

AQUASANI COLLEGE

Broad-based Involvement:

The QEP team reviewed the college's strategic plan which was developed through broad-based representation two years earlier. Then the QEP committee conducted focus group meetings with the following: faculty, students, staff, alumni, and community leaders. In addition, the committee set up a website with general information about QEP procedures. On the website was an online suggestion box for anyone who wanted to submit an idea for the QEP. The QEP team also asked for ideas during the college's annual in-service program. Topics were narrowed down to seven topic categories. The entire college constituency was surveyed to rank the seven topic categories from most important to least important. The team reviewed data in the area which received the ranking of most importance. It was determined that this was indeed a crucial academic need for the college. The topic was set at that time.

Purpose:

The purpose of the QEP at Aquasani College is to improve student learning by redesigning developmental mathematics courses from a traditional lecture format to an emporium model format.

Goal 1: To increase student learning by redesigning developmental mathematics courses into the emporium model.

Objective 1-1: To increase student learning by implementing a mastery-based developmental mathematics program which provides a variety of innovative and engaging instructional strategies, frequent feedback, and individualized tutoring assistance.

Goal 2: To increase student learning by providing professional development activities for all mathematics instructors to increase their understanding of student engagement, retention techniques, and instructional methods in an emporium model mathematics program.

Objective 2-1: To increase student learning by implementing a coordinated program of professional development for math faculty through the use of travel to colleges that have successfully implemented the emporium model, guest speakers, workshops, and registration/travel to state, regional, and national conferences.

Institutional Capability:

The QEP was developed through an inclusive and collegial process. The implementation of the plan will also follow a similar broad-based participation of the college community. The following describes a brief review of the groups and individuals who will be involved in QEP:

Administrators of Aquasani College will provide the leadership, ensure funding for the project's activities, and establish the organizational support that will lead to success of the QEP. The Vice President of Instruction has been given the charge by the President, to provide the leadership required to achieve the goals and objectives of the QEP. The Associate Dean of Instruction will assist the Vice President to ensure the overall success of the QEP. The Associate Dean will advocate for the plan and lead personnel in achieving the goals of the QEP. The Director of Transitional Education will also serve as the QEP Director. The Director will lead in the implementation and assessment of the QEP. In addition the Director will serve as the operational officer and supervisor of the personnel who will deliver the activities of the QEP, including math faculty as well as professional and peer tutors. The College will also employ a Math Emporium Specialist who will serve as the primary contact for policies, procedures, and course redesign development. The Specialist will also be responsible for training of all faculty related to the delivery of course content in the Emporium format. Math faculty will also lead and participate in the redesigns of developmental math courses. They will receive specific training related to course software and teaching in the newly designed emporium format. A number of these math faculty members will also serve as mentors to adjunct faculty in course redesign. The Associate Dean of Institutional Research will assist with assessment of the QEP.

RESOURCES

Aquasani College is committed to the QEP and has strong support from the College administration to ensure its success through adequate funding and facilities. Aquasani has a sound financial base, demonstrated financial stability, and adequate physical resources to support the mission of the institution and the scope of its programs and services, including the QEP. Audited financial statements for last three academic years at the College show consistent increases in assets during that time. Unrestricted net assets increased 2.7% three years ago. The increase two years ago was

8.4%, and the increase last year was 9.2%. Net asset information is an indication of the institution's ability to continue operations. Cash reserves are another indicator of financial stability. Aquasani College keeps cash in reserves for three months of expenditures. Therefore, if funding from the state were delayed, the College could pay normal operating expenditures for a three-month period.

In the planning and developing of the QEP, the team identified the personnel, facilities, equipment, and financial resources necessary for the successful implementation of the project.

Most of the expense for the QEP will be for administration, instructional personnel, and tutors, while a smaller percentage will be needed for professional development, operational supplies, and equipment. About 60% of the required QEP funds will be reallocated from existing college expenditures. New expenses to fund the QEP are about 40% of the QEP projected budget. The following chart provides an overview of the required expenses.

