QEP plan and pilot project.</li> <li>• Conduct faculty in-service sessions that focus on instructional strategies related to the QEP topic.</li> <li>• Conduct full campus community convocations that include a presentation on the QEP.</li> <li>• Prepare five year plan.</li> </ul>
<p><b>Spring 2009</b></p> <ul style="list-style-type: none"> <li>• Conduct full campus community convocation that includes an update on the QEP.</li> <li>• Launch continuing faculty development seminars/workshops on instructional and assessment methods that support the QEP courses.</li> <li>• Schedule regular meetings of the QEP Administrative Committee to monitor the phases of the plan and communicate the progress to all members of the QEP management structure.</li> <li>• Preview student learning outcomes as outlined in Chapter 4 prior to pilot course implementation in Summer 2009.</li> <li>• Preview faculty learning outcomes as outlined in Table 6.1 in Chapter 6.</li> </ul>
<p><b>Summer 2009</b></p> <ul style="list-style-type: none"> <li>• Conduct full campus community convocation that includes an update on the QEP.</li> <li>• Initiate the four pilot courses.</li> <li>• Administer Diagnostic Thinking Inventory to students enrolled in pilot course, Clinical Case Applications.</li> <li>• Schedule regular meetings of the QEP Administrative Committee to monitor the phases of the plan and communicate the progress to all members of the QEP management structure.</li> <li>• Administer Health Science Reasoning Test (HSRT) to the students in the four pilot courses.</li> </ul>
<p><b>Fall 2009</b></p> <ul style="list-style-type: none"> <li>• Conduct full campus community convocation that includes an update on the QEP.</li> <li>• Assess the four pilot courses and make any alterations or improvements to the teaching methods and assessment strategies.</li> <li>• Conduct the four pilot courses, incorporating changes as deemed necessary.</li> <li>• Administer Diagnostic Thinking Inventory to students enrolled in pilot course, Clinical Case Applications.</li> <li>• Conduct faculty development seminars/workshops on instructional and assessment methods for those faculty involved in the three QEP courses scheduled to start in Spring 2010.</li> <li>• Schedule regular meetings of the QEP Administrative Committee to monitor the phases of the plan and communicate the progress to all members of the QEP management structure.</li> <li>• Preview student learning outcomes as outlined in Chapter 4 for the three QEP courses scheduled to start in Spring 2010.</li> <li>• Administer Health Science Reasoning Test (HSRT) to the students in the four</li> </ul>

pilot courses.
<p><b>Spring 2010</b></p> <ul style="list-style-type: none"> <li>• Conduct full campus community convocation that includes an update on the QEP.</li> <li>• Initiate the three QEP designated courses.</li> <li>• Conduct faculty development seminars/workshops on instructional and assessment methods for those faculty involved in the four QEP courses scheduled to start in Summer 2010.</li> <li>• Schedule regular meetings of the QEP Administrative Committee to monitor the phases of the plan and communicate the progress to all members of the QEP management structure.</li> <li>• Preview student learning outcomes as outlined in Chapter 4 for the four QEP courses scheduled to start in Summer 2010.</li> <li>• Administer Health Science Reasoning Test (HSRT) to incoming trimester one students.</li> <li>• Administer Diagnostic Thinking Inventory to students enrolled in trimester six course, Clinical Case Applications.</li> <li>• Modify the QEP implementation based upon: <ul style="list-style-type: none"> <li>• Faculty feedback by interview.</li> <li>• Student course evaluations.</li> <li>• Student learning outcomes based on course assessments.</li> </ul> </li> </ul>
<p><b>Summer 2010</b></p> <ul style="list-style-type: none"> <li>• Conduct full campus community convocation that includes an update on the QEP.</li> <li>• Initiate the four QEP designated courses.</li> <li>• Conduct faculty development seminars/workshops on instructional and assessment methods for those faculty involved in the three QEP courses scheduled to start in Fall 2010.</li> <li>• Schedule regular meetings of the QEP Administrative Committee to monitor the phases of the plan and communicate the progress to all members of the QEP management structure.</li> <li>• Preview student learning outcomes as outlined in Chapter 4 for the three QEP courses scheduled to start in Fall 2010.</li> <li>• Administer Health Science Reasoning Test (HSRT) to incoming trimester one students.</li> <li>• Administer Diagnostic Thinking Inventory to students enrolled in trimester six course, Clinical Case Applications.</li> <li>• Modify the QEP implementation based upon: <ul style="list-style-type: none"> <li>• Faculty feedback by interview.</li> <li>• Student course evaluations.</li> <li>• Student learning outcomes based on course assessments.</li> </ul> </li> </ul>
