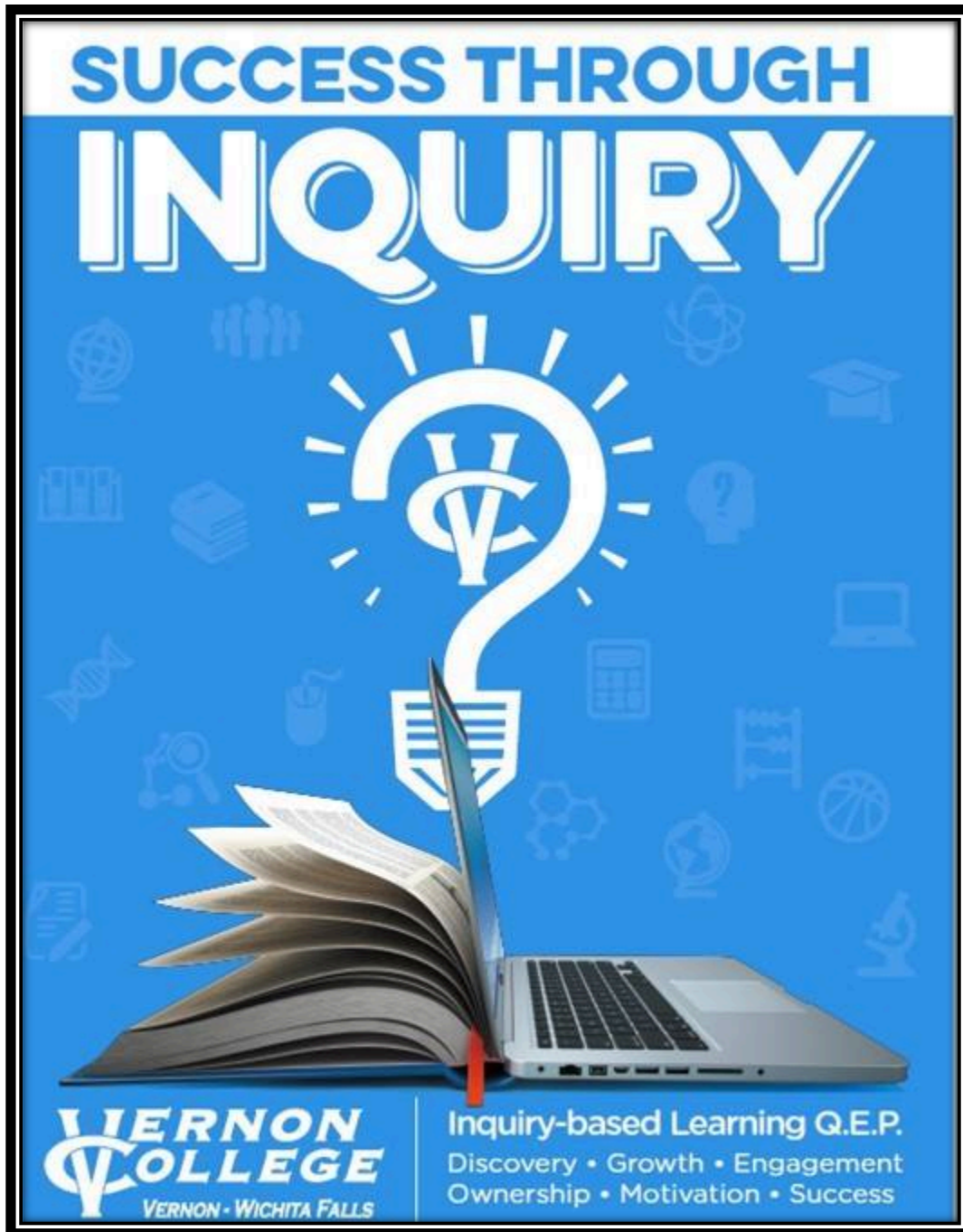


**Vernon College:  
Quality Enhancement Plan  
Annual Report**



**Cycle Year: 2018-2019 (Year 0)**

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## Letter from the Executive Director

I am pleased to submit to you and the committee the QEP Annual Report for 2018-2019 (Year Zero Report) as mandated by the SACSCOC QEP reporting process.

