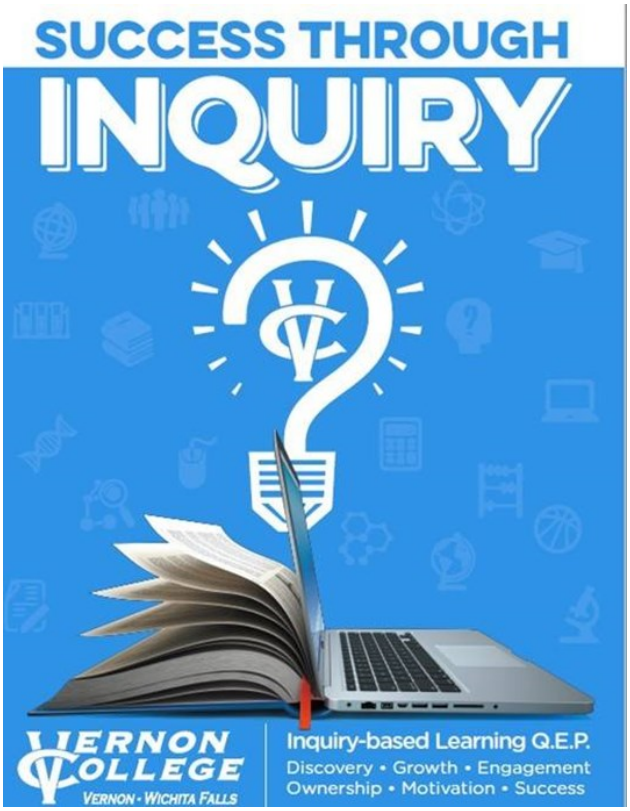
Success through Inquiry

Inquire●Discover●Engage



A Quality Enhancement Plan Submitted August 09, 2018 to the Southern Association of Colleges and Schools, Commission on Colleges

On-Site Committee Visit: October 22-25, 2018

VERNON COLLEGE
VERNON · WICHITA FALLS

August 09, 2018

John Hardt, Ph.D.
Vice President
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033

Dr. Hardt:

I am pleased to submit to you and the on-site review team our QEP prospectus from Vernon College entitled, "*Success through Inquiry*." This prospectus reflects over two years of institutional input and planning initiatives from across the Vernon College community.

Student-centered, "active" forms of instruction are reported to improve student learning and affect outcomes across academic disciplines. Our QEP initiative focuses on such an active form of instruction—inquiry-based learning (IBL). We believe that embedding IBL learning strategies into courses across the curriculum (within both academic and career programs) will aid in creating a student-centered culture of inquiry at Vernon College.

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. We sincerely believe that creating such a culture of inquiry through consistent IBL practices will equip Vernon College students with marketable, professional skills for success upon graduation.

On behalf of the entire QEP team, we look forward to visiting with you during the SACS-COC site visit in October.

Sincerely,

Donnie Kirk, Ph.D.
Director, Quality Enhancement

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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 college takes as its guiding educational principle the proposition that, insofar as available resources permit, instruction should be adapted to student needs. This principle requires both flexibility in instructional strategies and maintenance of high academic standards. Strong programs of assessment and accountability complement this educational principle.

VC accepts the charge of providing a college atmosphere free of bias, in which students can exercise initiative and personal judgment, leading to a greater awareness of personal self-worth. It strives to provide every student with opportunities to develop the tools necessary to become a contributing, productive member of society. 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).

"*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. The concept of inquiry-based learning (IBL) 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 discipline appropriate, visible manner (demonstration, presentation, research paper, etc.).

IBL is a "best-practice" teaching strategy designed to facilitate independent and collaborative knowledge building. Anticipated benefits of students formulating their own questions include increasing motivation student perceived relevance of course content, and increased student responsibility for their own learning. 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. Courses enhanced with IBL learning strategies will provide students with opportunities to engage with and generate material in new and innovative ways, thus equipping Vernon College graduates with marketable, professional skills for success upon graduation.

QEP Goals

The proposed "*Success through Inquiry*" QEP is guided by three overarching 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.

Compliance with Core Requirement 2.12 and Comprehensive Standard 3.3.2:

Vernon College's QEP is in compliance with the Core Requirement (CR) 2.12 and Comprehensive Standard (CS) 3.3.2. Requirements and standards are as follows:

CR 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. (Quality Enhancement Plan)

CS 3.3.2: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan)

A summary of the evidence demonstrating compliance for each of the five criteria within CR 2.12 and CS 3.3.2 is located in Exhibit 1.

EXHIBIT 1: EXECUTIVE SUMMARY OF EVIDENCE FOR EACH QEP CRITERION

REQUIREMENT/ STANDARD	CRITERION	EVIDENCE	PAGES
CR 2.12	**Broad-based Process for Addressing Key Institutional Issues:** Includes a broad-based institutional process identifying key issues emerging from institutional assessment	Development of the QEP was facilitated by the QEP Planning Committee and the QEP Development Task Force. Both teams had broad-based representation and involvement across the college.	16
		To identify key issues, the QEP Planning Committee created college-wide topic identification surveys, narrowed the list of topics, and held broad-based collaboration sessions (including college constituencies). Subsequently, the committee investigated need, feasibility, cost, best practices, and student-learning outcomes related to the narrowed list. (Appendices A-I)	17; 73-90
CR 2.12	**Focus of the Plan:** Focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.	The first 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 has the capacity for benefits including improvements in students' critical thinking, communication, motivation, and perceptions of relevance.	22
		The focus of the IBL-QEP is two-fold: (1) achievement of IBL-QEP overall goals, and (2) and achievement of the SLOs following the IBL-QEP treatment—both aspects being fully aligned with the Vernon College mission.	22
CS 3.3.2	**Institutional Capability for the Initiation and Completion of the Plan:** Demonstrates institutional capability for the initiation, implementation, and completion of the QEP.	Vernon College has the capability to succeed regarding the proposed QEP initiative—equipped with the appropriate personnel, financial resources, technological resources, facilities, and institutional improvement processes.	53
		An appropriate timeline has been developed in order to accomplish all necessary QEP related tasks including development, implementation, and assessment.	49
CS 3.3.2	**Broad-based Involvement in the Development and Proposed Implementation:** Includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP	Development of the QEP was facilitated by the QEP Planning Committee and the QEP Development Task Force. The teams were created to provide oversight and to develop the QEP, respectively. Both teams had broad-based representation and involvement across the college. The teams communicated QEP development and proposed implementation across all institutional constituencies. (Appendices A-I)	16; 73-90
		The responsibilities of the Planning Committee include monitoring the development process and ensuring the QEP directly relates to institutional planning and assessment efforts. The committee was additionally charged with ensuring the QEP focused on and satisfied SACS-COC guidelines.	16
		The task force responsibilities included researching, developing, and planning for implementation of the QEP. Specifically, the task force was charged with ensuring the proposed QEP topic focused on student learning outcomes, accomplished the mission of the institution, and related to institutional needs and assessment data.	17
CS 3.3.2	**Assessment of the Plan**: Identifies goals and a plan to assess student achievement	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.	22
		The proposed QEP includes 4 SLOs 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	22
		The QEP contains a detailed assessment plan for both project goals and SLOs	58, 91-96

Along with an institutional profile**,** the following proposal is a blueprint for the "*Success through Inquiry*" QEP initiative and thus contains a discussion of the process used to develop this initiative, topic identification, expected student learning outcomes, as well as overall anticipated outcomes of the initiative. Additionally, this proposal includes a 21st Century Learner profile, an IBL best practices literature review, identified institutional procedures for implementation, and a working timeline for implementation. Finally, this proposal identifies the organizational structure, required resources, and intended assessment methodology for the "*Success through Inquiry*" QEP initiative at Vernon College.

I. Introduction to Vernon College

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 College takes as its guiding educational principle the proposition that, insofar as available resources permit, instruction should be adapted to student needs. This principle requires both flexibility in instructional strategies and maintenance of high academic standards. Strong programs of assessment and accountability complement this educational principle.

VC accepts the charge of providing a college atmosphere free of bias, in which students can exercise initiative and personal judgment, leading to a greater awareness of personal self-worth. It strives to provide every student with opportunities to develop the tools necessary to become a contributing, productive member of society.

Vernon College Mission

The mission of Vernon College is teaching, learning, and leading. Vernon College is a comprehensive community college that integrates education with opportunity through our instructional programs and student support services by means of traditional and distance learning modes. Therefore, to fulfill its mission, the College will provide access, within its available resources, to:

- Career technical/workforce programs up to two years in length leading to associate degrees or certificates;
- Career technical/workforce programs leading directly to employment in semi-skilled and skilled occupations;
- Freshman and sophomore courses in arts and sciences, including an updated core and field of study curricula leading to associate and baccalaureate degrees;
- Ongoing adult education programs for occupational upgrading or personal enrichment;
- Compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
- A continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;
- Career technical/workforce development programs designed to meet local and statewide needs;
- Support services for educational programs and college-related activities;
- Adult literacy and other basic skills programs for adults; and
- Such other programs as may be prescribed by the Texas Higher Education Coordinating Board, such as *60x30TX* or local governing boards in the best interest of postsecondary education in Texas.

Brief History of Vernon College

1970 marked the beginning of Vernon College. Throughout the first decade, the College continued to grow, and more students enrolled in both on- and off-site courses. On January 20, 1970, a majority of the citizens of Wilbarger County voted to create the Wilbarger County Junior College District. Following that decision, Vernon Regional Junior College was established and on April 9, 1970, the newly elected Board of Trustees appointed Dr. David L. Norton as the College's first president. Campus construction began in May 1971, and included an Academic Science Center, Administration-Fine Arts Center, Applied Arts Center, Library, and Student Center. The following year, on September 5, 1972, classes met for the first time on the Vernon campus with a total of 608 students. On August 1, 1974, Dr. Jim M. Williams became the College's second president. In the fall semester of that year, combined on- and off-campus enrollment exceeded 800 students. During the 1975-76 academic year, the College expanded its services to include a learning center on Sheppard Air Force Base. During this year, enrollment in credit courses, both on- and off-campus, rose to a level of 1,199. The scope of the Vocational Nursing Program was enlarged during the 1976-77 academic year with the assumption of the Bethania School of Vocational Nursing in Wichita Falls. In August 1976, the Physical Education Center was dedicated in honor of Dr. and Mrs. Thomas A. King longtime benefactors of Vernon College.

Growth and changes continued during the 1980s. In August 1980, a Student Residence Center, designed to house 128 students, opened for occupancy. Further expansion of program offerings in the Wichita Falls area was accomplished through absorption of an existing proprietary school (renamed the Vernon College Technical Center) and the integration of the Wichita Falls Independent School Districts nursing program. On March 22, 1982, Dr. Joe Mills took over the leadership of the College as the third president. That fall, the College fielded its first intercollegiate rodeo team. During 1983-84, the Department of Cosmetology and the Career

Development Center (previously known as the North Texas Skills Center) were established in Wichita Falls. On the Vernon campus, the Chaparral Center was completed, and the Pease River farm was purchased through a state land trade. The following academic year, 1984-85, Vernon College reached a record credit enrollment of 1,863 and a record continuing education enrollment of 7,056 registrations. A Vocational Nursing Program opened in Seymour, and the Board of Trustees established a college foundation and approved an agreement to allow construction of the Red River Valley Museum on the Vernon campus. In February 1987, the College played its first intercollegiate baseball game on the Vernon campus. During May of that year, the new Natatorium was opened in the King Physical Education Center. A newly constructed Athletic Dormitory opened to house 28 athletes in August 1988. In October, Trustees voted to add women's volleyball as a varsity sport, effective with the fall 1989 semester. In May 1989 Vernon College moved all Wichita Falls programs to one centralized location—Century City Center.

Three campus buildings were renamed during 1989-90. The Wright Library was renamed in memory of Leroy and Una Lee Wright, founders of Wright Brand Foods. Lloyd and Madelyn Osborne were recognized when the Administration Building was renamed in their honor. The Arts and Sciences Center was renamed the Electra Waggoner Biggs Arts and Sciences Center in honor of Electra Waggoner Biggs. On September 5, 1990, the Board of Trustees appointed Dr. Wade Kirk as the fourth president of Vernon College. In February 1996, the first intercollegiate women's fast pitch softball team was fielded. In spring 1996, the College completed the installation of the infrastructure necessary for computer networking and Internet access. Providing training for area industries, the Skills Training Center opened in Wichita Falls in January 1997. Fall 1998 saw the College expand the use of technology throughout its operations, offering a full range of distance learning courses via interactive video, Internet, and video tape. Internet access for students became available in libraries and resource rooms at

every major instructional location. A mid-range computer system and an integrated software package were installed at Vernon College to serve administrative computing functions. During 1999, two campus buildings were renamed. The Student Center was renamed to the Colley Student Center in honor of members of the Colley Family. The Applied Arts Center was renamed Sumner Applied Arts Center in memory of Joe C. and Mary Anderson Sumner.

Entering the 21st Century, the softball facility on the Vernon campus was named Wade Kirk Softball Field on June 5, 2000, in honor of retiring President, Dr. Wade Kirk. That same day, Dr. Steve Thomas was named by the Board of Trustees as the College's fifth president. The following year, Vernon Regional Junior College was renamed Vernon College on May 23, 2001. The College purchased the Century City Center complex as a permanent Wichita Falls location on July 13, 2004, to provide space for expansion of the College's academic and career and technical education programs in the Wichita Falls area. Vernon College achieved a record credit enrollment of 2,803 during the fall 2005 semester. Work also began on the renovation of the Osborne Administration Building, which enabled the consolidation of administrative offices under one roof. In late 2005, the newly renovated King Physical Education Center was reopened. In September 2006, the new wing of the Osborne Administration Building opened. Throughout the year, Vernon College continued to add new programs and classes to meet the needs of students and area business and industry. During 2007-2008, Vernon College celebrated 35 years of teaching, learning, and leading. Five new classrooms, several offices and a new student lounge opened in the recently renovated space at Century City Center. The Sumner and Biggs buildings on the Vernon campus also underwent renovations that same year. In addition, donors established five new endowed scholarships and the Vernon College Foundation reached the $1 million investment milestone in April 2007. Work also began on establishing the Vernon College Ex-Students Association. The 2008-2009 academic year was one of changes. Dr. Thomas resigned as president and after an extensive search, the Board of

Trustees and the college community welcomed Dr. Dusty R. Johnston as the sixth Vernon College president. Another enrollment milestone was achieved during the spring semester when 3,636 students enrolled for credit courses on the Vernon campus and the Vernon College Learning Centers.