	Preliminary	Year 1	Year 2	Year 3	Year 4	Year 5	Existing Funds	New Funds	TOTAL
QEP/Transitional Studies Director	0	75,000	75,000	75,000	77,500	77,500	380,000	0	380,000
Math Emporium Specialist		38,000	38,000	38,000	40,000	40,000	0	194,000	194,000
Math Lab Staff	0	22,000	22,000	22,000	24,000	24,000	114,000	0	114,000
Tutors		40,000	40,000	40,000	40,000	40,000	80,000	120,000	200,000
Equipment	0	12,500	12,500	12,500	12,500	12,500	0	62,500	62,500
Travel / Professional Development	0	8,000	8,000	8,000	8,000	8,000	10,000	30,000	40,000
General Supplies	0	4,000	4,000	4,000	4,000	4,000	8,000	12,000	20,000
QEP Promotion	7500	0	0	0	0	0	0	7,500	7,500
Total	7,500	199,500	199,500	199,500	206,000	206,000	592,000	426,000	1,018,000

Assessment Plan:

Over the next five years, the impact of the QEP will be assessed. The decisions which will guide the project through its implementation, progression, and conclusion will be based on the results of those assessments. The goals which have been identified are clearly stated. The progress toward achievement of the goals will be quantified via assessment of the outcomes. Collection of data and reporting of results will follow the College's regular planning and evaluation cycle.

Formative and Summative Evaluation

The Director of the QEP will ensure that both formative and summative evaluations will be completed.

Formative Evaluation: The formative evaluation is designed to provide periodic reviews regarding the progress of the project. As the goals and outcomes are assessed, the use of those results will help the Director make any necessary adjustments to the methods used to execute the QEP. As a part of the overall planning and evaluation which applies to all College programs, this information will be reviewed by the appropriate administrative personnel to ensure that the QEP is well managed and on track to accomplish its goals.

Summative Evaluation: The quantitative and qualitative data which is gathered over the course of the QEP project will provide a longitudinal analysis that will prove whether the selected methods have been effective. In accordance with SACS requirements, at the end of the fifth year, a summary report will be submitted to the Commission which will examine how well the goals and outcomes were met, as well as the overall impact of the QEP on the institution and student learning.

Goal 1:

To increase student learning by redesigning developmental mathematics courses into the emporium model.

Objective 1: To increase student learning by implementing a mastery-based developmental mathematics program which provides a variety of innovative and engaging instructional strategies, frequent feedback, and individualized tutoring assistance.

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Outcome 1: To increase by 10 percentage points the common course exam scores of students in developmental math courses compared to pre QEP baseline data.

Outcome 2: To improve student attitudes toward math as measured by a pre-post assessment tool.

Outcome 3: To increase the percentage of students who begin in a developmental math and who complete a gatekeeper math course from 41% to 50% within 3 years.

Goal 2:

To increase student learning by providing professional development activities for all mathematics instructors to increase their understanding of student engagement, retention techniques, and instructional methods in an emporium model mathematics program.

Objective 1: To increase student learning by implementing a coordinated program of professional development for math faculty through the use of travel to colleges that have successfully implemented the emporium model, guest speakers, workshops, and registration/travel to state, regional, and national conferences.

Outcome 1: To improve the knowledge of math faculty by 50% about the techniques used to teach in an emporium environment (pre-post testing)

Outcome 2: To increase by 90% the number of math faculty who are trained to implement innovative teaching and motivational strategies in an emporium environment.

Outcome 3: To improve the use of multiple teaching techniques used in an emporium environment designed to improve student learning (instructor self-reported).

ARTICHOKE COLLEGE

Broad-based Involvement:

To ensure that broad-based involvement occurred, the QEP committee was set by the senior administrative team. The QEP committee was made up of one senior level administrator, one division chair, one faculty member, one student, and one staff member, one community leader, and one alumnus. Just as the United States of America has a representative government, this QEP committee had representation from all areas that had a vested interest in the college. The QEP committee met several times to discuss academic needs for the college and to reach a consensus regarding three potential QEP topics. Afterwards, the QEP team met with the senior administrative team so that group could review the three potential QEP topics. The two groups met on several occasions to arrive at the college's QEP topic, but were unable to narrow down three extremely important initiatives for the college. Therefore, the two groups decided to promote all three initiatives as components of one QEP project.

Purpose:

The purpose of the QEP at Artichoke College is to create student success by preparing them for entry into the workforce, developing their skills related to research, and to foster knowledge and concern for their most important asset, their health.

Goal 1: To improve student success by establishing a workforce readiness curriculum.