Our “Success through Inquiry” QEP initiative closely aligns with active and engaged learning strategies trending in higher education and is consistent with the mission and strategic plan of Vernon College. As members of the QEP team—including myself, the Director of Quality Enhancement, Dr. Brad Beauchamp, Director of Instructional Assessment, and Ms. Crystal Tate, Director of Distance Education and Learning Technologies—we sincerely believe that creating a “culture of inquiry” through consistent IBL practices throughout the curriculum will offer great opportunities to equip Vernon College students with marketable, professional skills for success upon graduation.

The following report provides a summary of the working QEP initiated in Fall 2019, details changes made from early pilots to the current Year 1 implementation, offers a preliminary assessment report, identifies unanticipated outcomes early in the process, and offers a reflection of the process leading up to Year 1 implementation.

On behalf of the entire QEP team and Vernon College, we believe we have a QEP of which to be proud! We thank you for your time!

Sincerely,

*Donnie Kirk*

Donnie Kirk, Ph.D. Director, Quality Enhancement



## “Success through Inquiry” Executive Summary

Vernon College is a constantly evolving institution, dedicated primarily to effective teaching and regional enhancement. With this dedication to teaching and to the community, the college encourages open inquiry, personal and social responsibility, critical thinking, and life-long learning for students, faculty, and other individuals within its service area. The collaboration of regional community service, adaption to student success, and the pursuit of inquiry within this institutional philosophy has culminated into Vernon College’s “[Success through Inquiry](#)” Quality Enhancement Plan (QEP)—a component of the of the college’s accreditation reaffirmation by the Southern Association of Colleges and Schools, Commission on Colleges (SACS-COC).

**QEP Defined.** “Success through Inquiry” is a faculty-led, student-centered, inquiry-based learning Quality Enhancement Plan (QEP) initiative designed to enrich student educational experiences at Vernon College. Vernon College has adopted a standardized definition of IBL that centers on students’ ability to 1) *formulate* a question or hypothesis, 2) *collect* relevant and appropriate information or data and thus 3) evaluate that information for accuracy/relevance. Armed with new knowledge, students subsequently 4) *share* their findings in a visible, discipline specific manner (demonstration, presentation, research paper, etc.).

**QEP Implementation.** IBL is a “best-practice” teaching strategy designed to facilitate independent and collaborative knowledge building. The objective of this active-learning QEP initiative is to embed IBL learning strategies into courses across the curriculum for all students, thus creating a student-centered culture of inquiry at Vernon College. Throughout the 5-year implementation, 10 cohorts of selected faculty will participate in an 8-week hybrid professional development course that leads them through the IBL process. At the conclusion of the course, completers have an inquiry-based learning implementation plan (IBLIP) ready for implementation within their courses for the following term.

**QEP Assessment.** Through both direct and indirect measures, assessment of the QEP will be ongoing and meaningful. The QEP Director and the Director of Instructional Assessment will coordinate QEP assessment efforts for 1) the *evaluation* of the extent to which the established QEP goals and student learning outcomes have been achieved, and 2) the *identification* of opportunities for improvement in subsequent rounds of IBL implementation.

**QEP Benefits.** Courses enhanced with IBL learning strategies provide students with opportunities to engage with and generate material in new and innovative ways while visibly collaborating/sharing content with peers. Simply, IBL in the classroom offers opportunities for enhanced critical thinking, communication and collaboration, student motivation and engagement—whereby equipping Vernon College graduates with marketable, professional skills for success upon graduation.

## QEP Contributors

- Dr. Donnie Kirk.....Director of Quality Enhancement
- Dr. Brad Beauchamp.....Director of Instructional Assessment
- Ms. Roxie Hill.....Director of Distance Education/Learning Technologies
- Ms. Criquett Scott.....Student Success Pathways Director/Former QEP Director



## The QEP

**Overview.** “Success through Inquiry” is a faculty-led, student-centered, inquiry-based learning Quality Enhancement Plan (QEP) initiative designed to enrich student educational experiences at Vernon College. Vernon College has adopted a standardized definition of IBL that centers on students’ ability to formulate a question or hypothesis, collect relevant and appropriate information or data and thus analyze/evaluate that data for accuracy. Armed with new knowledge, students subsequently present their findings in a visible, discipline specific manner (demonstration, presentation, research paper, etc.).

