

Quality Approaches in Higher Education



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Note From the Editor

Elizabeth A. Cudney

Over the course of 2015, the ASQ Education Division conducted an extensive review of its products and services that will continue in 2016. As part of this analysis, the Education Division leadership team agreed that a transformational change within the division should involve our primary products and services. It is with great pleasure that we announce that the *Quality Approaches in Higher Education (QAHE)* journal will transition to the *Quality Approaches in Education (QAE)* journal and will be expanded from a sole focus on higher education to include K-12 and workforce development.



Elizabeth A. Cudney

After a very successful ASQ Quality Education Conference and Workshop in November 2015, it was evident that the tools, methods, and approaches applied in K-12, higher education, and workforce development could easily benefit the other areas. Increasing the scope of the journal to these areas will strengthen our ability to solicit solid papers from a wider range of authors. Sharing best practices across multiple segments will be very beneficial to our readers. The change will enable an increase in the number of issues from two to four per year, which will also increase the journal's visibility and value to the Education Division membership. The main purpose of *QAE* will be to engage the education community in topics related to improving quality, identifying best practices, and expanding the literature specific to quality in education. Our goal for the journal is to engender conversations that focus on improving educational practices with the use of quality tools throughout the educational experience. I strongly believe that this will be a positive change for *QAHE* and will continue to provide the same great benefits, but to a wider audience that represents the entire Education Division membership.

As we begin the transition, this issue is comprised of four articles that illustrate the importance of quality in topics that are relevant to all levels of education. The first article by Susan Murray, Amber Henslee, and Douglas Ludlow utilized a survey to compare understanding of plagiarism between first semester and upper-class engineering students. The next article by William Schell, Durwood Sobek, and Maria Velazquez provides a methodology for redesigning engineering curriculum to increase program flexibility and develop more well-rounded engineers while still meeting ABET accreditation requirements. The third article by Michael Schraeder, Mark Jordan, and T.J. Gabriel investigates methods for engaging students prior to the start of class through techniques such as music and trivia. The final article by Susan Murray, Kelly Jones, and Julie Phelps provides a methodology to measure changes in student expectations in graduate-level hybrid courses through the use of pre- and post-surveys. These articles illustrate how quality approaches can be used to measure student understanding, increase curriculum flexibility, improve student engagement, and meet student expectations for learning.