Objective 1-1: To prepare students for success through academic instruction of workplace readiness skills:

- Reading and writing
- Math and computer literacy
- Speaking and listening
- Problem solving, reasoning, and decision making
- Work ethic, initiative, and self-presentation
- Team skills and positive attitude
- Attendance and punctuality

Goal 2: To improve student success by having all students complete a research project based on their area of interest.

Objective 2-1: To prepare students for success by requiring them to conduct research on a topic of interest and present findings in both written and oral formats.

Goal 3: To improve student success by establishing a wellness program which promotes a healthy lifestyle.

Objective 3-1: To prepare students for success by providing assistance with achievement of optimum health and well-being through lifestyle evaluation, education, and physical activity.

Institutional Capability

The QEP has three primary components. Each area will have a QEP Director. The Director is the individual who has the ultimate responsibility for overseeing the implementation and assessment of his or her piece of the QEP. Supported by a staff selected specifically for expertise in their module, the QEP Directors will administer all aspects of the QEP. The QEP Directors are charged with responsibilities that include:

- Leading the staff for the development, planning, and implementation of the Quality Enhancement Plan in their specific component;
- Supervise the work of their component of QEP and monitor progress toward the achievement of their QEP component's goals and program outcomes on an annual basis;
- Direct assessment for all aspects of their component of QEP;
- Collaborate with appropriate college committees regarding any curriculum or policy changes;
- Promoting faculty and student participation at a level that ensures sufficient involvement in their component of the QEP to meet plan objectives;
- Monitor and analyze the results of surveys and evaluations to assure program quality;
- Manage the QEP budget, including the submission of requests to fund equipment, material, supply and staffing needs;
- Oversee the use and maintenance of equipment and facilities assigned to the program;
- Perform all supervisory duties required to maintain and operate their component of the QEP;

- Cooperate with the other two QEP Directors to coordinate the development, review and revision of QEP publications, publicity, and other community relations activities;
- Assure compliance with SACS standards; and
- Prepare annual reports and the Fifth Year Interim Report for the SACS Commission on Colleges.

The QEP Directors positions will be located in the Academic Affairs Office and report to the Vice President of the College. Directors will be expected to establish a close working relationship with their respective areas to promote collaboration with faculty, students, and the community. In addition, directors and their respective staff will collaborate with appropriate college constituency for the development and the assessment of student learning outcomes.

The QEP Directors will establish protocol and policies to provide clearinghouses for the components of QEP, disseminating information regarding the QEP to students, the community, and specifically to academic departments by providing feedback to them regarding the implementation of any QEP initiatives in their respective areas.

RESOURCES

The College has developed a financial plan to implement the initiatives outlined in the QEP over the next five academic years. The costs outlined represent an accurate assessment of the College's financial needs to meet the initiatives identified for the QEP. The general costs related to the QEP are as follows:

- Personnel Costs—Salaries and Fringe Benefits
- Equipment and Supplies
- Travel
- Software and General Supplies
- Promotional Expenses

The total cost of the project is summarized in the table below.

BUDGET FOR ARTICHOKE COLLEGE'S QEP

	Preliminary	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
QEP Director - Workforce	0	75,000	75,000	75,000	77,500	77,500	380,000
Workforce Staff		120,000	120,000	120,000	123,000	123,000	606,000
QEP Director - Research	0	75,000	75,000	75,000	77,500	77,500	380,000
Research Staff		120,000	120,000	120,000	123,000	123,000	606,000
QEP Director - Wellness	0	75,000	75,000	75,000	77,500	77,500	380,000
Wellness Staff		150,000	150,000	150,000	154,000	154,000	758,000
Wellness Program Equipment	0	250,000	50,000	40,000	15,000	0	355,000
Wellness Operating Supplies	0	4,000	4,000	4,000	4,000	4,000	20,000
Workforce Program Equipment	0	12,000	12,000	10,000	10,000	8,000	52,000
Workforce Program Software	0	12,000	10,000	12,000	12,000	10,000	56,000
WorkKeys Testing		10,000	10,000	10,000	10,000	10,000	50,000
Travel	0	8,500	8,500	8,500	8,500	8,500	42,500
General Supplies	0	12,000	12,000	12,000	12,000	12,000	60,000
QEP Promotion	13,500	0	0	0	0	0	13,500
Total	13,500	923,500	721,500	711,500	704,000	685,000	3,759,000

Assessment Plan:

The Artichoke College QEP assessment plan will involve both formative and summative components. Some baseline measures have already been determined, while others are still being established during this pre-implementation year.