IBL is a “best-practice” teaching strategy designed to facilitate independent and collaborative knowledge building. The objective of the proposed IBL-QEP initiative is to embed IBL learning strategies into courses across the curriculum for all students, thus creating a student-centered culture of inquiry at Vernon College. Anticipated benefits of students participating in an IBL learning framework include increasing motivation, student perceived relevance of course content, and increased student responsibility for their own learning. Additionally, courses enhanced with IBL learning strategies provide students with opportunities to engage with and generate material in new and innovative ways while visibly collaborating/sharing content with peers. Simply, IBL in the classroom offers opportunities for enhanced critical thinking, communication and collaboration, student motivation and engagement—whereby equipping Vernon College graduates with marketable, professional skills for success upon graduation.

**The QEP Objectives.** The first and foremost goal of the “Success through Inquiry” QEP initiative is to create a student-centered culture of inquiry at Vernon College. Through effective implementation, the “Success through Inquiry” QEP will develop and assist faculty in adopting and embedding best practice IBL strategies in all courses. Inclusion of innovative and effective IBL strategies will provide students with opportunities to develop and apply inquiry skills in an effort to positively affect student achievement and learning. The “Success through Inquiry” QEP has the capacity for additional benefits including improvements in students’ critical thinking, communication, motivation, and perceptions of relevance.

The proposed QEP has three overall goals:

**Goal 1:** Develop and assist faculty in adopting and implementing best practice IBL strategies.

**Goal 2:** Students will develop knowledge of discipline appropriate inquiry skills.

**Goal 3:** Students will apply inquiry skills developed in the classroom to a student-generated question or problem.

In addition to the overarching QEP goals, skills-based SLOs closely aligned with general education outcomes (critical thinking, communication, teamwork, quantitative/empirical reasoning, social and personal responsibility) have been developed to assess the student-centered culture of inquiry created via the “Success through Inquiry” QEP. Those SLOs are as follows:

**SLO 1:** Students will formulate a clear question, thesis, problem statement or hypothesis.

**SLO 2:** Students will collect relevant and appropriate information or data, or identify appropriate processes.

**SLO 3:** Students will analyze and evaluate information, data, or processes for the purpose of addressing the question, problem, thesis, or hypothesis.

**SLO 4:** Students will present their findings in a discipline appropriate manner (demonstration, presentation, research paper, etc.).

**“Success through Inquiry” Faculty Development.** *“Success through Inquiry”* is an active learning initiative designed to spark curiosity, ignite investigation, create engagement, whereby increasing opportunities for information literacy, critical thinking, teamwork, communication, and MOTIVATION within students thus fortifying aspects of retention, completion, and overall student success. To that end, as the QEP is student centered, yet faculty drive--faculty development is a central element of the initiative. Piloting of the proposed IBL faculty development began in Fall 2017 with the objective to enhance pedagogical practice by focusing on inquiry-based learning strategies.

Over the 5-year QEP period, faculty will participate in a hybrid, interactive training course set up within the Canvas LMS System entitled “IBL-QEP 101. Structured in an 8-week hybrid series, “IBL-QEP 101” introduces participants to inquiry-based learning concepts and strategies while leading them through the IBL process. At the conclusion of the training, completers will have an inquiry-based learning implementation Plan (IBLIP) ready for implementation within their courses for the following term (See Exhibit 1 on page 8 for a snapshot of the IBL-QEP 101 course objectives).