Today, Vernon College operates from three centralized locations including the Vernon, TX traditional campus offering dormitories and the athletics programs (rodeo, volleyball, baseball, and softball); a commuter center in Wichita Falls—the Century City Center, and the Skills Training Center, also located in Wichita Falls. As of 2018, all sites have been fully renovated with the latest classroom technology and facility comforts.

Further, Vernon College fulfills the growing educational need for our 12-county service area including Archer, Baylor, Clay, Cottle, Foard, Hardeman, Haskell, King, Knox, Throckmorton, Wichita, and Wilbarger. Vernon College is committed to helping every student pursue their educational dream, and is one of the larger employers in our service-area.

Since formally opening its doors in 1972, many individuals, corporations, foundations, and organizations have made an investment in our students through the creation of endowed and annual scholarships. As of this year, more than 100 scholarship funds are available to help students pursue their educational dreams.

Vernon College Students

The majority of the College's students reside in Wichita and Wilbarger counties. The twelve-county service area is predominantly rural in nature with Wichita Falls being the largest city. Wichita County accounts for 69.49% of the total population within the service area. The Vernon College student profile is as follows:

EXHIBIT 2: FALL 2017 STUDENT ENROLLMENT PROFILE

Fall 2017 Student Profile			
Student Enrollment	3008		
Average Age	23.4		
Female	65% (1957)	Part-time	65% (1948)
Male	35% (1051)	Full-time	35% (1060)
Ethnic Composition			
White	61% (1847)		
Hispanic/Latino	24% (719)		
Black/African America	8% (238)		
Asian	2% (65)		
American Indian/Alaskan Native	1% (22)		
International	0% (0)		

Degrees and Certifications Offered at Vernon College

In the pursuit of those dreams, students may earn an Associate in Arts Degree, an Associate in Science Degree, and Associate of Arts in Teaching Degree from Vernon College. Additionally, Vernon College offers an Associate in Applied Science Degree in the following areas: Administrative Office Technology, Automotive Technology, Business Management, Computer and Information Sciences, Emergency Medical Services, Farm and Ranch Management, Health Information Management, Heat, Ventilation, and Air Conditioning, Industrial Automation Systems, Associate Degree Nursing LVN Transition, Associate Degree Nursing Generic, Surgical Technology, and Welding.

Further, students may enter the career world in expedited fashion through Vernon College. For "Fast Track Careers" the Continuing Education Department at Vernon College offers training and certification in the following career areas: Basic Law Enforcement Academy, Certified Medication Aide, Certified Nurse's Aide (CNA), Child Development, Associate Culinary

Academy/Hospitality, Dental Assisting, Drilling Fluids Technology, Firefighter Academy, Medical Assisting, and Phlebotomy.

II. Process Used to Develop the QEP

The QEP development process began in Fall 2014. Development of the QEP was facilitated by the QEP Planning Committee and the QEP Development Task Force. The teams were created to provide oversight and to develop the QEP, respectively. Both teams had broad-based representation and involvement across the college.

The QEP Planning Committee was instituted to provide oversight and leadership for the development of an acceptable QEP. The responsibilities of the Planning Committee include monitoring the development process and ensuring the QEP directly relates to institutional planning and assessment efforts. The committee was additionally charged with ensuring the QEP focused on and satisfied SACS-COC guidelines. In particular, the Planning Committee was tasked with creating a QEP that:

- identified issues arising from institutional assessment,
- focused on student learning and/or the environment supporting student learning,
- ensured institutional capability for the initiation, implementation and completion of the QEP,
- included broad-based involvement of college constituencies in the development and implementation of the QEP,
- identified outcomes and a plan to assess those outcomes.

The members of the QEP Planning Committee are listed in Exhibit 3.

EXHIBIT 3: QEP PLANNING COMMITTEE

Director of Quality Enhancement	Dr. Donnie Kirk
Director of College Effectiveness	Betsy Harkey
Vice President of Instructional Services	Dr. Elizabeth Crandall
Associate Dean of Instructional Services	Shana Drury
Division Chair: Behavioral and Social Sciences	Greg Fowler
Division Chair: Mathematics and Science	Paula Whitman
Division Chair: Information and Technology	Mark Holcomb
Division Chair: Communications	Joe Johnston
Director, Distance Education and Learning Technologies	Roxie Hill
Faculty Senate President/History Instructor	Bettye Hutchins
Faculty Senate Vice President/History Instructor	Jason Scheller
Dean of Administrative Services	Garry David
Dean of Admissions and Financial Aid	Joe Hite
Dean of Student Services	Jim Nordone

The initial phase of planning focused on the college's Strategic Plan and related data. The Director of Institutional Effectiveness and the Director of Quality Enhancement provided the committee with a review of institutional data which revealed focus areas related to student learning and the environment supporting student learning. The initial data included Vernon College Key Performance Indicators, General Education assessment measures, and results from institutional surveys including the Community College Survey of Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE).

Based on the institution's Strategic Plan and the measures provided from the Director of Institutional Effectiveness, the QEP Planning Committee initiated plans for collection of ideas and input for topic selection. The committee created college-wide topic identification surveys (Appendix A) administered to all faculty, staff, and college constituencies, collected responses (Appendix B), and analyzed resulting proposed topics.

Focusing on key issues derived from this process, the Planning Committee narrowed the list of topics and investigated need, feasibility, cost, best practices, and student-learning outcomes

related to the narrowed list. The results of the topic identification surveys and data from Strategic Planning resulted in the identification of four possible topics:

- student motivation
- personal responsibility
- critical thinking
- reading/information literacy

QEP Collaboration Sessions were offered beginning in Spring 2015. Collaboration Sessions were held to investigate the list of proposed barriers to student learning and refine the list of potential topics. The Collaboration Session Questionnaire (Appendix C) was developed to document the conversations held by constituent groups. These sessions and the results were offered to all college constituents in either face-to-face or online formats (Appendix D). Samples of responses to the Collaboration Session Questionnaire are provided in Appendices E, F, and G.

The final charge of the QEP Planning Committee was to finalize topic selection. Based on the results of the Collaboration Sessions and additional data provided by the Director of Institutional Effectiveness, related to the proposed topics, the Planning Committee determined the topic of reading continually surfaced throughout the process. At the conclusion of Spring 2015, the QEP Planning Committee announced @VCReads as the college's QEP, along with a fully developed logic model.

III. Identification of the Topic and Key Issues

During Spring 2015, the QEP Planning Committee conducted a topic identification survey. This survey was given to all faculty and staff at the Spring Kickoff meeting and additionally made available online. The purpose of the survey was to solicit potential topics for the QEP. Respondents were asked to list potential barriers to student learning and where those barriers existed (i.e. in the classroom or outside the classroom). The QEP Planning Committee analyzed and refined these initial topics based on common themes and presented potential topics of motivation, personal responsibility, critical thinking, and reading. Collaboration sessions consisting of teams of faculty and staff held over several meetings resulted in an initial selection of reading as the QEP topic. The QEP Planning Committee investigated this topic in terms of institutional need, institutional assessment, and feasibility. To aid in this process, the QEP Development Task Force was created (see Exhibit 4).

EXHIBIT 4: QEP DEVELOPMENT TASK FORCE

Director of Quality Enhancement	Dr. Donnie Kirk[+]
Director of College Effectiveness	Betsy Harkey
Division Chair: Information and Technology	Mark Holcomb
Division Chair: Communications	Joe Johnston
Director, Distance Education and Learning Technologies	Roxie Hill
Coordinator of Instructional Assessment/Instructor – Mathematics	Dr. Brad Beauchamp
Instructor – Education	Teresa Wallace[+]
Instructor – English	Misti Brock
Instructor – Machining	Chris Smith
Instructor – Pharmacy Technician	Katrina Brasuell
Instructor – Sociology	Marissa Underhill
Director of Institutional Advancement	Michelle Alexander[+*]
Director of Continuing Education	Christina Feldman[+]
Counselor	Jackie Polk*
Early College Start Coordinator	Melissa Moore[+*]
New Beginnings Coordinator	Jane Robinson
Library Services Associate	Debra Henrion
Student Support Specialist	Sjohonton Fanner[+*]
Tutoring Center Coordinator	Amber Hunsaker*

* Member of Student Success Pathways Task Force
[+] Member of Integrated Marketing and Recruiting Committee

The QEP Development Task Force was created in Fall 2015 to focus on and research the topic identified by the QEP Planning Committee. The task force responsibilities included researching, developing, and planning for implementation of the QEP. Specifically, the task force was charged with ensuring the proposed QEP topic focused on student learning outcomes, accomplished the mission of the institution, and related to institutional needs and assessment data. The QEP Development Task Force responsibilities included:

- Refining the topic and conducting research;
- Completing the QEP logic model;
- Defining outcomes including objectives, resources, and activities;
- Developing processes for assessment and project impact. Focused on student learning outcomes and accomplishing the mission of the institution

To accomplish this goal, the task force formed two teams in Spring 2016. The first team focused on reading inside the classroom. Interviews with students (Appendix H) identified relevance, application of concepts and ideas, and reading for purpose as the largest barriers to success in terms of reading. The second team focused on reading and barriers outside the classroom. Interviews indicated students wanted their learning materials and resources to relate more readily to the real world and for their learning to better bridge the gap between the classroom and the real world.

The student responses did not indicate that reading (in terms of ability or understanding) was perceived as a barrier. Based on the findings of the interviews with students, the QEP Development Task Force decided a refinement of the QEP topic was needed. Focused interviews with faculty and staff (Appendix I) were conducted in Fall 2016 to determine what aspects of reading faculty and staff perceived as the largest barrier to student success. During the course of the faculty interviews, it became apparent that faculty and staff were using reading as a catchall

phrase for other issues. Analysis of the interviews resulted in themes common to the previously conducted student interviews: students' motivation to read, students' perceptions of the relevance of reading (information literacy), critical thinking, and communication of what was read.

The QEP Development Task Force presented their findings to the QEP Planning Committee in Fall 2016. The QEP Planning Committee analyzed the findings and determined a QEP topic that more fully addressed the common themes was desirable. Review of the literature along with an analysis of assessment data revealed the topic of inquiry-based learning (IBL). Research has shown inquiry-based learning to be a "best-practice" teaching strategy that facilitates knowledge building within students. Additionally, IBL strategies have resulted in students taking increased responsibility for their learning, increased student motivation and perceived relevance, and increased levels of information literacy. "Success through Inquiry" was officially adopted as Vernon College's QEP at the start of Spring 2017.

Vernon College's Strategic Planning and assessment data (Appendix J) also supports the proposed topic of inquiry-based learning. Core curriculum assessment data indicates a need for improvement in information literacy (as related to the core objectives of personal and social responsibility), critical thinking, and communication. Community College Survey of Student Engagement (CCSSE) data, SIR II (and eSIR II) results, along with faculty reflections on the End of Semester Course Review (ESCR) instrument all provide indirect assessment evidence in support of the inquiry-based learning topic.

IV. Desired Student Learning Outcomes (SLOs)

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 "*Success through Inquiry*" QEP is guided by the three QEP goals:

1. Goal 1: Develop and assist faculty in adopting and implementing best practice IBL strategies.
2. Goal 2: Students will develop knowledge of discipline appropriate inquiry skills.
3. 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, student-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:

1. SLO 1: Students will formulate a clear question, thesis, problem statement or hypothesis.
2. SLO 2: Students will collect relevant and appropriate information or data, or identify appropriate processes.
3. SLO 3: Students will analyze and evaluate information, data, or processes for the purpose of addressing the question, problem, thesis, or hypothesis.
4. SLO 4: Students will present their findings in a discipline appropriate manner (demonstration, presentation, research paper, etc.).

V. Inquiry-based Learning Review of the Literature

With inquiry-based learning as the pedagogical strategy identified as the cornerstone of the VC QEP initiative, the next stage of the developmental process involved a review of literature to determine best strategies and practices within the area of inquiry-based learning (IBL). Initially, an overview of the target population is discussed (21st Century Learners). Additionally, an array of research published within the last decade that includes definitions of IBL, strategies for implementation across disciplines, and benefits of IBL implementation IBL in the college classroom. Faculty and student perceptions of the IBL practice are also included.

21st Century College Students (Generation Z)

Currently, college classrooms are filled with 21st Century Learners—Generation Z students (also known as Gen. Z, Gen. Z'ers, Gen. We, and iGeneration, among other names) (Wiedmer, 2015). Most scholarship designates that Generation Z students were born between the mid-1990's and 2010 and are currently populating college campuses as they reach their late teens and early twenties (Seemiller & Grace, 2016). According to the Vernon College Count Day Snapshot: 2017 Fall and Fall I, approximately 69.3%* of the student population were between the ages of less than 18 and 24 years old, thus proving that Generation Z students make up a majority of the Vernon College student body. The high percentage of Generation Z students demonstrates a need to change, adapt, and re-structure how faculty approach coursework to better accommodate the academic needs of Gen. Z.[1]

[1] *The Vernon College Count Day Snapshot: 2017 Fall and Fall I includes data for all students registered in Fall 16 week courses, and Fall I 8-week courses, but can also include some information regarding students who registered early for Fall II 8 week courses. This document is used college-wide for data analysis and grant-writing data and is published to the entirety of the College and Board of Trustees. The 69.3% came from adding the number of students aged "less than 18", 18 to 21," and "22 to 24", which totals 2090 students. Then that 2090 total was divided by the whole total of 3016 students for 69.3%. [1]

In their study of Generation Z students attending or considering college, Corey Seemiller and Meghan Grace (2016) examine Gen. Z students' reasons for attending college and the outcomes they expect from earning a college degree. According to Seemiller and Grace (2016), Gen. Z students place emphasis on experiential learning that "highlights their forward-looking nature to prepare for life beyond graduation." They seek real-world experience, courses, and material that "hone the critical skills employers want" (p. 176).