Goal 1:

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To improve student success by establishing a workforce readiness curriculum.

Objective 1-1: To prepare students for success through academic instruction of workplace readiness skills:

Outcome 1: Students' post assessment scores will exceed pre-assessment scores by 10% in workplace reading and writing skills.

Outcome 2: Students' post assessment scores will exceed pre-assessment scores by 10% in workplace math and computer skills.

Outcome 3: Students' post assessment scores will exceed pre-assessment scores by 10% in workplace speaking and listening skills.

Outcome 4: Students' post assessment scores will exceed pre-assessment scores by 10% in workplace problem solving, reasoning, and decision making skills.

Outcome 5: Students' post assessment scores will exceed pre-assessment scores by 10% on a rubric completed by their instructors measuring work ethic, initiative, and self-presentation skills.

Outcome 6: Students' post assessment scores will exceed pre-assessment scores by 10% on a rubric completed by their peers measuring team skills and positive attitude.

Outcome 7: Students attendance and punctuality will improve by 10% on a self-reported survey.

Goal 2:

To improve student success by having all students complete a research project based on their area of interest.

Objective 1: To prepare students for success by requiring them to conduct research on a topic of interest and present findings in both written and oral formats.

Outcome 1: Students will demonstrate the ability to locate and evaluate scholarly resources with 85% accuracy based on rubric criteria.

Outcome 2: Students will demonstrate the ability to develop a research proposal with relevant review of literature at 85% accuracy based on rubric criteria.

Outcome 3: Students will write a research paper based on a relevant question of inquiry in their area of interest with 85% accuracy based on rubric criteria.

Outcome 4: Students will give a 10-15 minute presentation based on a relevant question of inquiry in their area of interest with 85% accuracy based on rubric criteria.

Goal 3:

To improve student success by establishing a wellness program which promotes a healthy lifestyle.

Objective 1: To prepare students for success by providing assistance with achievement of optimum health and well-being through lifestyle evaluation, education, and physical activity.

Outcome 1: Scores on a health risk appraisal will increase by 5 percentage points each year for five years over baseline scores from the pre-implementation year.

Outcome 2: The number of students who are classified as obese will decrease by 5 percentage points each year for five years over the baseline during the pre-implementation year.

Outcome 3: The number of students who exercise at least three hours per week will increase by 10 percentage points over the baseline established during the pre-implementation year.

Outcome 4: The number of students who use alcohol or drugs will decrease by 10 percentage points over the baseline established during the pre-implementation year.

BILLBOARD COLLEGE

Broad-based Involvement:

The QEP team worked on developing surveys regarding potential QEP topics. The committee then sent out the surveys to all faculty members. A variety of topics were noted. However, the committee decided to take the top two topic areas and have the faculty vote on those. The top voted QEP topic became the college's QEP topic.

Purpose:

The purpose of the QEP at Billboard College is to increase student learning by establishing a distance education course in Theatre Appreciation.

Goal 1: To create an online, distance education version of Theatre Appreciation.

Objective 1-1: To increase student learning by designing and implementing an online Theatre Appreciation course that helps students who cannot attend on campus courses attain the attitudes and values they need to develop an understanding of the role of theatre throughout history within the context of human experience.

Goal 2: To provide professional development activities for the two instructors who will work with the distance education Theatre Appreciation course.

Objective 2-1: To increase student learning by providing professional development workshops and seminars in online course design and development for theatre instructors.

Institutional Capability:

Billboard College's QEP which promotes student learning in Theatre Appreciation through distance learning requires a cooperative effort between the Fine Arts department and the distance education program. While not all faculty members of Fine Arts department will be specifically involved with the implementation of the QEP, all are supportive of the effort. Specifically, the Fine Arts Chair will be responsible to oversee the development and implementation of the QEP. All members of the Theatre faculty will collaborate about the course content for the Theatre appreciation class. However, Mr. Clint Westwood and Ms. Angelina Wow-Wee will be responsible for the instructional design and online delivery of the Theatre appreciation course. They will work with the Distance Education Director to provide the best design for the course.