Exhibit 1: IBL-QEP 101 Course Objectives

<b>IBL-QEP 101 COURSE</b>	
<p style="text-align: center;"><b>MODULE 1</b></p> <p>Module 1 Overview</p> <p><b>Overview</b></p> <p>In this introductory module, you are guided to the overarching question that they will ultimately answer as part of this course, <i>“What is Inquiry-based Learning?”</i> Module objectives encourage participants to:</p> <p><b>Module Structure</b></p> <ul style="list-style-type: none"> <li>• Activity 1.1 - Welcome to the Course (Introduction)</li> <li>• Activity 1.2 - What is Inquiry-based Learning? (Introduction)</li> <li>• Activity 1.3 - Inquiry-based Learning: Introduction to IBL Objectives</li> <li>• Activity 1.4 - Reflection Journal Entry</li> <li>• Activity 1.5 - Reflection Journal Entry</li> <li>• Activity 1.6 - End of Course Survey</li> </ul> <p>Upon successful completion of this module, you will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the concept of inquiry-based learning.</li> <li>• Identify the inquiry question to be answered over the course of IBL-QEP 101 course (examples: What is IBL? What are the benefits of IBL? What IBL strategies are appropriate for my classroom? How will I assess IBL in my classroom? What are the lasting impacts of IBL in the classroom?)</li> <li>• Explore direct assessment methodology for student IBL applications (SLOs).</li> </ul> <p>This module will take approximately 2 hours to complete.</p>	<p>In the introductory module, participants are guided to the overarching question that they will ultimately answer as part of this course, <i>“What is Inquiry-based Learning?”</i> Module objectives encourage participants to:</p> <ul style="list-style-type: none"> <li>• Explain the concept of inquiry-based learning.</li> <li>• Identify the inquiry question to be answered over the course of IBL-QEP 101 course (examples: What is IBL? What are the benefits of IBL? What IBL strategies are appropriate for my classroom? How will I assess IBL in my classroom? What are the lasting impacts of IBL in the classroom?)</li> <li>• Explore direct assessment methodology for student IBL applications (SLOs).</li> </ul>
<p style="text-align: center;"><b>MODULE 2</b></p> <p>Module 2 Overview</p> <p><b>Overview</b></p> <p>The module asks participants to consider the IBL methodologies that are appropriate for their discipline and how to construct an IBL activity that will work well with that methodology or methodologies. Module objectives encourage participants to:</p> <p><b>Module Structure</b></p> <ul style="list-style-type: none"> <li>• Activity 2.1 - Define the Common IBL Approaches (Introduction)</li> <li>• Activity 2.2 - Identify the General Types of Inquiry Common to Your Discipline</li> <li>• Activity 2.3 - Utilize Vernon College Resources to Find a Study that Employs Inquiry-based Learning within your Academic Discipline</li> <li>• Activity 2.4 - Draft a Direct Assessment Methodology for Student IBL Applications (SLOs)</li> <li>• Activity 2.5 - End of Course Survey</li> </ul> <p>Upon successful completion of this module, you will be able to:</p> <ul style="list-style-type: none"> <li>• Define the common IBL approaches within your discipline.</li> <li>• Identify the general types of inquiry common to your discipline.</li> <li>• Utilize Vernon College Resources to find a study that employs inquiry-based learning within your academic discipline.</li> <li>• Draft a direct assessment methodology for student IBL applications (SLOs).</li> </ul> <p>This module will take approximately 2 hours to complete.</p>	<p>Module 2 asks participants to consider the IBL methodologies that are appropriate for their discipline and how to construct an IBL activity that will work well with that methodology or methodologies. Module objectives encourage participants to:</p> <ul style="list-style-type: none"> <li>• Define the common IBL approaches within your discipline.</li> <li>• Identify the general types of inquiry common to your discipline.</li> <li>• Utilize Vernon College Resources to find a study that employs Inquiry-based Learning within your academic discipline.</li> <li>• Draft a direct assessment methodology for student IBL applications (SLOs).</li> </ul>