In another study, researchers found that Gen. Z students want to learn "to apply course material (to improve rational thinking, problem solving, and decisions); [learn] how to find and use resources for answering questions or solving problems; and [develop] a clearer understanding of, and commitment to, personal values" (Mohr and Mohr, 2017, p. 90). Generation Z strives for marketable skills that equip them for a life outside the classroom, and they believe that "preparation for life in the working world is the joint responsibility between the institution and the student" (Seemiller & Grace, 2016, p. 185). This belief shows an inherent need for academia to adapt to the needs of hungry students to determine what they deem necessary to succeed. Otherwise, our students will seek their information and skill attainment in other platforms and modes outside of the college environment.

When in the classroom, Generation Z students want to engage with their instructors and course material. Because Gen. Z students need a hands-on approach with their education, they want to "play an active role in creating their learning, not listen silently to their instructors' pontification." These "learners do not like to be lectured at" (Seemiller & Grace. 2016, p. 179).

Instead, these students identify their need for a "learning environment as one that incorporates independent and hands-on work with engaging instructors and supportive peers" (Seemiller & Grace, 2016, p. 183), which is provided through group work and project-based learning.

Paradoxically, Gen. Z'ers "show less preference for working with others, while suffering from 'Fear of Missing Out' anxiety" (Mohr & Mohr, 2017, p. 87) which imposes a lack of group-work experience. This self-reliance and preference for working alone is attributed to their being raised with technology. They engage with technological resources for research and assignments, thus allowing students to "access an immense amount of information with little to no need for interaction with others" (Seemiller & Grace, 2016, p. 179).

However, the exact force that drives students apart can be the same tool that faculty use to bring students together in the classroom. When given assignments, Gen. Z'ers "typically require less direction because they have ready access to digital tools that enable them to think they can do anything" (Wiedmer, 2015, p. 56), including collaborative group work. Gen. Z students "need to be challenged by their teachers with project-based, active-learning opportunities" (Wiedmer, 2015, p. 56). Such implementation will help "boost creativity" and promote collaborative group work. In turn, this active learning strategy challenges students "to solve a complex problem," (Seemiller & Grace, 2016, p. 177) thus giving them experiential knowledge to carry in the real world.

To keep up with the new wave of students, academia must implement learning styles conducive to students' needs. Project-based learning, and more specifically inquiry-based learning (IBL), may satisfy those needs and give Generation Z students—the majority of Vernon College students—the tools necessary to succeed in the real world. The following section defines (IBL) and describes benefits that align with the 21st Century Learners described above.

Inquiry-based Learning Defined

Many educational institutions are now focusing on what Kamenetz (2015) calls 'nonacademic skills' including character building (grit, zest, optimism, self-control, gratitude, social intelligence and curiosity), non-cognitive traits and habits (self-discipline and persistence), social and emotional skills, a growth mindset (the belief that positive traits, including intelligence, can be developed with practice), 21st Century Skills (critical thinking, collaboration, communication and creativity), soft skills, and grit (self-control, persistence and conscientiousness). In an attempt to accommodate many of these skill sets, institutions at all levels are introducing new courses and programs into their curriculum focusing on problem-based learning, discovery learning, experiential learning, cooperative learning, service learning, and inquiry-based learning.

Inquiry-based teaching strategies depart from traditional lecture formats, encouraging students to take an active role in their own learning. Inquiry-learning commences when students are presented with a researchable problem and offered resources for discovering an answer to that problem. With instructor assistance, students work through the problem until they reach their answer, having constructed it themselves (Neuby, 2010).

By learning through inquiry, and learning to become "inquirers," students master the enabling processes and skills required for establishing concepts and facts, thus preparing the way for them to become researchers and lifelong learners (Justice, Rice, Warry, Inglis, Miller, & Sammon, 2009). Identified as problem-based, project-based, or case-based (Mills and Treagust, 2003; Prince and Felder, 2007), inquiry-based learning takes on several iterations within IBL literature. Moreover, while variances occur across definitions and iterations, one common element is evident: IBL is question- or problem-based. Subsequently, the IBL model of learning involves students performing some sort of investigation in an attempt to address those questions or solve problems (Aditomo, Goodyear, Bliuc, and Ellis, 2013).

Day et al. (2004) offer an extension to the "question and investigate" components of IBL, which includes three additional elements in the cycle: create, discuss, and reflect. In these additional steps, students initially create knowledge through the investigative process—develop their own discoveries and draw conclusions. From discovery, students then share those discoveries visibly, in discipline specific ways (projects, presentations, demonstrations), giving way to the opportunity to reflect on those discoveries and constructions. According to findings in a study conducted by Friedman, et al. (2010), "Applicable across all of our disciplines, 'Ask, investigate, create, discuss, and reflect' is a productive learning process allowing for students' building of knowledge as they 'cycle' through the steps."

With the "ask, investigate, create, discuss, and reflect" cyclical components of IBL identified, conclusive research reports that two dimensions exist when developing IBL strategies: scale and level of structure. The "scale dimension" involves the time allotted for inquiry, investigation, and analysis. As identified by Spronken-Smith and colleagues (2007), the scale of inquiry tasks can range from containment into a single class session, running across several class sessions, or degree/program-wide. "Level of structure" refers to whether or not the inquiry/problem posed and procedures for investigation are provided by the instructor, guided by the instructor (broad direction and guidelines), or opened where questions/problems and investigations are constructed by students (Spronken-Smith, et al, 2007).

Adding to scale and level of structure, Healey (2005) posits an additional pair of useful dimensions for inquiry in the college classroom: student-centeredness and focus of activity. Concerning student-centeredness, an IBL project or assignment positions students as an audience, or as active participants. Regarding focus of activity, an IBL project or assignment has the opportunity to focus on research content, or on the actual research process itself.

EXHIBIT 5: INQUIRY-BASED LEARNING LITERATURE REVIEW SNAPSHOT

Inquiry-based learning Literature Review Snapshot	
IBL Defined	IBL centers on students' ability to formulate a question or hypothesis, collect relevant and appropriate information or data, analyze and evaluate that data for accuracy, and subsequently visibly share their learning/findings in a discipline appropriate manner (demonstration, presentation, research paper, etc.).
Benefits	Can positively affect critical thinking, communication and collaboration, student motivation and engagement.
Requirements for effective implementation	1) administration support, (2) training for educators to improve knowledge of the IBL process and its implementation, and (3) both instructors and students must play an active participatory role in the IBL process
Faculty Perceptions	IBL has the potential to improve student achievement; concerned about IBL being a fad; IBL is time consuming; students may not be skill capable; time is spent on developmental skills such as question formulation, research methods, and evaluation of data, not on actual course content.
Student Perceptions	Appreciate the participatory nature; overall satisfaction with courses may be higher; value the faculty–student contact involved; concerned with skills required; concerned with the ambiguous nature of IBL; reservations about working closely with peers for a grade.

A most critical and essential component of the theoretical framework of inquiry as pedagogical practice, Levy and colleagues (2010) emphasize a final dimension—the learning goal. With this element, the authors suggest that instructors strongly consider whether an inquiry-based project encourages students to discover and learn through existing knowledge, or challenge students to produce new knowledge. Existing knowledge is critical for course content goals, while new knowledge discoveries aligned with course content goals allows for student "ownership" of knowledge.

In short, IBL centers on students' ability to formulate a question or hypothesis, collect relevant and appropriate information or data, analyze and evaluate that data for accuracy, and subsequently visibly share their learning/findings in a discipline appropriate manner (demonstration, presentation, research paper, etc.). Inquiry as a teaching method seeks to develop inquirers and to use curiosity—the innate urge to explore and to understand—as motivators leading to learning through personal engagement (Justice et al. 2007). With that in mind, IBL literature reflects many benefits with its effective implementation.

Benefits

A review of the literature reflects an inspiring variety of academic objectives positively impacted as a result of inquiry as pedagogical practice within the college classroom. Among those objectives positively affected include critical thinking, communication and collaboration, student motivation and engagement.

Critical Thinking. Justice and colleagues (2007) assert that IBL strategies offer the opportunities to promote students' "ability to think critically and reflectively about their production of knowledge." Similarly, Spronken-Smith and colleagues (2007) affirm IBL as a practice allowing for "students to experience the processes of knowledge creation"—a concept that empowers learners.

Communication and Collaboration. Academic literature also reports IBL practices to be positively associated with developing students' skills in communication and collaboration. Justice et al. (2007) affirm this concept, noting that IBL—due to the investigation, discovery, and public sharing components—encourages the further development of students' oral and written communication. Additionally, as a sharing of information and ideas between peers is emphasized with the use of inquiry pedagogy, Du & Kolmos (2009) and Springer, Stanne & Donovan (1999) report a positive correlation between IBL implementation and student collaborative learning skills. Through such collaboration, students learn to link facts with other peers, expand their own repertoire of skills through public demonstration, and thus explore their own capabilities as they "connect the dots" with others (Silverbank, 2001).

Teamwork. As inquiry pedagogy can include project-based and problem-based assignments in pairs or in groups, inquiry-based teaching methods have a history of fostering team-building skills within student groups (Haight, Kelly, & Bogda, 2005; Memory, Yoder, Bolinger, & Warren, 2004; Bingman, 1970).

Motivation. Regarding student motivation, Good, Rattan & Dweck (2012) further support the positive attributes of IBL, asserting that both the problem-solving and collaborative communication development within IBL contexts specifically enhance women's sense of belonging to the discipline of mathematics. Further, van Dinther, Dochy & Segers (2011) theorize that the public sharing and critique of student work related to assorted IBL practices and applications enhance self-efficacy and thus link effort—rather than innate talent—to scholastic success.

Engagement. Finally—and possibly most compelling—student engagement is at the heart of inquiry as teaching and learning models (Huba & Freed 2000, Wyatt, 2005). Inquiry learning is an active form of learning, requiring students to perform learning tasks rather than remain passive. The National Survey of Student Engagement (NSSE) supports the finding that doing rather than merely thinking promotes more positive outcomes (Gordon, Ludlum, and Hoey, 2008).

Inquiry as pedagogy offers an opportunity for sharing of information and ideas openly, publicly, and visibly—creating the opportunity for discussion and feedback regarding knowledge creation. A raft of studies reflects that proper IBL implementation, combined with appropriate instructor/peer feedback further fortifies student engagement and motivation regarding their own learning (Gose, 2009; Hsu, Kysh, Ramage, Resek, 2009; Greene, Marti & McClenney, 2008; Spronken-Smith, Bullard, Ray, Roberts, & Keifer, 2008).

Additionally, inquiry learning requires focus when developing essential questions, researching for and answering, and/or sharing discoveries in a discipline specific way. Miley (2009) demonstrated that interested, focused students are more engaged students where inquiry as pedagogy was implemented.

An engaging mode of instruction, IBL practices in a college classroom promise many beneficial attributes, most notably are aspects of critical thinking, communication, collaboration as well as student motivation and engagement. The next section of the literature review offers some faculty insight into the use of IBL in a college classroom.

Faculty Perceptions

According to faculty, the implementation of inquiry as pedagogy has the potential to improve student achievement in a college classroom context. Through a grant from the university's Center for Teaching Excellence (CTE), a multidisciplinary group of faculty from the University of South Carolina implemented inquiry-based learning (IBL) in their classrooms for the first time in 2009. For the most effective IBL implementation and outcomes, they report that the following criteria must exist: (1) administration support, (2) training for educators to improve knowledge of the IBL process and its implementation, and (3) both instructors and students must play an active participatory role in the IBL process (Friedman, et al. 2010).

Regarding faculty perceptions, the concept of faculty resistance to the introduction of inquiry as pedagogy also exists within the literature. Through an administrative report conducted by Justice, Rice, Roy, Hudspith, and Jenkins (2009), survey data reports that faculty assumptions and understanding of what ''inquiry'' as pedagogy means was limited. Many faculty believed that inquiry as pedagogy is merely asking questions of the class and waiting for answers. Yet, effective inquiry is more than just asking questions. Justice et al. (2009) further posit that faculty's lack of understanding of the core elements of inquiry precipitate both rejection of the idea and resistance to learning more about it.

Moreover, in the same study, some faculty members were reported to perceive that inquiry was just another ''fad, and like other fads would soon disappear.'' However, the overriding objection of these faculty members was that inquiry focused more on skills

development and less on discipline content. (Justice et al., 2009). Inquiry as a pedagogical strategy involves such skill development as essential question formulation between instructor and pupil, thorough research and evaluation of collected data, and a public sharing of new knowledge. Such skill development is perceived as too time consuming to tackle in addition to course content and/or above students skill level.

Justice et al. (2009) conclude that faculty perceptions of the benefits of inquiry, as well as reservations are valid. Yet, due to the possible merits of implementing inquiry as a pedagogical strategy, the researchers encourage steps to counter such resistance. Those strategies include:

- offer abundant publicity and explanation regarding the concept of inquiry.
- anticipate faculty criticisms and develop sound/empathetic counter-arguments.
- begin training and promotional events with an able champion.
- secure knowledgeable resource personnel (instructional designers/trainers) who can aid faculty in re-conceptualizing inquiry as a pedagogical strategy.
- increase compensation for those instructors willing to train in and experiment with the inquiry model.
- select faculty candidates for inquiry-instruction training carefully.
- enlist faculty members who possess the ability to encourage students in self-directed learning and motivate academic skill development.
- enlist a diverse team of instructors to design and teach inquiry courses.
- recruit new faculty members with an educational philosophy appropriately aligned with inquiry teaching and learning.

- enlist peer tutors (student champions) as allies when introducing inquiry-based strategy changes.