<p><b>Fall 2010</b></p> <ul style="list-style-type: none"> <li>• Conduct full campus community convocation that includes an update on the QEP.</li> <li>• Initiate the three QEP designated courses.</li> <li>• Conduct faculty development seminars/workshops on instructional and assessment methods for those faculty involved in the two QEP courses scheduled to start in Spring 2011.</li> <li>• Schedule regular meetings of the QEP Administrative Committee to monitor the</li> </ul>

<p>phases of the plan and communicate the progress to all members of the QEP management structure.</p> <ul style="list-style-type: none"> <li>• Preview student learning outcomes as outlined in Chapter 4 for the two courses scheduled to start in Spring 2011.</li> <li>• Administer Health Science Reasoning Test (HSRT) to incoming trimester one students.</li> <li>• Administer Diagnostic Thinking Inventory to students enrolled in trimester six course, Clinical Case Applications.</li> <li>• Modify the QEP implementation based upon:             <ul style="list-style-type: none"> <li>• Faculty feedback by interview.</li> <li>• Student course evaluations.</li> <li>• Student learning outcomes based on course assessments.</li> <li>• May 2010 NBCE Part IV scores.</li> </ul> </li> </ul>
<p><b>Spring 2011</b></p> <ul style="list-style-type: none"> <li>• Conduct full campus community convocation that includes an update on the QEP.</li> <li>• Initiate the two QEP designated courses</li> <li>• Conduct faculty development seminars/workshops on instructional and assessment methods for those faculty involved in the one QEP course scheduled to start in Summer 2011.</li> <li>• Schedule regular meetings of the QEP Administrative Committee to monitor the phases of the plan and communicate the progress to all members of the QEP management structure.</li> <li>• Preview student learning outcomes as outlined in Chapter 4 for the one course scheduled to start in Summer 2011.</li> <li>• Administer Health Science Reasoning Test (HSRT) to incoming trimester one students.</li> <li>• Administer Diagnostic Thinking Inventory (DTI) to students enrolled in trimester six course, Clinical Case Applications and follow-up DTI to trimester ten students.</li> <li>• Modify the QEP implementation based upon:             <ul style="list-style-type: none"> <li>• Faculty feedback by interview.</li> <li>• Student course evaluations.</li> <li>• Student learning outcomes based on course assessments.</li> <li>• November 2010 NBCE Part IV scores.</li> </ul> </li> </ul>
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<p><b>Spring 2012</b></p> <ul style="list-style-type: none"> <li>• Conduct full campus community convocation that includes an update on the QEP.</li> <li>• Initiate the one QEP designated course.</li> <li>• Schedule regular meetings of the QEP Administrative Committee to monitor the phases of the plan and communicate the progress to all members of the QEP management structure.</li> <li>• Administer Health Science Reasoning Test (HSRT) to incoming trimester one students and follow-up HSRT to trimester five students.</li> <li>• Administer Diagnostic Thinking Inventory (DTI) to trimester six students and follow-up DTI to trimester ten students.</li> <li>• Modify the QEP implementation based upon:             <ul style="list-style-type: none"> <li>• Faculty feedback by interview.</li> <li>• Student course evaluations.</li> <li>• Student learning outcomes based on course assessments.</li> <li>• Results of Health Sciences Reasoning Test.</li> <li>• Results of Diagnostic Thinking Inventory.</li> <li>• Fall 2011 CSCE I results.</li> <li>• November 2011 NBCE Part IV scores.</li> </ul> </li> </ul>
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- Student learning outcomes based on course assessments.
- Results of Health Sciences Reasoning Test.
- Results of Diagnostic Thinking Inventory.
- May 2014 NBCE Part IV scores.
- September 2014 NBCE Parts I, II and III scores.
- Summer 2014 CSCE I results.
- Summer 2014 CSCE II results.