<p style="text-align: center;"><b>MODULE 3</b></p> <p>Module 3 Overview</p> <p><b>Overview</b></p> <p>In Module 3, you will officially answer the IBL inquiry question: <i>“How Can I Implement Inquiry-based Learning into My Courses?”</i> By the end of this session, participants have a practical plan implementing inquiry-based learning into one of their chosen courses! Module objectives encourage participants to:</p> <p><b>Module Structure</b></p> <ul style="list-style-type: none"> <li>• Activity 3.1 - Define the Common IBL Approaches (Introduction)</li> <li>• Activity 3.2 - Identify the General Types of Inquiry Common to Your Discipline</li> <li>• Activity 3.3 - Utilize Vernon College Resources to Find a Study that Employs Inquiry-based Learning within your Academic Discipline</li> <li>• Activity 3.4 - Draft a Direct Assessment Methodology for Student IBL Applications (SLOs)</li> <li>• Activity 3.5 - End of Course Survey</li> </ul> <p>Upon successful completion of this module, you will be able to:</p> <ul style="list-style-type: none"> <li>• Provide multi-modal outcomes regarding student learning</li> <li>• Identify best practices for inquiry-based learning strategies within your discipline.</li> <li>• Describe examples of activities that correspond with the IBL methodologies appropriate for your discipline.</li> <li>• Develop a direct assessment methodology for student IBL applications (SLOs).</li> </ul> <p>This module will take approximately 2 hours to complete.</p>	<p>In Module 3, participants officially answer IBL-QEP 101’s inquiry question: <i>“How Can I Implement Inquiry-based Learning into My Courses?”</i> By the end of this session, participants have a practical plan implementing inquiry-based learning into one of their chosen courses! Module objectives encourage participants to:</p> <ul style="list-style-type: none"> <li>• Provide multi-modal outcomes regarding student learning</li> <li>• Identify best practices for inquiry-based learning strategies within your discipline.</li> <li>• Describe examples of activities that correspond with the IBL methodologies appropriate for your discipline.</li> <li>• Develop a direct assessment methodology for student IBL applications (SLOs).</li> </ul>
<p style="text-align: center;"><b>MODULE 4</b></p> <p>Module 4 Overview</p> <p><b>Overview</b></p> <p>The last step of an inquiry-based activity is as critical as any other. In Module 4, you’ll see why as you discuss both your IBL findings and those of your colleagues within the course.</p> <p><b>Course Structure</b></p> <ul style="list-style-type: none"> <li>• Activity 4.1 - IBL Findings: Student/Instructor Submission (Required)</li> <li>• Activity 4.2 - Inquiry-based Learning Implementation Plan (IBLIP)</li> <li>• Activity 4.3 - Graduate Research Library Guides, Vernon College Library</li> <li>• Activity 4.4 - Reflection Journal Entry</li> <li>• Activity 4.5 - End of Course Survey</li> </ul> <p>Upon successful completion of this module, you will be able to:</p> <ul style="list-style-type: none"> <li>• Describe several activities that support IBL methodologies appropriate within your academic discipline.</li> <li>• Reflect on the experience of planning an inquiry-based research activity for your course.</li> <li>• Refine the Quality Enhancement Plan (QEP) student research assessment rubric.</li> </ul> <p>This module, including the final class session, will take approximately 2 hours to complete.</p>	<p>In Module 4, participants realize that the last step of any inquiry-based activity is as critical as any other. Here, participants see why as they discuss both their own IBL findings and those of colleagues via the final course performance task: The Inquiry-based Learning Implementation Plan! Module objectives encourage participants to:</p> <ul style="list-style-type: none"> <li>• Describe several activities that support IBL methodologies appropriate within your academic discipline.</li> <li>• Reflect on the experience of planning an inquiry-based research activity for your course.</li> <li>• Refine specific direct assessment methodology for student IBL applications (SLOs).</li> </ul>