RESOURCES

With the current economic crisis, both students and institutions of higher education have been greatly impacted. Faced with rising expenses and the potential for job losses, students must stretch their time and financial resources. The College believes that providing this alternative Theatre Appreciation course in a distance learning format is a viable solution for schedule and travel limitations. In addition, the College must be a good steward of the financial resources which it has available. With a larger influx of students due to the economy, this Theatre Appreciation course does not require brick and mortar facilities to accommodate additional students. Further, with instructors already on staffs, no additional personnel are needed to meet the needs of this distance education Theatre Appreciation course.

The following budget represents a combination of reallocated existing resources and newly dedicated funding for various aspects of the activities that make up the overall project. All funds specified will be allocated from the normal operating budget of the College. The following summarizes the budget for the project:

	Preliminary	Year 1	Year 2	Year 3	Year 4	Year 5	Existing Funds	New Funds	TOTAL
Fine Arts Chair (25%)	0	18,750	18,750	18,750	20,000	20,000	96,250	0	96,250
Theatre Appreciation Instructor (50%)	0	30,000	30,000	30,000	30,750	30,750	151,500	0	151,500
Theatre Appreciation Instructor (50%)	0	30,000	30,000	30,000	30,750	30,750	151,500	0	151,500
Computers	0	8,500	0	0	0	0	0	8,500	8,500
Instructional Design Consultant	0	5,500	0	0	0	0	0	5,500	5,500
Course Management System	0	50,000	50,000	50,000	50,000	50,000	250,000	0	250,000
Software	0	4,000	4,000	4,000	4,000	4,000	20,000	0	20,000

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General Supplies	0	3,000	3,000	3,000	3,000	3,000	15,000	0	15,000
QEP Promotion	3,500	0	0	0	0	0	0	3,500	3,500
Total	3,500	149,750	135,750	135,750	138,500	138,500	684,250	17,500	701,750

Assessment

Billboard College will use a comprehensive assessment plan to measure the impact of the QEP on student learning. The plan will be composed of both formative and summative assessment models. In addition, both qualitative and quantitative measures will be used to assess the effectiveness of the Quality Enhancement Plan. The goals, objectives and outcomes are described below which compose the framework of the assessment plan.

Goal 1:

To create an online, distance education version of Theatre Appreciation.

Objective 1: To increase student learning by designing and implementing an online Theatre Appreciation course that helps students who cannot attend on campus courses attain the attitudes and values they need to develop an understanding of the role of theatre throughout history within the context of human experience.

Outcome 1: To increase by 10% the retention rate of students enrolled in distance education courses.

Outcome 2: To decrease by 10% the number of students who withdraw from English Composition I.

Outcome 3: To increase the numbers of students who begin in a developmental reading course and who also complete General Psychology from 59% to 70%

Goal 2:

To provide professional development activities for the two instructors who will work with the distance education Theatre Appreciation course.

Objective 1: To increase student learning by providing professional development workshops and seminars in online course design and development for theatre instructors.

Outcome 1: To improve the knowledge of math faculty regarding alternative and innovative teaching strategies.

Outcome 2: To increase faculty satisfaction by 20% regarding the implementation of a four day work week compared to pre QEP data.

Outcome 3: To increase faculty knowledge of hockey rules based on pre-post test results.

QUIZWAY COLLEGE

Broad-based involvement:

The QEP committee met with division chairs to discuss academic needs across the campus. Division Chairs called meetings with their faculty to also discuss needs across the campus and then reported back to the QEP committee. Then the QEP committee took data gathered from the two most recent student engagement surveys to correspond with the faculty discussions. The QEP committee then chose the college's QEP topic based on the information gathered from all the academic departments and the surveys.

Purpose:

The purpose of the QEP at Quizway College is to improve student learning through the establishment of a comprehensive, highly coordinated General Studies program designed to create a best practices environment by equipping faculty with the knowledge, skills and ability to engage students through innovative instructional strategies.

Goal 1: To increase student learning and academic success through innovative teaching and learning methods in all English, math, and reading courses.

Objective 1-1: To increase student learning by adapting all math, English, and reading courses to facilitate innovative instructional strategies.

Goal 2: To increase student learning by providing professional development activities for all math, English, and reading instructors to increase their understanding of innovative instructional strategies.