Student Perceptions

On a promising note, student perceptions of IBL implementation appear to be positive throughout inquiry literature. Levy and Petrulis (2012) report that students feel more empowered, more intellectual freedom, personal authority, and a stronger identification with their academic or professional discipline. According to Justice et al. 2009, students also respond favorably and value highly the faculty–student contact that is forged as a result of inquiry as pedagogy. This aspect of student perception to IBL is promising as Vernon College CCSSE data consistently shows students do not feel they have the opportunity to meet with their professor/others outside of class.

Further, students' level of satisfaction is highly correlated with their participation, and with that, Justice et al. (2009) report that students' level of satisfaction was higher when implementing inquiry techniques as pedagogy. While positive student perceptions prevail within the IBL literature, several reservations are apparent as well. Levy and Petrulis (2012) report that students experience the following:

- struggles and anxieties regarding their effective use of library services and the Internet,
- uncertainty by the open-ended emphasis of IBL, and
- difficulties working collaboratively with peers on research-based assignments.

Conclusion

The preceding IBL review of literature offers some enlightening findings. First and foremost, the definition and dimensions of IBL offer a wide range of opportunities for faculty as they determine how to develop appropriate IBL methodologies for their classrooms. Most inspiring throughout the IBL literature are the potential benefits from its implementation including increased critical thinking skills, improved communication/collaboration and team working skills, and enhanced motivation and engagement.

"Success through Inquiry" is a faculty-led, student-centered, inquiry-based learning Quality Enhancement Plan (QEP) initiative centered on developing students' ability to formulate a question or hypothesis, to collect appropriate information, to analyze that information for accuracy, and to present their findings in a discipline appropriate and visible manner (demonstration, presentation, research paper, etc.). Through the effective implementation of the QEP, the institution hopes to achieve similar results regarding student performance as cited above in the benefits section (critical thinking skills, improved communication/collaboration and team working skills, and enhanced motivation and engagement). To that end, we sincerely believe that creating a culture of inquiry through consistent IBL practices will equip Vernon College students with marketable, professional skills for success upon graduation.

Finally, as noted from faculty and students in this literature review, specific criteria must exist for successful IBL implementation and results. Most notably, successful implementation of IBL as a quality enhancement measure requires a rock-solid, institution-wide support system. Such critical support system is discussed later in the "Resources" section of this proposal.

VI. Actions to be Implemented

The goal of the "*Success through Inquiry*" QEP initiative is to create a student-centered culture of inquiry for student success at Vernon College. As the goals and outcomes associated with this initiative are student success specific, implementation must begin with an action plan.

Spring 2018. With a QEP proposal established and encouragement from Dr. John Hardt, a forward momentum of awareness and promotion commenced. With that, the QEP Integration Team was organized and put into action. An addendum to the original QEP planning Committee, the Integration Team is comprised of a diverse stratification of college employees committed to awareness, promotion, and integration of the proposed QEP initiative. Members of the QEP Integration Team are listed in Exhibit 6.

In Spring 2018, the QEP Integration Team was appointed into three task forces (a faculty task force, a student task force, and an institution-wide task force). The Team worked together to devise a late Spring 2018, college-wide QEP launch "party" that formally introduced the QEP integration plans.

Through the QEP Integration Team, actions to be implemented for the "Success through Inquiry" QEP initiative include enhancing pedagogical practice through faculty development, college-wide promotion/engagement/integration, implementation of inquiry-based learning practices within the curriculum, and assessment/evaluation of QEP initiative success.

EXHIBIT 6: QEP INTEGRATION TEAM

Chair Director of Quality Enhancement/Instructor –Speech Communication	Dr. Donnie Kirk, Chair
Coordinator of Instructional Assessment/Instructor – Mathematics	Dr. Brad Beauchamp, Co-chair
SACS-COC Faculty Liaison/History Faculty	Bettye Hutchins
Prior Lead QEP Writer/English Faculty	Cindy Coufal
Prior QEP Director/Student Success Pathways Director	Criquett Lehman
Speech Faculty	Annette Bever
Mathematics Faculty	Dr. Justin Blackwell
Biology Faculty	Alexandria Gilmore
Director, LVN/ ADN Nursing/Faculty	Dr. Mary Rivard
History Faculty	Jason Scheller
Government Faculty	Chase Thornton
Sociology Faculty	Marissa Underhill
Computer Information & Science/ Networking Faculty	Sharon Wallace
Financial Aid, Assistant Director	Jeanne Ballard
Student Services, Counselor	Lindsey David
Student Services, Director of Housing	Jesse Dominguez
Student Services, Student Success Specialist	Sjohonton Fanner
PASS Department, Tutoring Center Coordinator	Amber Hunsaker
PASS Department, Tutoring Center Coordinator	Clinton Wagoner
Student Services, Counselor	Jackie Polk
Director, Admissions/Records	Amanda Raines
Coordinator of Marketing and Community Relations	Holly Scheller
Admissions, Assistant Recruiting Coordinator	Marco Torres
Director of Library Services	Marian Grona

A. "Success through Inquiry" Faculty Development.

Faculty development is planned to enhance pedagogical practices that focus on inquiry-based learning strategies. Faculty development will occur through the following actions:

1) **Online training workshops**. Faculty will participate in an online training course set up within the Canvas LMS System entitled "IBL-QEP 101" (See Exhibit 7). Structured in a 4-week 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. For examples, see Exhibits 8 and 9.

a. The pilot QEP training sequence was initiated Fall 2017 thru Spring 2018. Through Fall 2017 and Spring 2018, four faculty members successfully completed the pilot sequence.

b. Based on the pilot sequences, improvements for participant and interaction are warranted.

c. Based on pilot sequences, course improvement for application and follow-up are warranted.

d. After SACS-COC approval, the QEP faculty training will resume Fall 2019–for Year 1 of Implementation.

e. The pilot QEP faculty training component is facilitated by the Director of Quality Enhancement, the Coordinator of Instructional Assessment, and the Instructional Design/Technology Consultant.

Piloted in Fall 2017 and Spring, the IBL-QEP training process is an interactive, online, 4-week series that introduces participants to inquiry-based learning concepts and strategies. While course takes participants through the inquiry process by 1) encouraging essential question formulation; 2) research exploration; 3) examination of data for accuracy/validity; and 4) a final performance task to share results and thus make learning visible. Through the IBL process, successful completers construct an inquiry-based learning implementation plan (IBLIP) to apply to their chosen course(s) in the following term. Principle course designers/facilitators include the Director of Quality Enhancement, the Coordinator for Instructional Assessment, and the Director of Distance Education and Learning Technologies.

EXHIBIT 7: IBL-QEP 101 COURSE

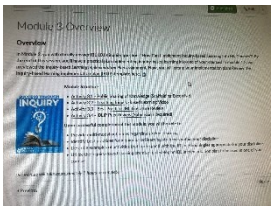
IBL-QEP 101 COURSE	
MODULE 1 	In the introductory module, participants are guided to the overarching question that they will ultimately answer as part of this course, "*What is Inquiry-based Learning*?" Module objectives encourage participants to: • Explain the concept of inquiry-based learning. • Identify 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?
MODULE 2 	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: • Define the common IBL approaches within your discipline. • Identify the general types of inquiry common to your discipline. • Utilize Vernon College Resources to find a study that employs Inquiry-based Learning within your academic discipline.
MODULE 3 	In Module 3, participants officially answer IBL-QEP 101's inquiry question: "*How Can I Implement Inquiry-based Learning into My Courses*?" 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: • Provide multi-modal outcomes regarding student learning • Identify best practices for inquiry-based learning strategies within your discipline. • Describe examples of activities that correspond with the IBL methodologies appropriate for your discipline.
MODULE 4 	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: • Describe several activities that support IBL methodologies appropriate within your academic discipline. • Reflect on the experience of planning an inquiry-based research activity for your course.

EXHIBIT 8: INQUIRY-BASED LEARNING IMPLEMENTATION PLAN

IBLIP AUTHOR NAME: MARISSA UNDERHILL (SOCIOLOGY)

IBLIP Author Name: Marissa Underhill

Course Intended for IBLIP Implementation: Introductory Sociology

Primary Method of Delivery (e.g.: Face to Face, Online, Blended, etc.…): Face to Face

Implementation: Spring 2018

Inquiry-based Learning Implementation Plan

Outcomes/Objectives:

Note: Your objectives for this activity should align with the course outcomes from the course guide for your course. Please list both the course outcome and activity objective(s). The objective(s) should clearly correlate to the overall course outcome and be observable and measurable.

1. Compare and contrast the basic theoretical perspectives of sociology. (CT)
2. Identify the various methodological approaches to the collection and analysis of data in Sociology. (CT, QS)
3. Describe key concepts in Sociology. (CT, SR)
4. Describe the empirical findings of various subfields of sociology. (CT, COM, QS)
5. Explain the complex links between individual experiences and broader institutional forces. (CT, SR)

Design and conduct an empirical research project using appropriate sociological methodology and present findings in an academic portfolio and presentation.

Assessment(s):

Note: Your assessments describe what your students are going to do to show they have met the objectives for the activity (and, therefore, the course outcome). This should also include how you plan to evaluate the assessments.

Several daily work assignments will be given in class throughout the semester to help develop their study. For example, an article credibility and evaluation sheet will direct students to find an existing article that relates to their personal topic, complete the worksheet to determine if their article is relevant and credible, then write a summary (like an annotated bibliography) connecting the article to their issue. This will get them started analyzing existing empirical work in the field.

The final project will be a group presentation of the study they conducted throughout the semester. That project will be in the form of a binder, which will be a mix of a portfolio of the small assignments they complete through the semester.

EXHIBIT 9: INQUIRY-BASED LEARNING IMPLEMENTATION PLAN

IBLIP AUTHOR NAME: MISTI BROCK (COMPOSITION I)

Inquiry-based Learning Implementation Plan

IBLIP Author Name: Misti Brock
Course Intended for IBLIP: Composition I
Implementation: Fall 2018
Primary Method of Delivery (e.g.: Face-to-Face, Online, Blended, etc...): **Face to Face**

Implementation: Fall 2018

Inquiry-based Learning Implementation Plan

The purpose of this inquiry-based learning implementation plan is to encourage inquiry-based learning in the Composition I classroom, specifically by guiding each student to complete his or her own research on a problem that concerns him or her and is directly related to a community in which the student is involved.

Outcomes/Objectives:

This project will demonstrate the following learning outcomes:

- Critical Thinking
- Communication
- Personal Responsibility

This project will measure the following course objectives, as listed in the Vernon College Composition I Course Syllabus:

- The student's ability to write in a style appropriate to audience and purpose;
- The student's ability to develop ideas with appropriate support and attribution;
- The student's ability to read, reflect, and respond critically to a variety of texts;
- The student's ability to use Edited American English in academic essays.

Assessment(s):

This assignment will take place over a three-week period with students being assessed at the outline, rough draft, final draft, and presentation periods.

Each piece will be assessed using a rubric appropriate to the developmental stage for that assignment. For instance,

- the outline will be assessed for completeness, thoughtfulness, and its ability to demonstrate that research has been conducted and results will be implemented in the drafting stages;

- the rough draft will be assessed for completeness, including the presence of the key components of the proposal to solve a problem assignment – clearly identified and explained problem; clear, feasible solution; step by step process of implementation of solution, including feasibility, cost, manpower, and other considerations per the problem/solution; identifiable counterargument, including response to alternate and tried and failed solutions as well as objections to said solution; and a qualified claim or solution based on any conceded points.
- the final draft will be assessed for the above as well as other elements of completeness as related to formal writing, including grammar, mechanics, and punctuation; proper formatting and citation techniques; and attention to elements of writing.
- the presentation will be assessed for clarity of explanation by both instructor and peers in the class, encouraging students to take this portion of the assignment seriously.

Activity Overview and Step-by-Step Processes:

To begin, students will brainstorm to identify communities in which they are involved. Then, they will identify problems in those communities.

- These problems should be problems that fit the following criteria: The problem must affect more than one individual in the community
- The problem must be in a local community;
- The problem must be solvable, meaning the student must be able to propose a logical, feasible solution to the problem that the reader can see being implemented.

After identifying a solvable problem, the student will develop an outline. Once the outline is approved, the student will begin conducting research and developing a draft.

The reader must be able to see the solution proposed solving the problem for the problem/solution to be deemed effective, meaning the proposal must do the following:

- Clearly identify the problem;
- Clearly state the solution;
- Demonstrate "legwork" or clear evidence that the student conducted research, including the following specific types of research:
  - Comparable solutions from other similarly sized communities;
  - Personal interviews with members of the community affected by the problem;
  - Surveys with members of the community affected by the problem.
- Support the solution with evidence from the student's research;

- Identify and respond to alternate and/or tried and failed solutions as well as objections to the proposed solution;
- Present a qualified or adjusted solution to accommodate any concessions made on behalf of the counterargument.

The assignment will be assessed at the draft stage before the final draft is due for grading. The final draft will be presented in class (face to face) or in video format (online) using presentation software such as Prezi or PowerPoint, allowing for a final means of assessment. At this stage, the student's peers will also be given the opportunity to evaluate the presentation and effectiveness of the proposal using a rubric provided by the instructor.

Discussion of how IBLIP activity implements Inquiry-Based Learning (IBL):

This assignment is clearly an implementation of inquiry-based learning because it gives students the ability to see themselves as vehicles of change related directly to a problem they can solve in a community in which they are involved. Students recognize the problems that exist around them on a regular basis, but less regularly do they recognize their ability to encourage change.

This assignment encourages the student to

- investigate the problem and research the solution;
- present him- or herself in an educated, respectful manner in order to best encourage change as a result of the proposed solution, meeting critical thinking, communication, and personal responsibility outcomes;
- choose from a community relevant to the student, so the student remains engaged from beginning to end and is more readily invested in not only the success of the project but also the effectiveness of his or her solution to the problem long-term;
- think long-term about the problem and solution, encouraging him or her to connect tried and failed solutions to future success of the newly proposed solution;
- delve into a wealth of information and think critically about developing a feasible solution that can be implemented and will effectively solve the problem;
- justify his or her choice of solution and defend his or her reasoning by interpreting the survey and interview results (among other researched elements) and applying them meaningfully to the solution proposed;
- present the information in a meaningful, perhaps creative, way to benefit the learning of other students through both a written paper and a presentation in class.

