the QEP

QEP Planning Committee

- Resources, Timeline
- Broad based involvement: Faculty/Staff, Students, Community Members, Other Institutional Constituencies
  - Topic Selection Survey (Spring Kickoff)
  - QEP Collaboration Sessions (Vernon, CCC, STC)
  - QEP Collaboration Questionnaire (Online)
- Topic Selection: QEP Planning Committee (Reading)

QEP Development Task Force

▶ Reviewing the SACSCOC Executive Summaries of other institutions who have Reading QEP's

▶ Determining which practices/initiatives they believe may be viable options for Vernon College

▶ Begin drafting a QEP Logic Model for these practices/initiatives to determine feasibility

QEP Development Task Force

- Begin gathering information for the required Literature Review
  - Institutional Data: CCSSE/SENSE, KPIA's, SIRII, TSI, Developmental, Demographics
  - Research/Data: Mindset – Success – Reading; connections between mindsets and success…and reading as a strategy in that success
  - Research/Data: Instructional Strategies; what strategies have been proven successful in the area of reading
  - Research/Data: Reading Challenges/Setbacks
- The task force will be determining "who"…what students will be the target population for our QEP initiatives.

QEP Development Task Force

- Faculty Interviews
  - discuss the level and scope of reading in their classrooms

- The Task Force work in subgroups targeting
  - Reading Strategies/Faculty
  - Student Support Services/Student Success Pathway
  - Data/Evaluation Plan

- SACSCOC Institute on Quality Enhancement and Accreditation

Pre-class
Boot Camp
Scholarships (end incentive?)
2nd test Free

Strategy

Add'l Reading
- assist in completing existing assign(s)
- make connections

same in all QEP courses → QEP SLO's ⤳ map to course SLO's

Classroom assessment = existing assignment

QEP rubric - assess courses as a whole
PRT-prof reading teams → move the needle   passing rate of courses
$ like sig assign process → what is success?

Early Indicators ← determined by Instructor
ex. has not checked out book   use U4SM
(on reserve)   "Reading" marker
fail/poor 1st assign

↓ send to

Tutoring Coor. - meet w/ group of students
                online students   (environment is key)
                part time

↓ determine/assign prescription

↓   Cognitive
prescription involves: Coaching

- Student Success Specialists
- counseling
- time mgt, notetaking, how to read chapter
- grit/mindset name? chapsuccess
    - student mentor (like PA @MSU)
prescription occurs: - meta strategy mini sessions
- during semester
- follow up via U4SM

same per discipline

engaging not "talk at"

Foundation-scholarship $?

Athletic Study Halls
CCC afternoon
1220-200
b/f evening 5pm

Instructor-office hr like CSA
schedule similar to tours/always 10 & 2
"always" ready to teach

EVIDENCE

- CORE ASSESSMENT INDICATES NEED FOR IMPROVED CRIT. THINKING + COMMUNICATION

- ESCP (INSTRUCTOR COMMENTS) POINTS TO PROBLEMS WITH MOTIVATION

- CCSSE DATA ...
  - WORK OUTSIDE OF CLASS
  - WORK ON A PROJECT
  - WORK COLLABORATIVELY
  - MEET WITH PROFESSOR/OTHERS OUTSIDE OF CLASS

- SURVEYS/SESSIONS POINTED TO READING + MOTIVATION, i.e. INFORMATION LITERACY + RELEVANCE

QEP GOALS

- PROFESSIONAL DEVELOPMENT TO ASSIST FACULTY IN ADOPTING BEST PRACTICE STRATEGIES

- CREATE A STRUCTURE THAT AIDS IN IDENTIFYING AND AIDING STUDENTS

- INCREASE STUDENT ATTAINMENT/ LEARNING THROUGH USE OF IBL

  SLOs
  ① FORMULATE A CLEAR QUESTION, THESIS, PROBLEM STATEMENT OR HYPOTHESIS
  ② COLLECT INFORMATION OR DATA
  ③ EVALUATE AND ANALYZE INFORMATION TO ADDRESS ①
  ④ PRESENT FINDINGS IN A DISCIPLINE SPECIFIC WAY

ASSESSMENT

COURSE LEVEL → SLOs   } DIRECT
INSTITUTIONAL LEVEL → QEP GOALS
SUPPORT SIDE → SURVEYS/CCSSE   INDIRECT

PROFESSIONAL DEVELOPMENT

- 4 - WEEK SELF-PACED COURSE
- GROUPS OF FACULTY
- WEEK 1: INTRODUCTION TO IBL AND BEST PRACTICE STRATEGIES
  DISCUSSION BOARD: HOW MIGHT IBL FIT IN YOUR COURSE

WEEK 2: FIND AN ARTICLE LINKING IBL AND YOUR DISCIPLINE
CREATE GROUP ANNOTATED BIB.

WEEK 3: SUBMIT A PLAN AND PEER REVIEWS

WEEK 4: SUBMIT FINAL PLAN AND EXIT SURVEY.

SELECTION OF FACULTY ???

Rationale

- Collaboration sessions led to topics of reading, critical thinking and personal responsibility.

- Interviews with faculty indicated a need for refinement of these topics: Information Literacy (reading), Critical Thinking and Personal Responsibility (Motivation/Relevance)

- Planning Sessions focused on Inquiry Based Learning (IBL) as a means to target these topics.

Evidence

▶ Core Assessment indicates need for improved critical thinking and communication (information literacy) and personal/social responsibility (motivation)

▶ Faculty Reflections on the End of Semester Course Review (ESCR) often point to problems with student motivation (personal responsibility).

▶ CCSSE data shows students often do not feel they: work outside of class on a project, work collaboratively, and meet with their professor/others outside of class.

Inquiry Based Learning

- A best practice teaching strategy that facilitates independent and collaborative knowledge building.

- IBL aids students in taking increased responsibility for their learning.

- Students formulating their own questions has been shown to increase motivation and relevance.

- IBL focuses on students formulating questions, collecting information or data, analyzing and evaluating that information and presenting their findings.

QEP Goals

▶ Developing and assisting faculty in adopting best practice IBL strategies.

▶ Creation of a structure that aids in identifying and aiding student achievement

▶ Increasing student attainment/learning through the use of IBL.

Student Learner Outcomes

▶ Formulate a clear question, thesis, problem statement or hypothesis.

▶ Collect information/data or identify appropriate process

▶ Evaluate and analyze information to address the question, thesis or statement.

▶ Present findings in a discipline specific way.

Assessment

Direct Assessment

▶ Course level assessment based on student learner outcomes.

▶ Instructional/Institutional level assessment based on QEP goals.

Indirect Assessment

▶ Institutional/Support structure assessment based on surveys, CCSSE and focus groups

Professional Development

- QEP/IBL orientation for all faculty and staff.

- Four week structured self-paced course to introduce faculty to IBL.

- Focus/Support groups for faculty to foster continuous improvement.

Student Support Services

During Semester – Begin week 4

- Early Indicators
  - Determined by instructor
  - Academic Concern – Inquiry
  - Use U4SM early alert function and follow-up (student success)
- 1st Intervention Meeting
  - Who (TBD)
  - Meet with students in group setting
  - Environment is key
- Determine/Assign Prescription

Prescription

- May include one or many:
  - Student Success Specialist
  - Counseling
  - Student Success Series (study skills workshops)
  - Tutoring
  - Library Services (Research assistance/workshops)
  - Grit/Mindset/Personal Responsibility
    - Inquiry mini sessions
    - Student Ambassadors

Prescription occurs

▶ during semester

▶ follow-up and task assign via U4SM

▶ communication plan via U4SM