

QEP Assessment Cycle  
Quality Enhancement Plan  
Vernon College

Engagement Methodology

Apply to each specific course's student learner outcomes as stated in syllabus.



Course

(history, English, biology, math)

Choose 1-3 SLOs from syllabus with specific learning behaviors.



Identify engagement strategy or strategies



Decide on measurement method which measures the SLO from syllabus, not the engagement.



Isolate embedded questions and develop rubric to identify success. Develop multiple measures (through triangulation) to determine improved learning on specific SLOs. Embedded questions, CCSSE, and CLASSE can serve as multiple measures.



Reflection

Write a short narrative on how the data or results will be used to improve learning. What changes can be made?



Overall QEP Assessment

Use individual findings from pilot efforts to track direct and positive impact on student learning.



QEP Implementation Committee Feasibility Review

VConnected Team members make recommendations for feasibility college-wide based on their experiences in their annual report. Committee will review the feasibility of each project using the Pilot Project Rubric-Feasibility Review.



Recommendations for Feasibility

The QEP Implementation Committee will make recommendations based on the results of the feasibility review. Recommendations will be included in the QEP Annual Progress Report.



QEP Annual Progress Report

QEP Implementation Committee reviews and approves the QEP Annual Progress Report. The Report, including feasibility recommendations, is presented to the College Effectiveness

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Committee for review and approval. Note: the feasibility recommendations are communicated to the college leadership through the College Effectiveness Committee.



College Effectiveness Committee  
(Reference: Assessment Cycle – QEP Appendix XI)



President  
(Reference: Assessment Cycle – QEP Appendix XI)



Board of Trustees  
(Reference: Assessment Cycle – QEP Appendix XI)