Objective 2-1: To increase student learning by providing all math, English, and reading instructors two seminars per year related to innovative instructional methods.

Institutional Capability

Multiple groups within the College will carry responsibility for various aspects of the QEP. First, the President's Cabinet will serve to provide the fiscal and human resources required for implementation of the QEP. This group will hold responsibility for considering recommendations for policy changes if needed. Second, the lead instructor in English, math, and reading will work closely with the President's Cabinet to research and review the innovative teaching and learning methods which will be implemented in each of the areas. Third, Lead Instructors in English, math, and reading will work with their respective faculty to put the innovative teaching and learning strategies into the classroom environment. Fourth, the Academic Curriculum Committee will serve as the approval body for any curricular changes that may occur as a result of innovative teaching and learning strategies. Fifth, the Professional Development Committee in cooperation with the President's Cabinet will plan and implement the massive professional development required by the initiatives of the QEP, specifically the implementation of innovative teaching and learning strategies for faculty. Finally, the Institutional Research office will play a vital role in collecting and processing the needed data for evaluation of QEP success. The IR Director will be responsible for insuring that the QEP Director and Lead Instructors have access to the data needed for evaluation of outcomes.

RESOURCES

The College intends to commit a significant fiscal investment to establish the physical, technological, and human resource infrastructure necessary for the Quality Enhancement Plan's success. In order to achieve this funding requirement, the College has written two grants which will cover the \$1.7 million needed to fully fund the project. It is anticipated that notification regarding receipt of the grants will occur at approximately the same time the QEP project will begin. Below is the budget for the project.

	Preliminary	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Professional Development	0	30,000	30,000	30,000	25,000	20,000	135,000
English Department	0	15,000	15,000	12,000	12,000	10,000	64,000
English Faculty (2 New)	0	85,000	88,000	92,000	96,000	100,000	461,000
Math Department	0	18,000	18,000	15,000	15,000	12,000	78,000
Math Faculty (1 New)	0	45,000	47,000	49,000	51,000	53,000	245,000
Reading Department	0	12,000	12,000	10,000	10,000	8,000	52,000

Reading Faculty (1 New)	0	45,000	47,000	49,000	51,000	53,000	245,000
Technology Infrastructure	5,000	75,000	75,000	70,000	65,000	50,000	340,000
CAAP Test	0	4,000	4,000	4,000	4,000	4,000	20,000
CCSSE	0	4,000	4,000	4,000	4,000	4,000	20,000
Software and Media	0	18,000	18,000	12,000	12,000	10,000	70,000
QEP Promotion	10,000	0	0	0	0	0	10,000
Total	15,000	351,000	358,000	347,000	345,000	324,000	1,740,000

Assessment Plan:

Quizway College will depend on the SACS on-site visiting team to help establish a viable, comprehensive assessment plan for the QEP. With the help of this group of experts, a plan can be developed to assess improvements in student learning during and after implementing the QEP and to evaluate the overall success of the QEP program.

SANDLOT COLLEGE

Broad-based Involvement:

The QEP team sent out surveys to faculty, administration, staff, students, alumni, and community leaders. A wide variety of responses were returned. The QEP team then set up focus groups to discuss findings from the surveys. Focus groups included the same constituency as above. Faculty were brought in to see how well responses from the survey met crucial academic and learning needs of students. Students were also further questioned to see what their perceptions were and the responses and actual academic needs. After these focus group meetings and additional meetings with faculty and students, the topic responses were categorized and made narrower. Surveys were sent to constituents once again. Two topics emerged from this final survey as crucial to student learning. The QEP committee met with faculty and the administrative team to determine the final topic.

Purpose:

The purpose of the QEP at Sandlot College is to improve student learning by establishing a writing lab.

Goal 1: To increase student learning by providing writing assistance to students in all disciplines.

Objective 1-1: To increase student learning through the establishment of a writing lab that is a cross-disciplinary facility designed to provide students with individualized assistance and instruction in writing.

Goal 2: To increase student learning by providing assistance to instructors to develop effective tools for assessing writing assignments.

Objective 2-1: To increase student learning by implementing a cross-discipline program designed to provide knowledge and practice related to assessing student writing.