2) **Annual Inquiry-based Learning Workshops**.

   a. Supplementary workshops and seminars focusing on inquiry-based learning strategies and practices will be offered for faculty at the beginning of each semester each year of the implementation stage of the QEP. This is an excellent opportunity for expert guest speakers.

   b. These workshops will be faculty-led by selected faculty (successful IBL-QEP training completers) who have developed, implemented, and modeled best practices focusing on inquiry-based learning strategies. Such faculty leadership will aid in the development of a community of inquiry.

   c. Principle course designers/facilitators include the Director of Quality Enhancement, the Coordinator for Instructional Assessment, and the Instructional Design and Technology Consultant/Canvas Administrator.

   d. Initiated Fall 2017 for the QEP Pilot Sequence, then resumes Fall 2019–Year 1 of Implementation.

3) **Faculty Round Table Best Practice Sessions**.

   a. Offered several times during each semester of the development and implementation stages of the QEP, the *Faculty Round Table Sessions* offer an informal opportunity for faculty to share and discuss inquiry-based learning teaching ideas and strategies among colleagues within and across disciplines at Vernon College.

b. These sessions will be facilitated by the Director of Quality Enhancement, the Coordinator for Instructional Assessment, and the Instructional Design and Technology Consultant/Canvas Administrator.

c. Initiated during the Spring 2018 term with the QEP Pilot Cohort group, the faculty Round Table Sessions will resume Fall 2019–Year 1 of Implementation.

B. "Success through Inquiry" Integration

The following list includes planned elements of the integration stage of the "Success through Inquiry" QEP initiative—a precursor to the implementation plan. The integration process is categorized as faculty integration, student integration, and institutional integration. Launches Fall 2018.

1. Faculty Integration Stage

a. Faculty Development (as noted earlier-piloted Fall 2017-Spring 2018).

b. QEP Pilot faculty testimonials (communicated during Vernon College staff development Spring 2018).

c. Revision of existing courses for the inclusion of IBL strategies as a focus of teaching, learning, and assessment.

d. Inclusion of discipline specific IBL strategies and benefits content in course syllabi.

e. Faculty led leadership/mentoring on IBL best strategies/practices

f. Integration of IBL into the faculty reward structure/annual review process.

2. Student Integration

   a. New Student Orientation IBL format (provided by Student Services—piloted Fall 2017-Spring 2018).

   b. Student QEP Art Contest (Launces Fall 2018).

   c. Major Student Integration launch at Vernon College Sports Day (October 2018).

   d. Student produced assignments/projects based on IBL practices.

   e. Vernon College Scholars' Showcase. Current VC student exhibition of IBL projects presented conference style during Vernon College Preview Days. VC Scholars' Showcase will give prospective high school seniors and transfer students an opportunity to learn more about IBL learning processes from current VC students. A call for presenters will be initiated to faculty (successful IBL-QEP training completers) by the QEP Development/Implementation committee during the Fall terms (Launches Spring 2019).

3. Institutional Integration

   a. Enhanced marketing and communications plan

      i. College wide QEP logo promotional fliers, banners, vinyl window treatments, floor decals, digital signage/computer screen logo, ID card logos, t-shirts, etc.

1. Internal digital signage launched Spring 2018 on TV monitors and general access lab monitors.
2. QEP posters are scheduled for install Fall 2018.
3. QEP rack/resource cards are slated for Fall 2018 distribution.
4. Student ID cards will carry the QEP logo starting Fall 2018.
5. Students will receive QEP t-shirts with a sports theme during Vernon College Sports Day (October 18, 2018).

ii. QEP integrated into print and television ads.

b. Periodic updates and discussions at meetings of key college personnel. Content presented or provided by the QEP Director (on-going).

c. Distribution of QEP logo items to all college employees (launching Fall 2018 to include mouse pads, bookmarks and pens featuring the QEP logo).

d. Consistent college-wide communication about the QEP.

i. Staff Development Sessions (ongoing).

ii. E-mail Updates (Launches Spring 2018 and ongoing).

C. "Success through Inquiry" Implementation

Full implementation of the "Success through Inquiry" QEP initiative is scheduled to launch following the Fall 2018 SACS-COC Team visit and subsequent QEP proposal approval. Full QEP implementation is scheduled along the timeline identified in Exhibit 10.

EXHIBIT 10: INQUIRY-BASED LEARNING TRAINING/IMPLEMENTATION SCHEDULE

QEP Implementation Training Schedule		
Year 1	**Fall 2019--**Initiate Professional Development (Faculty Cohort 1)	Ongoing assessment at the end of each term to evaluate faculty training and course implementation. Alter where necessary based on SLO/FLO assessment outcomes.
	Spring 2020— Initiate Implementation in the Classroom (Faculty Cohort 1); Initiate Professional Development (Faculty Cohort 2)	
Year 2	**Fall 2020**--Initiate Implementation in the Classroom (Faculty Cohort 2); Initiate Professional Development (Faculty Cohort 3)	
	Spring 2021--Initiate Implementation in the Classroom (Faculty Cohort 3); Initiate Professional Development (Faculty Cohort 4)	
Year 3	**Fall 2021**--Initiate Implementation in the Classroom (Faculty Cohort 4); Initiate Professional Development (Faculty Cohort 5)	
	Spring 2022--Initiate Implementation in the Classroom (Faculty Cohort 5); Initiate Professional Development (Faculty Cohort 6)	
Year 4	**Fall 2022**--Initiate Implementation in the Classroom (Faculty Cohort 6); Initiate Professional Development (Faculty Cohort 7)	
	Spring 2023--Initiate Implementation in the Classroom (Faculty Cohort 7); Initiate Professional Development (Faculty Cohort 8)	
Year 5	**Fall 2023**--Initiate Implementation in the Classroom (Faculty Cohort 8); Initiate Professional Development (Faculty Cohort 9)	
	Spring 2014--Initiate Implementation in the Classroom (Faculty Cohort 9); Initiate Professional Development (Faculty Cohort 10)	

D. "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*.

VII. Timeline

Vernon College is on the following trajectory regarding the "Success through Inquiry" QEP development and implementation:

- **Fall 2017**–Pilot Sequence–Professional Development (Pilot Cohort)
- **Spring 2018**–Pilot Sequence–Implement IBL in the Classroom (Pilot Cohort Group)
- **Fall 2018**–Pilot Sequence–Improvement Stage–On Site Visit
- **Spring 2019**–No Action–SACSCOC feedback (Faculty Staff Education/Promo continues—evaluate pilots for enhancements/improvements)
- **Fall 2019**–Year 1 of Implementation–Initiate Professional Development—Faculty Cohort 1
- **Spring 2020**–Year 1 of Implementation–Initiate Implementation in the Classroom—Faculty Cohort 1; initiate Professional Development Faculty Cohort 2
- **Fall 2020**–Year 2 of Implementation–Initiate Implementation in the Classroom—Faculty Cohort 2; initiate Professional Development Faculty Cohort 3
- **Spring 2021**–Year 2 of Implementation–Initiate Implementation in the Classroom—Faculty Cohort 3; initiate Professional Development, Faculty Cohort 4
- **Fall 2021**–Year 3 of Implementation–Initiate Implementation in the Classroom—Faculty Cohort 4; initiate Professional Development, Faculty Cohort 5
- **Spring 2022**– Year 3 of Implementation–Initiate Implementation in the Classroom—Faculty Cohort 5; initiate Professional Development, Faculty Cohort 6
- **Fall 2022**– Year 4 of Implementation–Initiate Implementation in the Classroom—Faculty Cohort 6; initiate Professional Development, Faculty Cohort 7
- **Spring 2023**– Year 4 of Implementation–Initiate Implementation in the Classroom—Faculty Cohort 7; initiate Professional Development, Faculty Cohort 8
- **Fall 2023**– Year 5 of Implementation–Initiate Implementation in the Classroom—Faculty Cohort 8; initiate Professional Development, Faculty Cohort 9
- **Spring 2024**– Year 5 of Implementation–Initiate Implementation in the Classroom—Faculty Cohort 10; initiate Professional Development, Faculty Cohort 10

See a detailed time-table by task and committee in Exhibit 11.

EXHIBIT 11: QEP IMPLEMENTATION TIMELINE BY TASK/COMMITTEE

Project Timeline

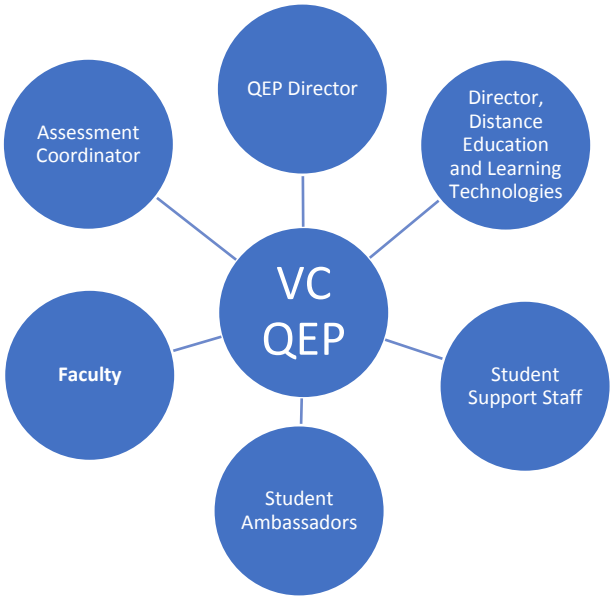
Implementation Event	Responsibility	2014 Spring	2014 Summer	2014 Fall	2015 Spring	2015 Summer	2015 Fall	2016 Spring	2016 Summer	2016 Fall	2017 Spring	2017 Summer	2017 Fall	2018 Spring	2018 Summer	2018 Fall	2019 Spring	2019 Summer	2019 Fall	2020 Spring	2020 Summer	2020 Fall	2021 Spring	2021 Summer	2021 Fall	2022 Spring	2022 Summer	2022 Fall	2023 Spring	2023 Summer	2023 Fall
QEP Planning Committee formed	President's Leadership Team			■																											
Attendance at annual SACSCOC conference	President's Leadership Team			■			■			■			■																		
QEP Development Task Force formed	Director of Quality Enhancement						■																								
"Success through Inquiry" QEP selected	QEP Planning Committee									■																					
QEP goals and assessment plan developed	QEP Development Task Force										■																				
Presentation to Board of Trustees	Director of Quality Enhancement			■			■			■	■																				
Attendance at annual SACSCOC Summer Institute	Director of Quality Enhancement								■			■			■																
Presentation to SACSCOC VP	Director of Quality Enhancement												■																		
QEP Integration Team formed	Director of Quality Enhancement													■																	
QEP Lead Evaluator selected	Director of Quality Enhancement													■																	
Pilot faculty Development Course created	Integration Team											■																			
Marketing	Integration Team												■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Pilot Faculty Professional Development 1	Integration Team												■																		
Pilot Classroom Integration 1	Integration Team													■																	
Pilot Faculty Professional Development 2	Integration Team														■																
Pilot Classroom Integration 2	Integration Team															■															
SACSCOC onsite visit	-															■															
Revise and Improve based on pilots	Integration Team															■	■														
Setup faculty development rotation	Integration Team															■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Collect and analyze assessment data	Integration Team															■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Full implementation of "Success through Inquiry"	-																	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Refinement and Improvement	Integration Team																		■	■	■	■	■	■	■	■	■	■	■	■	■
Action: Faculty Development																															
Faculty development course implemented	Integration Tem																	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Assessment of faculty course activities	Instructional Assessment																	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Assessment of IBLIPs using rubric	Instructional Assessment																	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Faculty workshops	Director of Quality Enhancement																	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Faculty roundtables	Director of Quality Enhancement																	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Action: Classroom Integration																															
Classroom integration of IBLIPs	Faculty																		■	■	■	■	■	■	■	■	■	■	■	■	■
Course-level assessment of IBLIP outcomes	Faculty																		■	■	■	■	■	■	■	■	■	■	■	■	■
QEP-level assessment using QEP rubric	Instructional Assessment																		■	■	■	■	■	■	■	■	■	■	■	■	■

VIII. Organizational Structure

The administration of the faculty-led, student-centered "Success through Inquiry" QEP initiative is a college-wide responsibility. Initially, administration begins with the QEP Director and is shared with the Vice President of Instructional Services and the QEP Planning and Integration Committees. Other key personnel committed to and involved in the QEP administration include:

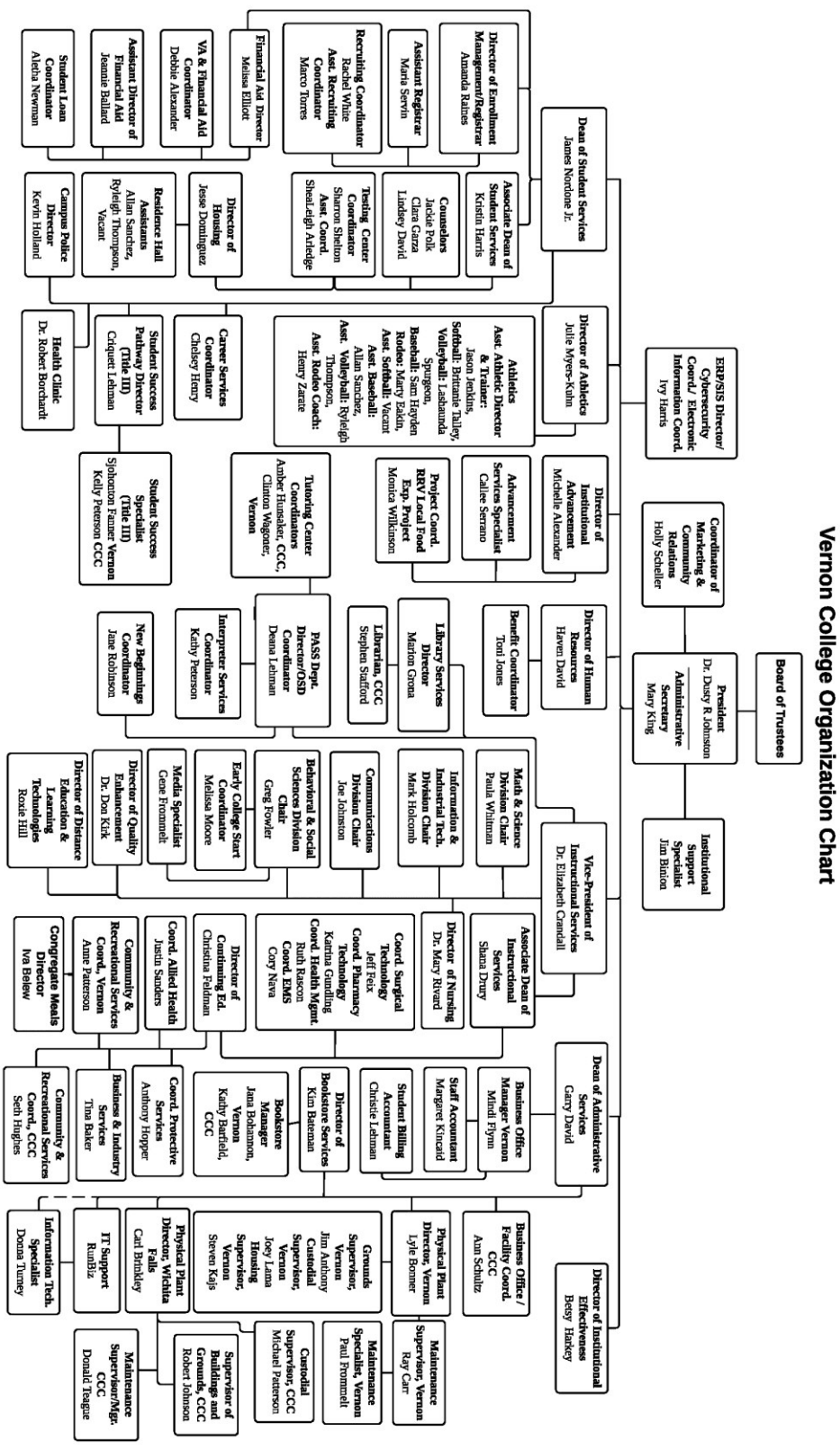
A. Vernon College Faculty
B. The QEP Director
C. The Vernon College Coordinator of Instructional Assessment
D. The Vernon College Director of Distance Education and Learning Technologies
E. Vernon College Student Support Staff
F. Vernon College Student Ambassadors

Exhibit 12: OFFICES/PERSONS SUPPORTING THE QEP



See Exhibit 13 for the organizational chart reflecting clear QEP reporting responsibilities and oversight structures for all college constituencies. Ultimate QEP responsibilities fall to the QEP Director, the Institutional Effectiveness Director, and the College President.

Exhibit 13: QEP Reporting Responsibilities and Oversight Organizational Structure.



IX. Resources

Success of the faculty-led, student centered "Success through Inquiry" QEP is grounded in a solid support structure. For effective implementation, the QEP initiative will take full advantage of the following resources:

Personnel. Human capital is our greatest resource regarding the QEP initiative at Vernon College. Personnel dedicated to this venture include the QEP Director (Appendix K), the Coordinator of Instructional Assessment (Appendix L), and Director of Distance Education and Learning Technology (Appendix M). Additional personnel essential to the QEP initiative include Vernon College Faculty, Student Support Staff, Student Ambassadors (peer mentors), the QEP Assessment team, and outside speakers/consultants versed in inquiry as pedagogy.

Financial. Vernon College is committed to student success and the success of the current QEP initiative. That commitment is reflected through financial consideration in the projected QEP budget. Budget considerations for personnel, administration, assessment, and supporting activities are indicated in the $710,562 projected QEP Budget. Exhibit 14 reflects a breakdown of the QEP budget, followed by a detailed budget narrative.

Technology. Proposed technology required for the implementation of the QEP initiative include use of the LMS platform (Canvas), current classroom technologies (computers, projectors, presentation programs), and student support technologies (computer labs, libraries, and VC NetTutor).

Facility Resources. Facility resources planned for use in the implementation of the QEP initiative include classrooms, classroom laboratories, the Vernon College

Innovation Center, Student Services, the Tutoring Center, Vernon College libraries, and student recreation centers.

EXHIBIT 14: QEP BUDGET TIMELINE

Item	Pre-Planning 2017-2018	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	Totals
Personnel							
•QEP Director (50% of annual salary).	$39,100	$40, 289	40,893	$41,506	$42,129	$42,761	$246,678
•Coordinator of Instructional Assessment (25% of annual salary).	$18,980	$19,264	$19,553	$19846	$20,144	$20,446	$118, 233
• Director of Distance Education and Learning Technologies (20% of annual salary).	$9,172	$9,308	$9,448	$9,590	$9,734	$9,878	$57,131
•Participating Faculty (1.5% of annual average salary x 12 faculty per term).	$3,312	$10,080	$10, 236	$10,380	$10,548	$10,705	$55,281
•Administrative Support Staff (1.5% of annual average salary x 4 administrative support persons per term).	$2,752	$2,792	$2,835	$2,877	$2,920	$2,964	$17,140
QEP Departmental Budget: Supplies, Materials/Promotions, Technology Upgrades, Travel							
• Supplies	$1,000	$2,000	$2,000	$2,000	$2,000	$2,000	$11,000
• Promotions/Advertising	$1,000	$2,000	$2,000	$2,000	$2,000	$2,000	$11,000
• Technology Upgrades	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$42,000
• Travel	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$90,000
QEP Assessment							
QEP Implementation Assessment Workshops (in-house teams of 4 @ $100.00 each) each term.	NA	$800	$800.00	$800.00	$800.00	$800.00	$4,000
Institutional Surveys (CCSSE, CFSSE, SENSE)	**Spring '17** CCSSE/CFSSE $5,890 **Fall '17** SENSE $4,890	**Fall '19** SENSE $4,890.00 **Spring '20** CCSSE/CFSSE $5,890	NA	**Fall '21** SENSE $4,890.00 **Spring '22** CCSSE/CFSSE $5,890	NA	**Fall '23** SENSE $4,890.00 **Spring '24** CCSSE/CFSSE $5,890	$43,120
Supporting QEP Activities							
Annual College-Wide Faculty IBL Professional Development (Expert IBL Speakers/Facilitators	NA	$2,000.00	$2,000.00	$2,000.00	$2,000.00	$2,000.00	$10,000
Existing IT Support for assistance in developing QEP Website (extra service pay)	NA	$800.00	$800.00	$800.00	$800.00	$800.00	$4,000
Vernon College Scholars' Showcase (supplies)	NA	200.00	200.00	$200.00	$200.00	$200.00	$1,000
TOTAL QEP COSTS	**$108,096**	**$122,313**	**$112, 765**	**$124,779**	**$115,275**	**$127,334**	**$710,562**

Institutional Improvement Resources. Proposed institutional improvement practices and procedures also factor in as QEP resources. Those practices and procedures include QEP related professional development events, Student Success Series workshops sponsored by Student Services; QEP related workshops; ongoing Student Support Services; and ongoing technology and travel considerations.

Detailed Budget Narrative

Exhibit 14 provides an outline of the proposed QEP budget beginning with the Preplanning Planning (2017-2018). This budget will be reviewed and evaluated annually with adjustments made as needed.

- **Personnel**: Key personnel related to the administration of the QEP include the QEP Director, the Coordinator of Institutional Assessment, and the Director of Distance Education and Learning Technology Percentages of each salary dedicated to QEP administration for each academic year are noted within the chart.
  - *Faculty***.** In addition to those roles noted above, Vernon College faculty are essential to the success the QEP initiative. Full time faculty salaries range from $39,699 to $85,406 with an average of $55,208. Regarding human capital investment to QEP related initiatives, 1.5% of the faculty annual salary average is presented, multiplied by 12 for the number of faculty projected to participate in the 4-week QEP implementation training each academic year. A 1.5 salary increase is factored in over the 5 -year period.
  - *Support Staff*. Administrative staff salary ranges from $26,198 to $87,784 with an average of $45,856. Regarding human capital investment to QEP related initiatives, 1.5% of the administrative staff annual salary average is presented, multiplied by 4 for the number of support staff projected to provide QEP assistance each academic year. A 1.5 salary increase is factored in over the 5-year period.
- **Supplies, Materials, Promotions, Technology Upgrades and Travel:** A total of $144,000 ($26,000 x 5 years) is budgeted for supplies, materials, technology upgrades,

and travel for the QEP Director over the QEP five-year period. The QEP Director will have a budget for supplies, and promotional materials for administration of the QEP as well as travel to conferences related to IBL and SACS-COC related events. Technology related to the development, teaching, training, and implementation of the current QEP initiate are included in the dedicated QEP departmental budget (a legacy project from Vernon College's prior QEP, VConnected).

● **Assessment:** A total of $47,120 is budgeted for QEP assessment over the five-year period. Included in that assessment are surveys administered by The Center for Community College Engagement which include the Community College Survey of Student Engagement (CCSSE-$4890), the Community College Faculty Survey of Student Engagement (CCFSSE-$1000), and the Survey of Entering Student Engagement (SENSE-$4890). Vernon College participates in each survey on alternate years. During the QEP implementation, each survey will be administered in years 1, 3, and 5, offering benchmarking and longitudinal metrics for indirect QEP assessment and evaluation.

Additionally, QEP assessment workshops will be held at the end of each term to evaluate IBL implementation in the classroom and resulting artifacts within each QEP Faculty Cohort. The workshops will be conducted by the Coordinator of Instructional Assessment and the QEP Director. Assessment teams will be comprised of faculty evaluators. Faculty evaluators will receive a $100 stipend and luncheon for participating. Results will be used to chart progress of QEP initiatives and make improvements to the process where necessary.

● **Supporting QEP Activities:**

◦ *Annual College-Wide Faculty IBL Professional Development*. Expert speakers and facilitators in the area of IBL development, implementation, and assessment will be

featured at key Vernon College professional development events. $10,000 is budgeted over the five-year period for such events.

◦ *IBL-QEP Webpage*. In support the QEP initiative at Vernon College, a dedicated QEP webpage will be launched. The page will promote inquiry-based learning, listing faculty who have completed the IBL course and promote course offerings employing the inquiry method. Existing IT support will assist in developing the QEP Website, budget projections reflect stipend opportunities.

◦ Vernon College Scholars' Showcase. A Vernon College Scholars Showcase is projected to launch in Spring 2019 during the Vernon College Spring Preview Day. While students from the Vernon College 12 county service area are in attendance, the showcase will feature students presenting IBL projects in a gallery format. This exciting exhibition will give prospective high school seniors and transfer students an opportunity to learn more about the culture of inquiry at Vernon College from the current student population.

X. Assessment

Assessment of the QEP will be ongoing and meaningful. Assessment efforts will be coordinated by the QEP Director and serve two purposes:

- evaluation of the extent to which the established goals and outcomes have been achieved, and
- identification of opportunities for improvement in subsequent rounds of IBL implementation.

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.

Additionally, assessment will occur in stages: a preliminary benchmarking stage based on institutional strategic planning, ongoing interim stages within each implementation term, and a final stage at the formal conclusion of the QEP. At the benchmarking stage, measurement data collected through institutional effectiveness efforts, prior general education assessments, faculty reflections on End of Semester Course Reviews (ESCRs), and institutionally implemented surveys such as the Community College Survey of Student Engagement (CCSSE), Survey of Entering Student Engagement (SENSE), and Student Evaluation of Instruction (SIR II and eSIR II) will be used to set a starting standard.

Interim assessment will be ongoing within each term of implementation. During each semester of implementation, the QEP faculty development course and workshops will be assessed along with authentic student work from courses which already have a successfully integrated IBL implementation plan. During implementation and at the conclusion of the QEP, focus groups for both faculty and students are planned as an opportunity to gauge attainment and perceptions of attainment of the IBL treatment. Interim assessment measures will be compared against the established benchmarks developed in the benchmarking stage.

Comparisons of existing general education assessments, faculty reflections (ESCRs), and institutionally implemented survey data (CCSSE, SENSE, and SIR II) and the ongoing interim QEP assessments will provide an opportunity to identify areas of improvement in each subsequent round of the QEP implementation.

Assessment will also occur at the formal conclusion of the QEP. To gauge QEP success, a longitudinal examination of all prior QEP related assessment tools (direct measures of authentic learner artifacts, faculty perceptions, and student perceptions on institutional survey data) will occur. Assessment findings will be used in a continuous effort for improvement of both student learning processes as well as the application of that learning—all to equip Vernon College graduates with marketable, professional skills for success upon graduation.

The overall goals of the QEP are:

1. Develop and assist faculty in adopting and implementing best practice IBL strategies,
2. Students will develop knowledge of discipline appropriate inquiry skills,
3. Students will apply inquiry skills developed in the classroom to a student-generated question or problem.

Each goal has two associated learner outcomes designed to measure attainment. Student-skills based Student Learner Outcomes (SLOs) closely aligned with general education outcomes (critical thinking, communication, teamwork, quantitative/empirical reasoning, social and personal responsibility) have been developed to assess QEP goals 2 and 3. Students' development and application of inquiry skills created via the "Success through Inquiry" QEP will be measured by the following SLOs:

- 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.).

Finally, two Faculty Learner Outcomes (FLOs) have been developed to assess the first goal of the QEP:

- Faculty will identify and research IBL methodologies and strategies,
- Faculty will develop and implement an IBL integration plan.

An overview of the QEP assessment plan may be found in Exhibit 15. This exhibit addresses the QEP goals, the associated learner outcomes, corresponding assessment activities, and implementation and data collection for each assessment activity.