**“Success through Inquiry” Implementation.** Full implementation of the “Success through Inquiry” QEP initiative began in Fall 2019—following the Fall 2018 SACS-COC onsite visit and subsequent QEP proposal approval. Faculty cohorts for training and implementation are as follows: the initial two cohorts of faculty will be comprised of departmental ‘champions,’ (both from academic and CTE departments) meaning faculty who are enthusiastic, innovative in practice—whose disciplines and/or teaching styles are more aligned for IBL implementation. Such faculty ‘champions’ were selected from the existing QEP Implementation Committee. Consequently, these faculty members will then serve as peer mentors for future cohorts of faculty. Successively, Cohorts 3 and 4 will be chosen from the *Division of Communication*. Cohorts 5 and 6 will be selected from the Division of *Social and Behavioral Sciences*. Cohorts 7 and 8 will be selected from the *Division of Mathematics and Science*. Finally, cohorts 9 and 10 will be selected from *CTE*. Full QEP faculty development and implementation follows the timeline identified in Exhibit 2.

**Exhibit 2: 2019-2024 Training and Implementation Schedule**

Year	Term	Cohort Activity
Pilot Sequence	Fall 2017	• <b>Pilot Cohort:</b> IBL QEP 101 Professional Development Course
	Spring 2018	• <b>Pilot Cohort:</b> Classroom Implementation
	Fall 2018	• Pilot Assessment • Improvements/Enhancements to the Process • SACSCOC Onsite Visit
	Spring 2019	• SACSCOC Feedback • Evaluate pilots for enhancements/improvements • Faculty Staff Education/Promos Continue • Mentor Training (Division Chairs, VP of Instructional Services, and Dean of Instructional Services complete IBL-QEP 101 Professional Development so as to act as mentors/co-facilitators in future training/implementation cycles) • Identify Faculty Cohort 1 (QEP Implementation Committee Faculty Member Selection)
Year 1 Implementation	Fall 2019	• <b>Faculty Cohort 1:</b> IBL Training (Selected from QEP Implementation Committee Faculty Members) • <b>Faculty Cohort 2:</b> Selection (Selected from QEP Implementation Committee Faculty Members)
	Spring 2020	• <b>Faculty Cohort 1:</b> Classroom Implementation (comprised of QEP Implementation Committee Faculty) • <b>Faculty Cohort 2:</b> IBL Training (comprised of QEP Implementation Committee Faculty) • <b>Faculty Cohort 3:</b> Selection (Selected from the Division of Communication)
Year 2 Implementation	Fall 2020	• <b>Faculty Cohort 2:</b> Classroom Implementation (comprised of Division of Communication Faculty) • <b>Faculty Cohort 3:</b> IBL Training: (Comprised of Division of Communication Faculty) • <b>Faculty Cohort 4:</b> Selection (Selected from the Division of Communication)
	Spring 2021	• <b>Faculty Cohort 3:</b> Classroom Implementation (comprised of Division of Communication Faculty) • <b>Faculty Cohort 4:</b> IBL Training: (comprised of Division of Communication Faculty) • <b>Faculty Cohort 5:</b> Selection (Selected from the Division of Social and Behavioral Sciences)
Year 3 Implementation	Fall 2021	• <b>Faculty Cohort 4:</b> Classroom Implementation (comprised of Division of Communication Faculty) • <b>Faculty Cohort 5:</b> IBL Training: (Comprised of Division of Social and Behavioral Sciences Faculty) • <b>Faculty Cohort 6:</b> Selection (Selected from the Division of Social and Behavioral Sciences)
	Spring 2022	• <b>Faculty Cohort 5:</b> Classroom Implementation (Comprised of Division of Social and Behavioral Sciences Faculty) • <b>Faculty Cohort 6:</b> IBL Training: (Comprised of Division of Social and Behavioral Sciences Faculty) • <b>Faculty Cohort 7:</b> Selection: (Selected from the Division of Mathematics and Science)
Year 4 Implementation	Fall 2022	• <b>Faculty Cohort 6:</b> Classroom Implementation (Comprised of Division of Social and Behavioral Sciences Faculty) • <b>Faculty Cohort 7:</b> IBL Training: (comprised of Division of Mathematics and Science) • <b>Faculty Cohort 8:</b> Selection (Selected from the Division of Mathematics and Science)
	Spring 2023	• <b>Faculty Cohort 7:</b> Classroom Implementation (comprised of Division of Mathematics and Science) • <b>Faculty Cohort 8:</b> IBL Training: (comprised of Division of Mathematics and Science) • <b>Faculty Cohort 9:</b> Selection: (Selected from CTE)
Year 5 Implementation	Fall 2023	• <b>Faculty Cohort 8:</b> Classroom Implementation (comprised of Division of Mathematics and Science) • <b>Faculty Cohort 9:</b> IBL Training: (comprised of CTE Faculty) • <b>Faculty Cohort 10:</b> Selection: (Selected from CTE)
	Spring 2024	• <b>Faculty Cohort 9:</b> Classroom Implementation (comprised of CTE Faculty) • <b>Faculty Cohort 10:</b> IBL Training (comprised of CTE Faculty)
	Fall 2024	• <b>Faculty Cohort 10:</b> Classroom Implementation (comprised of CTE Faculty)

**“Success through Inquiry” Assessment and Evaluation.** Assessment of the QEP will occur throughout the duration of the initiative—from piloting stages in the Spring 2018 term to the final implementation stages in Spring 2020 and thereafter. Assessment of the IBL-QEP is two-fold: (1) assessment of the IBL-QEP SLOs, and (2) the assessment of the anticipated outcomes of the IBL-QEP treatment. Assessment will also occur at the formal conclusion of the QEP. For a full discussion of the QEP assessment process, please see section X. *Assessment of the full “Success through Inquiry” [proposal](#).*

## Changes to the QEP

As a result of the SACSCOC Onsite visit and subsequent QEP review, the QEP team made several revisions to the QEP based on suggestions for improvements. Those revisions include the following:

- **New QEP SLO Rubric.** A new, vetted rubric ([Exhibit 19, p. 67](#)) has been adapted for direct institutional assessment of the QEP SLOs ([p. 60](#)). The purpose of this additional direct assessment is to gain an institutional-level, cross-discipline view of the inquiry-based learning (IBL) student projects. A representative sample of the final student products from courses implementing IBL will be assessed each semester using this rubric. In addition to measuring student attainment on the SLOs, the institutional level assessment will be used formatively to inform whether changes to the QEP faculty development course (IBL-QEP 101) ([pp. 34-36](#)) or direct faculty interventions are necessary.
- **Direct Measure of QEP SLOs.** Assessment of the SLOs are enhanced through clarification of the direct measures. In addition to the institutional level direct assessment of the QEP SLOs using the QEP SLO Rubric ([Exhibit 19, p.67](#)), each faculty member who integrates IBL strategies will have unique course-level outcomes. Results of the direct course-level assessments ([p. 60](#)) used in each course will be analyzed, aggregated, and supplied to the QEP Director each semester. These assignments provide a formative course-level record of implemented IBL activities and course-level progress toward student attainment of the QEP SLOs on those activities.
- **Inquiry-based Learning Implementation Plans (IBLIPs).** The SACSCOC visiting team suggested ensuring consistency in terms of scope and depth of assignments. The instructor’s implementation plan (IBLIP) will include the implemented IBL objectives/outcomes unique to the course, how those objectives relate to established course-level objectives and the SLO objectives, and how the objectives will be directly assessed in their course. After carefully composing an inquiry-based learning implementation plan (IBLIP) ([examples, pp. 37-40](#)) through the IBL QEP 101 training course modules ([Exhibit 7, p. 36](#)), individual faculty will directly assess authentic course-level student work according to the strategy proposed in the IBLIP ([examples, pp. 63-65](#)).
- **Standardized Pre- Post- Survey Instrument.** A new standardized pre- and post-survey instrument ([p. 60](#)) has been adapted to be used in all courses implementing IBL.

These activities have been included to measure student-learning outcomes over time related to discovery, inquiry, and creation of scholarship. The longitudinal nature of the data measured on this pre-test/post-test survey instrument (p. 60) activity will provide data related to student attainment and attitudes over time. The instrument (p. 60) also includes demographic information that will allow tracking student populations and demographics over time as related to the IBL intervention. This will provide valuable data to inform future college effectiveness strategies and initiatives.

• **Tracking.** Indirect assessment measures (pp. 59-62) of QEP goals 2 and 3 (p. 20) will be enhanced by tracking students who have taken courses employing IBL. For this process, courses employing IBL will have a designation in course registration schedules to aid students in knowing which courses employ IBL. This will allow tracking information regarding whether students seek out courses employing IBL over other traditional courses. Specific questions on the pre/post instrument given in each course employing IBL will also aid in the tracking process. Further, completion and retention measures will be analyzed by the Director of Instructional Assessment to determine if there are differences for those students receiving IBL instruction. Additionally, the pre/post survey instrument activity (p. 60) will provide data on student populations/demographics over time as related to the IBL intervention. Finally, faculty development and student workshops coordinated by the QEP Director and hosted by the QEP Implementation Committee (Exhibit 6, p. 33) will provide additional data on perceptions of how IBL has contributed to creating a culture of inquiry at VC. These additional measures will provide valuable data to inform future college effectiveness strategies and initiatives.

## Year 0 Assessment Discussion

Year Zero assessment focused primarily on improving and finalizing the faculty development course. Pilot faculty groups participated in the first iteration of the faculty course in the Fall of 2017 and Spring of 2018. These initial faculty groups provided valuable insight into the composition and pacing of the faculty development course. Using interviews and workshops, feedback from the pilot faculty groups was collected and coalesced into actionable improvements. These improvements included:

- A longer course (increased from 4 weeks to 6 weeks)
- Increased group interaction within the course.
- Set face-to-face meeting dates where participants could share and discuss their experiences

The pilot group faculty all scored at or above a 3 (practicing) on the IBLIP rubric. The faculty reported that the faculty development course was sufficient and helpful in terms of preparing a plan, creating an IBL based assignment, and a scheme for assessing the assignment. Feedback from individual faculty also indicated an acceptance of the IBL philosophy, although all members of the pilot group had difficulty implementing their proposed form of IBL into the

classroom. As a result, content was added to the faculty development course specifically targeting how and when to introduce IBL content into the classroom. Further, workshops were added to curriculum allowing faculty an opportunity to discuss and brainstorm implementation ideas.