Institutional Capability:

The proposed Quality Enhancement Plan (QEP) at Sandlot College will require the sustained, coordinated efforts of administration, faculty, staff, and students throughout campus. To accomplish the goals of the QEP, a structure providing the leadership and personnel, along with reporting lines and activities, has been established. Ongoing leadership for the implementation and sustainability of the project begins with the Chief Instructional Officer. General oversight of the project will be carried out by the Academic Affairs Council. The College will appoint a QEP Director who will also serve as the Writing Lab Director. The QEP committee believes that this will allow the QEP Director to be intimately involved with the design and implementation activities. In addition, the QEP Director will be given sufficient authority to carry out the activities of the project including hiring staff and purchasing necessary supplies. To assist the QEP Director with the project a Writing Lab Manager will also be appointed. Furthermore, a number of personnel will be hired to carry out the day to day tasks required in the Writing Lab. The organizational chart is provided below.

RESOURCES

As with most educational endeavors, the primary costs associated with the Writing Lab are in the category of human resources. Most of the staff that will be hired must be new. The College intends to reassign personnel as QEP Director and Writing Lab Manager. Instructional Team will be made up of existing faculty members. Travel expenses will be required for Writing Lab personnel to visit other writing labs and to attend conferences related to the latest writing innovations. Another expense will be training costs. The instructional team will be trained in the planned Writing Lab innovations. However, all tutors who work in the lab will have to be trained as well. The College believes that all personnel who work in the Writing Lab should have the best training available to ensure that students have the best opportunity to improve their writing whether it requires remediation or it is quality writing which is ready for the next level of expertise.

While personnel and training are large expenses, there is also some renovation to existing facilities that will have to be done. This expense will be reflected in the budget as well. Some of that expense will show up as a preliminary cost as the QEP team wants to ensure that the project can begin on time and doesn't have to wait on renovations before moving forward with QEP activities. There will also be some technological needs to provide the best learning environment for students. Finally, as usual, there are the general supplies and testing fees that will be associated with the QEP. The budget is summarized in the chart below.

Sandlot College's Budget for QEP

	Preliminary	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
QEP /Writing Lab Director	0	52,000	52,000	52,000	52,000	52,000	260,000
Writing Lab Manager	0	45,000	45,000	45,000	45,000	45,000	225,000
Instructional Team	0	92,000	92,000	92,000	92,000	92,000	460,000
Support Staff	0	58,000	58,000	58,000	58,000	58,000	290,000
Tutors	0	23,000	25,000	27,000	30,000	35,000	140,000
Training	0	9,600	9,000	8,500	7,000	5,000	39,100
Travel	0	10,000	10,000	10,000	10,000	10,000	50,000
Renovations	18000	12,000	0	0	0	0	30,000
Workstations	0	12,000	12,000	10,000	10,000	8,000	52,000
CAAP	0	4,000	4,000	4,000	4,000	4,000	20,000
General Supplies	0	7,500	7,500	7,500	7,500	7,500	37,500
QEP Promotion	7,500	0	0	0	0	0	7,500
Total	25,500	325,100	314,500	314,000	315,500	316,500	1,611,100

Assessment Plan:

Sandlot College will assess student learning as a result of establishing a writing lab. The impact of the writing lab should be felt in all disciplines. Students will have the assistance they often need which should result in better writing and consequently better performance in courses. Instructors will have the tools to assess student writing in their classes which should lead to more writing assignments and better writers. The assessment plan will evaluate two goals of the project.

Goal 1:

To increase student learning by providing writing assistance to students in all disciplines.

Objective 1: To increase student learning through the establishment of a writing lab that is a cross-disciplinary facility designed to provide students with individualized assistance and instruction in writing.

Outcome 1: To increase by 10% the writing score on CAAP compared to pre QEP baseline data.

Outcome 2: To increase by 10% the final essay scores in English Composition I and II compared to pre QEP baseline data.

Goal 2:

To increase student learning by providing assistance to instructors to develop effective tools for assessing writing assignments.

Objective 1: To increase student learning by implementing a cross-discipline program designed to provide knowledge and practice related to assessing student writing.

Outcome 1: To increase the number of courses that incorporate writing assignments compared to pre QEP baseline data.

Outcome 2: To increase by 35% the number of faculty who access the writing lab for assistance with developing assessment tools for writing assignments in their class.

Outcome 3: To increase faculty satisfaction by 25% with students' writing performance compared to pre QEP baseline data.