Exhibit 15: QEP Assessment Plan

QEP Goal	Associated Outcomes	Assessment Activity	Implementation/Data Collection
1. Develop and assist faculty in adopting and implementing best practice IBL strategies.	FLO 1: Faculty will identify and research IBL methodologies and strategies.	• Reflection journals • Discussion boards • Faculty Workshops	• Faculty will document their progress in identifying and effectively implementing IBL strategies • Workshops, surveys, and IBLCRs provide opportunities for faculty to document post-integration improvement efforts • Rubric-graded activities and peer review provide evidence of IBL implementation
	FLO 2: Faculty will develop and implement an IBL integration plan.	• Implementation plan peer review • Final implementation plan submission • Post-integration reflection	
2. Students will develop knowledge of discipline-appropriate inquiry skills.	SLO 1: Students will formulate a clear question, thesis, problem statement or hypothesis.	• Course-level assessment using implementation plan implemented by faculty • Institutional level assessment using QEP SLO Rubric	• Authentic student work will be assessed at the course level using the faculty-designed IBL implementation plan • Faculty will document student attainment according to the course-specific assessment plan at the course level and report aggregated findings on the IBLCR and to the QEP director • The QEP assessment panel comprised of rotating faculty teams will assess authentic student work, using the QEP SLO Rubric, sampled from a cross-section of all courses implementing an IBL plan each semester. • Student perceptions of attainment will be measured using the CCSSE, SENSE, and SIR II (eSIR II) survey instruments.
	SLO 2: Students will collect relevant and appropriate information or data or identify appropriate processes.	• Course-level assessment using implementation plan implemented by faculty • Institutional level assessment using QEP SLO Rubric	
3. Students will apply inquiry skills developed in the classroom to a student-generated question or problem.	SLO 3: Students will analyze and evaluate information, data, or processes for the purpose of addressing the question, problem, thesis, or hypothesis.	• Course-level assessment using implementation plan implemented by faculty • Institutional level assessment using QEP SLO Rubric	
	SLO 4: Students will present their findings in a discipline appropriate manner (demonstration, presentation, research paper, etc.)	• Course-level assessment using implementation plan implemented by faculty • Institutional level assessment using QEP SLO Rubric	

Detailed Assessment Plan

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

- FLO 1: Faculty will identify and research IBL methodologies and strategies.
- FLO 2: Faculty will develop and implement an IBL Integration Plan (IBLIP).

Assessment of this goal and its associated outcomes will occur through both direct and indirect assessment methods. During the proposed faculty development online course, faculty will gain knowledge of and reflect on IBL strategies and research and propose an IBL Implementation Plan (IBLIP). These faculty generated reflections and implementation plans provide the institution with artifacts detailing the development process. Direct assessment of the faculty-generated implementation plans will occur through peer-graded discussion activities, reflection journals, and graded peer reviews of the proposed strategy and implementation plan. Scores derived from application of the Implementation Plan Rubric (Exhibit 16) provide a direct measure of attainment and provide faculty with a peer reviewed score regarding the effectiveness of the proposed strategy. Benchmark scores will be set at a 2 on the IBLIP Rubric. It is expected that this score will be higher as faculty reflect on and implement improvements during the ongoing assessment process. Faculty reflections during the implementation workshop, yearly roundtable discussions, and best practice workshops will provide indirect assessment of Goal 1. These reflections along with faculty responses on the IBL Course Reviews (IBLCRs) will provide a roadmap of faculty perceptions and efforts in creating a student-centered culture of inquiry within the classroom.

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.

- 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.).

Goals 2 and 3 will be assessed using both direct and indirect assessment methods. Each faculty member who integrates an IBLIP will have unique course-level outcomes. The IBLIP instrument includes the implemented IBL objectives/outcomes unique to the course, how those objectives relate to established course-level objectives, and how the objectives will be assessed. Individual faculty will assess course-level student work according to the strategy proposed in the IBLIP. Examples of the assessment portion of two IBLIPs created during the piloting stage are presented in Exhibits 17 and 18. Results of the course-level assessments will be aggregated and supplied to the QEP Director.

While each course will have unique IBL projects, with its own goals and performance criteria, the Student Learning Outcomes assessment component can be assessed institutionally using the QEP SLOs. The four SLOs will be used to assess attainment of Goals 2 and 3 along with the associated SLOs. A representative sample of all IBL QEP student-generated work will be assessed each semester using a rubric designed to assess each of the SLOs (Exhibit 19). The sample will be formed using a stratification over course (instructor) with a minimum of 2 students sampled from each stratum. Institutional-level assessment teams, formed of broad representation of college components, will use the designed QEP SLO rubric to assess student

artifacts in relation to the four SLOs. Indirect assessment of QEP goals 2 and 3 will occur through analysis of key performance indicators on the CCSSE, SENSE, SIR II and eSIR II.

Exhibit 16: IBLIP Rubric

		Levels of Achievement				Level of Achievement determined by Peer Evaluator
		Experienced (4)	Practicing (3)	Developing (2)	Emerging (1)	
IBLIP Criteria	Outcomes/Objectives	Objectives are measurable, and clearly link to the activity and corresponding course learning outcome.	Objectives are measurable, clearly link to the activity, but the link to the course learning outcome is unclear.	Objectives are included, but are either not directly measurable or do not correspond with the activity and outcome.	Objectives are missing, unclear, or have no connection to the activity.	
	Feedback on Outcomes/Objectives					
	Assessment(s)	The assessment(s)included in the IBLIP are complete (including both a description of the assessment and how it will be assessed), and clearly demonstrate student mastery of the activity objective(s).	The assessment(s)included in the IBLIP clearly demonstrate student mastery of the activity objective(s), although the assessment plan does not explicitly explain either the description of the assessment or how it will be assessed.	The assessment(s) included in the IBLIP are ambiguous and do not clearly relate to the activity objective(s).	There is no assessment associated with this IBLIP.	
	Feedback on Assessment(s)					
	Overview and Step-by-Step Process	Is thorough (includes all needed directional components), clearly worded, and displays an obvious support for the lesson's objectives.	Supports all of the objectives, but is missing a needed directional component or detail for clarity.	Does not support all of the objectives since more than one needed directional component is missing or includes statements making the process.	Does not support the lesson's objectives, and is missing all or more than one essential directional component, this making the activity unclear or unable to be completed.	
	Feedback on Process					
	Discussion of how IBLIP encourages IBL	The IBLIP activity clearly demonstrates an application of IBL.	The IBLIP activity clearly connects to IBL, although the application could be improved through minor enhancements to the activity.	The IBLIP activity is only weakly connected to IBL.	The IBLIP activity does not connect at all to IBL.	
	Feedback on Discussion					
General Feedback on IBLIP:						

Exhibit 17: Assessment Excerpt from Introductory Sociology IBLIP

IBLIP Author Name: Marissa Underhill

Outcomes/Objectives:

1. Compare and contrast the basic theoretical perspectives of sociology. (CT)
2. Identify the various methodological approaches to the collection and analysis of data in Sociology. (CT, QS)
3. Describe key concepts in Sociology. (CT, SR)
4. Describe the empirical findings of various subfields of Sociology. (CT, COM, QS)
5. Explain the complex links between individual experiences and broader institutional forces. (CT, SR)
6. Design and conduct an empirical research project using appropriate sociological methodology and present findings in an academic portfolio and presentation.

Assessment(s):

Several daily work assignments will be given in class throughout the semester to help develop their study. For example, an article credibility and evaluation sheet will direct students to find an existing article that relates to their personal topic, complete the worksheet to determine if their article is relevant and credible, then write a summary (like an annotated bibliography) connecting the article to their issue. This will get them started analyzing existing empirical work in the field.

The final project will be a group presentation of the study they conducted throughout the semester. That project will be in the form of a binder, which will be a mix of a portfolio of the small assignments they complete through the semester and additional work they completed outside of class, all related to the development of their empirical study.

Activity Overview and Step-by-Step Processes:

Students will get to identify a social issue which interests them. Groups will be formed within each section, based on similarity in those ideas (students who are interested in gender will team up, for example). Students will begin exploring the sociological literature about their topics. They will then design and conduct an empirical study on their home campus.

Throughout the semester, as we study new concepts, they will complete assignments or activities which ask them to make connections between the theoretical basis in the book/class and what they are discovering in their study. Their final portfolio will essentially be all the elements of a researched journal article, with the addition of those explanations.

Discussion of how IBLIP activity implements Inquiry-Based Learning (IBL):

Students will relate to the topic they are studying because they chose it. They will be exploring existing literature to form their own inquiries about social behavior. They are searching for answers to questions they write themselves and attempting to understand those answers using existing theory and facts as the basis.

Exhibit 18: Assessment Excerpt from Composition I IBLIP

IBLIP Author Name: Misti Brock

This project will measure the following course objectives, as listed on Syllabus:

- The student's ability to write in a style appropriate to audience and purpose;
- The student's ability to develop ideas with appropriate support and attribution;
- The student's ability to read, reflect, and respond critically to a variety of texts;
- The student's ability to use Edited American English in academic essays.

Assessment(s):

This assignment will take place over a three-week period with students being assessed at the outline, rough draft, final draft, and presentation periods.

Each piece will be assessed using a rubric appropriate to the developmental stage for that assignment. For instance,

- The outline will be assessed for completeness, thoughtfulness, and its ability to demonstrate that research has been conducted and results will be implemented in the drafting stages;
- The rough draft will be assessed for completeness, including the presence of the key components of the proposal to solve a problem assignment – clearly identified and explained problem; clear, feasible solution; step by step process of implementation of solution, including feasibility, cost, manpower, and other considerations per the problem/solution; identifiable counterargument, including response to alternate and tried and failed solutions as well as objections to said solution; and a qualified claim or solution based on any conceded points.
- The final draft will be assessed for the above as well as other elements of completeness as related to formal writing, including grammar, mechanics, and punctuation; proper formatting and citation techniques; and attention to elements of writing.
- The presentation will be assessed for clarity of explanation by both instructor and peers in the class, encouraging students to take this portion of the assignment seriously.

Activity Overview and Step-by-Step Processes:

To begin, students will brainstorm to identify communities in which they are involved. Then, they will identify problems in those communities.

- These problems should be problems that fit the following criteria: The problem must affect more than one individual in the community;
- The problem must be in a local community;
- The problem must be solvable, meaning the student must be able to propose

a logical, feasible solution to the problem that the reader can see being implemented.

After identifying a solvable problem, the student will develop an outline. Once the outline is approved, the student will begin conducting research and developing a draft. The reader must be able to see the solution proposed solving the problem for the problem/solution to be deemed effective, meaning the proposal must do the following:

- Clearly identify the problem;
- Clearly state the solution;
- Demonstrate "legwork" or clear evidence that the student conducted research, including the following specific types of research;
- Support the solution with evidence from the student's research;
- Identify and respond to alternate and/or tried and failed solutions as well as objections to the proposed solution;
- Present a qualified or adjusted solution to accommodate any concessions made on behalf of the counterargument.

The assignment will be assessed at the draft stage before the final draft is due for grading. The final draft will be presented in class (face to face) or in video format (online) using presentation software such as Prezi or PowerPoint, allowing for a final means of assessment. At this stage, the student's peers will also be given the opportunity to evaluate the presentation and effectiveness of the proposal using a rubric provided by the instructor.

Discussion of how IBLIP activity implements Inquiry-Based Learning (IBL):

This assignment is clearly an implementation of inquiry-based learning because it gives students the ability to see themselves as vehicles of change related directly to a problem they can solve in a community in which they are involved. Students recognize the problems that exist around them on a regular basis, but less regularly do they recognize their ability to encourage change.

This assignment encourages the student to

- Investigate the problem and research the solution;
- Present him- or herself in an educated, respectful manner in order to best encourage change as a result of the proposed solution, meeting critical thinking, communication, and personal responsibility outcomes;
- Choose from a community relevant to the student, so the student remains engaged from beginning to end and is more readily invested in not only the success of the project but also the effectiveness of his or her solution to the problem long-term;
- Think long-term about the problem and solution, encouraging him or her to connect tried and failed solutions to future success of the new solution;
- Delve into a wealth of information and think critically about developing a feasible solution that can be implemented and will effectively solve the problem;
- Justify his or her choice of solution and defend his or her reasoning;
- Present the information in a meaningful, perhaps creative, way to benefit the learning of other students through both a written paper and a presentation in class.