Using the improved course including the changes noted above, the year 0 faculty group (consisting of division chairs and administrators who teach courses) participated in the faculty development course in Summer 2019. Four of the participants completed the course and planned to implement IBL into the classroom during their Fall 2019 courses. Three of the participants scored at or above level 3 (practicing) on the IBLIP rubric, while one participant scored at level 2. A feedback/intervention session was planned for the one participant who scored at level 2. During this session the members discussed ways to improve and more closely align the implementation plan with the IBL philosophy.

The year 0 participants are implementing their IBL plans into the classroom during the Fall 2019 semester. Results from this implementation will provide one more data point for continued improvement of the IBL faculty development course.

## Unanticipated Outcomes

The “[Success through Inquiry](#)” QEP is a faculty led, student centered initiative. This active learning-based focuses on developing and supporting faculty in their development of classroom IBL teaching/learning implementation, maintaining a support structure for promoting student success/achievement through those IBL practices, and thus improve student learning and success through the use of IBL practices. While the focus is engagement in the classroom for success, the QEP team is beginning to see one unanticipated theme at this early juncture of the QEP: burgeoning faculty collegiality within the 8-Week IBL QEP 101 training course.

In an article produced for [Faculty Focus](#) entitled *Collegiality: The Cornerstone of a University*, Robert Cipriano (2013), professor emeritus in the Department of Recreation and Leisure Studies at Southern Connecticut State University, asserts that faculty collegiality is “the manner in which members of the department interact with and show respect to one another, work collaboratively in order to achieve a common purpose, and assume equitable responsibilities for the good of the discipline as a whole.” Thus far, early QEP pilots have allowed faculty from diverse departments and backgrounds to interact and discuss best practices of strategy, struggles in assembling an effective inquiry-based learning implementation plan, and the pride of a finished product within the training course. Through such accomplishment, the QEP team has witnessed faculty gaining new respect and insights regarding fellow faculty methodology.

As trainers and facilitators within the “Success through Inquiry” QEP initiative, the QEP team recognizes that uncertainty and unpredictability arise while faculty are developing and

experimenting within the challenging QEP initiative. We also recognize that the most valuable asset within our initiative are our people, the intellectual capital they possess, and thus the resulting culture they create. We are grateful to see such a positive culture arising and being reinforced through our QEP training workshops. We hope the trend of increased faculty collegiality continues.

## Reflection

The preceding QEP Annual Report for 2018-2019 (Year Zero Report) briefly summarizes the Vernon College “Success through Inquiry” QEP initiative, identifies several changes made to the QEP subsequent to its approval and implementation, and an unanticipated outcome of the early QEP pilots. With a full training and implementation year starting with the Fall 2019 term, we hope the unanticipated outcome of increased faculty collegiality is a thematic trend within the initiative.

As IBL in the classroom offers opportunities for enhanced critical thinking, communication and collaboration, student motivation and engagement—whereby equipping Vernon College graduates with marketable, professional skills for success upon graduation. We look forward, through further years of implementation, assessment and reflection to report such benefits.

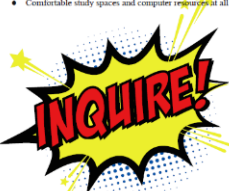
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**CONTACT**

- Wright Library in Vernon 940-552-6291 ext. 2222
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**VERNON COLLEGE**  
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**VERNON COLLEGE**  
“Success Through Inquiry”

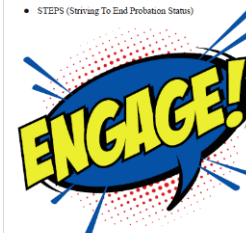
**STUDENT SUCCESS PATHWAYS**

**INQUIRE WITHIN**

Engage in academic opportunities to MAXIMIZE your progress toward your academic success.

**ACADEMIC SUPPORT PROGRAMS:**

- Peer Mentoring Program
- Academic Coaching (one-on-one assistance)
- Clap Express
- STEPS (Striving To End Probation Status)



**CONTACT**

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References

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