Exhibit 19: QEP SLO Rubric

		Levels of Achievement				Level of Achievement
		Experienced (4)	Practicing (3)	Developing (2)	Emerging (1)	
Criteria	SLO 1: Students will formulate a clear question, thesis, problem statement or hypothesis.	Question is clearly stated, rationale is clearly explained, and expected outcomes are clearly presented.	Question is clearly stated with some rationale and some expected outcomes.	A question is presented with some rationale or some expected outcomes.	A question is presented, but no rationale or expected outcomes are provided.	
	Comment(s)					
	SLO 2: Students will collect relevant and appropriate information or data or identify appropriate processes.	Consistently uses technology or other resources to identify and collect quantitative and qualitative information across a variety of disciplines from a variety of primary and secondary sources e.g., print, archival, observation, survey, and/or interview.	Uses technology or other resources to identify and collect quantitative and qualitative information across a variety of disciplines from a variety of primary and secondary sources e.g., print, archival, observation, survey, and/or interview.	Uses technology or other resources to identify and collect quantitative and qualitative information across a variety of disciplines from a variety of primary and secondary sources	Uses technology or other resources to identify and collect quantitative and qualitative	
	Comment(s)					
	SLO 3: Students will analyze and evaluate information, data, or processes for the purpose of addressing the question, problem, thesis, or hypothesis	Information across a variety of disciplines is current, and accurate and differentiated by fact, bias, opinion, or generalization.	Information is current, and accurate and differentiated by fact, bias, opinion, or generalization.	Information is current and recognized as fact, opinion, or generalization.	Information is recognized as fact, opinion, or generalization.	
	Comment(s)					
	SLO 4: Students will present their findings in a discipline appropriate manner (demonstration, presentation, research paper, etc.)	Data across a variety of disciplines is synthesized in written or graphic form using technical terms appropriate to the field of study.	Data is summarized in written or graphic form using technical terms appropriate to the field of study.	Data is represented in written or graphic form using technical terms appropriate to the field of study.	Data is represented in written or graphic form	
	Comment(s)					
General Comments						

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Appendix A: Topic Identification Survey

Topic Identification Survey
Quality Enhancement Plan
Vernon College

Department/Component:

Name (Optional):

1. Are there population targets our QEP should focus on?

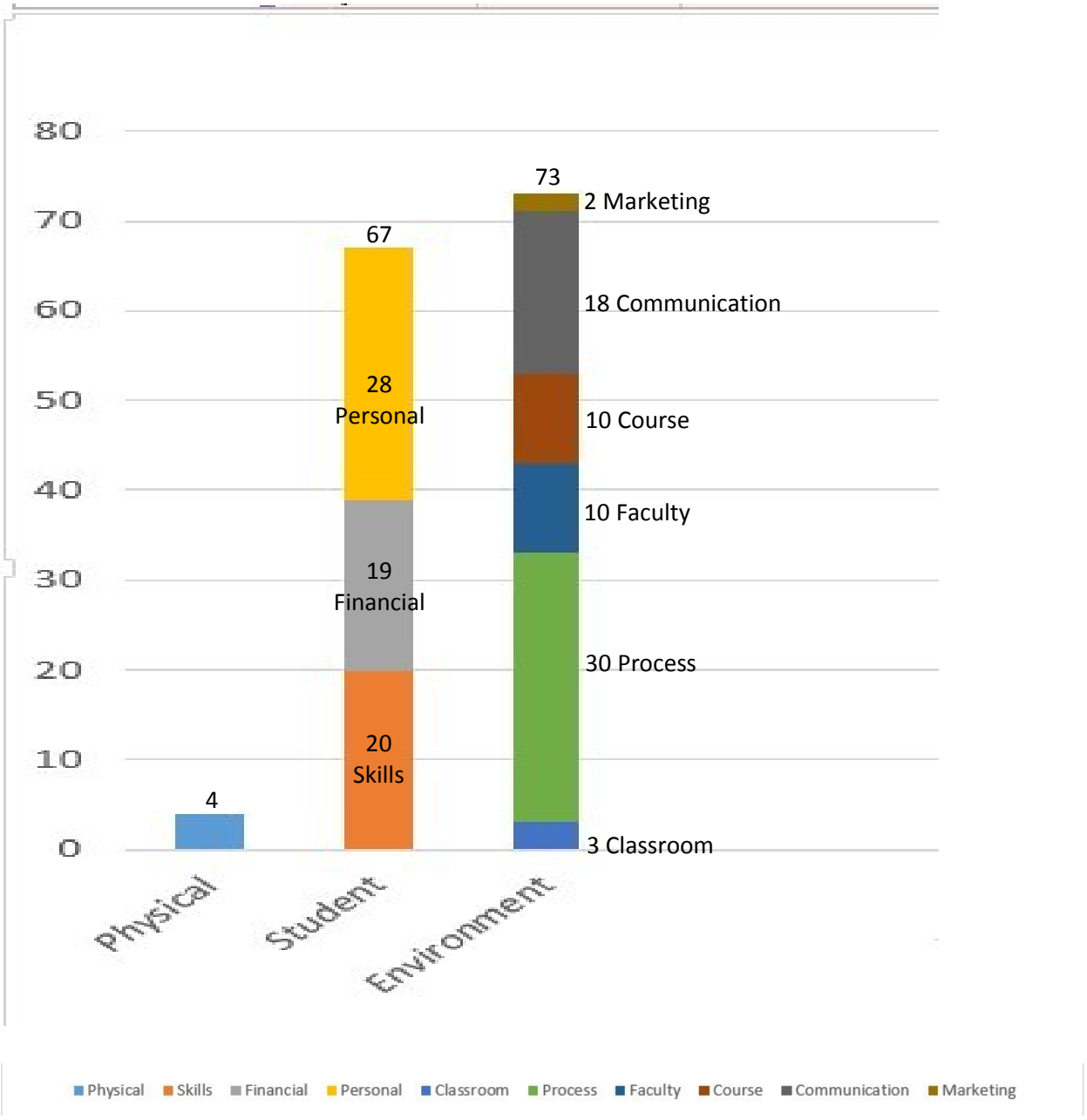
2. What are VC's barriers to student success?

3. How can we improve VC's support of student learning?

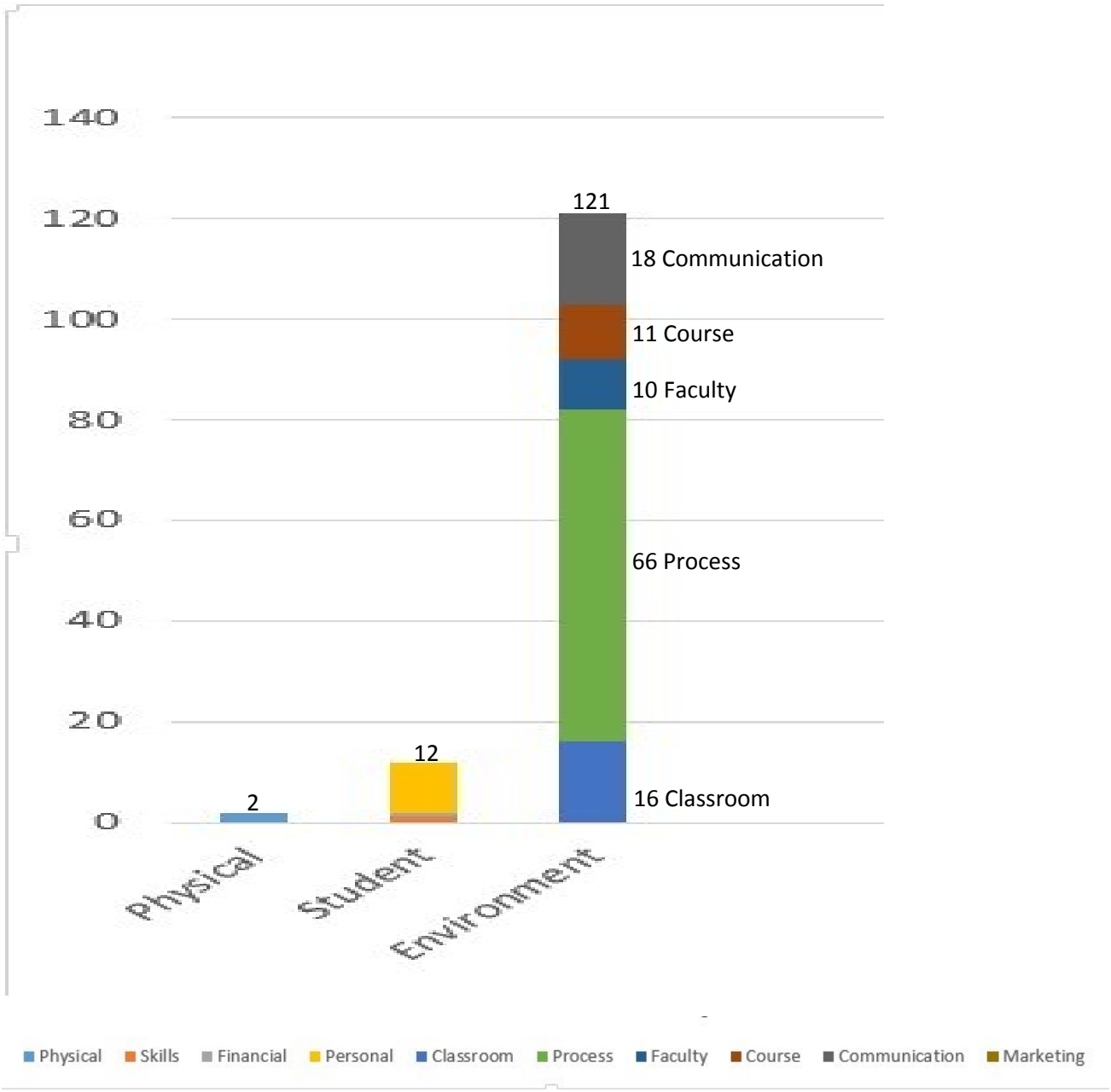
4. Any additional comments?

Appendix B: Topic Identification Survey Results

#2 What are VC's barriers to student success?



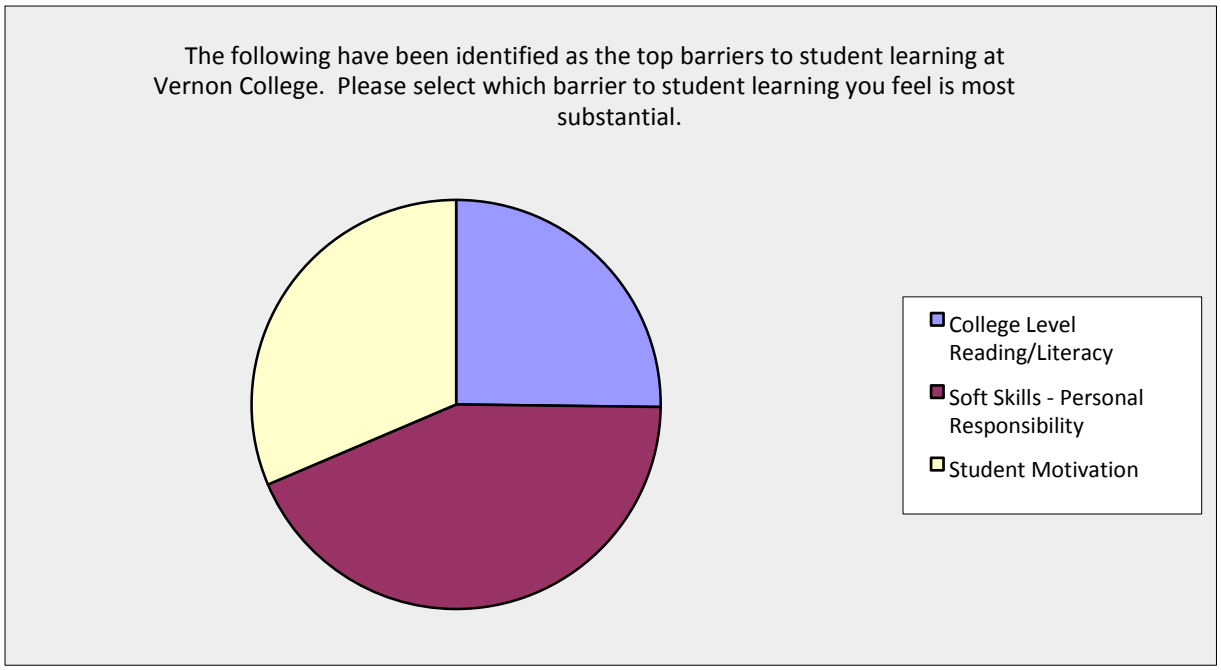
#3 How can we improve VC's support of student learning?



Vernon College Questionnaire

The following have been identified as the top barriers to student learning at Vernon College. Please select which barrier to student learning you feel is most substantial.

Answer Options	Response Percent	Response Count
College Level Reading/Literacy	25.2%	57
Soft Skills - Personal Responsibility	43.4%	98
Student Motivation	31.4%	71
Other (please specify the barrier)		9
answered question		226
skipped question		17



Appendix C: Collaboration Session Questionnaire

Collaboration Session Questionnaire
Quality Enhancement Plan
Vernon College

QEP Possible Topic: _____

Directions: In small groups, respond to each of the questions below.

1. Why did you choose this barrier/topic?

2. Give your definition of the barrier/topic.

3. What specific problems do our students have in this area?

4. What improvements/solutions do you suggest?

5. Any additional comments?

Appendix D: Collaboration Sessions and Constituents Involved

Stakeholder Group	Data Analysis	Collaboration Sessions	Topic Identification Survey	Collaboration Session Online Survey	Communication
Students		✓ **3/31/15** **4/7/15**		✓ **Posted 4/9/15**	✓ **In-person** **3/31/15** **4/7/15**
Faculty		✓ **2/20/15** **2/27/15** **3/4/15** **3/6/15**	✓ **1/16/15**	✓ **Posted 4/9/15**	✓ **In-person** **1/16/15** **2/20/15** **2/27/15** **3/4/15** **3/6/15** **4/24/15**
Staff		✓ **2/20/15** **2/27/15** **3/4/15** **3/6/15**	✓ **1/12/15**	✓ **Posted 4/9/15**	✓ **In-person** **1/12/15** **2/20/15** **2/27/15** **3/4/15** **3/6/15**
President's Team			✓ **1/21/15**	✓ **Posted 4/9/15**	✓ **1/6/15** **1/20/15** **1/27/15** **2/10/15** **2/24/15** **3/3/15** **3/24/15** **3/31/15** **4/7/15**
QEP Planning Committee	✓ **10/24/15** **11/14/15** **1/23/15** **2/19/15** **4/10/15**		✓ **1/23/15**	✓ **Posted 4/9/15**	✓ **1/23/15** **2/19/15**
Board of Trustees				✓ **Posted 4/9/15**	✓ **In-person** **4/15/15**
VC Foundation Board				✓ **Posted 4/9/15**	✓ **In-person** **4/16/15**
Community				✓ **Posted 4/9/15**	✓ **Newspaper** **4/8/15** **Email** **4/14/15**

Appendix E: Collaboration Session – Motivation Response Sample

QEP Possible Topic: Student Motivation

Directions: In small groups, respond to each of the questions below as they relate to student learning and/or the environment supporting student learning.

1. Why did you choose this barrier to student learning?

   Is perceived as a "gateway" to improved personal responsibilities, readings, writing, math; motivation facilitates focus, purpose, direction.

   a. First barrier learning
   b. Everything comes back to motivation: students cannot learn if they are not self-motivated.
   c. Students expect others to do things for them & do not express motivation to learn

   All other barriers can be overcome if you are motivated.

   Without student motivations, students lack in all other areas.

   With motivation all other barriers could be overcome.

   Students are lazy… Start but don't finish task… Will do only what is needed… Want to be completely lead by Instructor… A "Given" generation. wants all to be given

2. Give your definition of the barrier to student learning.

   Barriers include many distractions- distractions of unpreparedness, disappointment of rigor, as well as demographic distractors (single parent/lower social economic dilemmas)

   a. Social media; distractions
   b. Misplaced priorities; lack of personal responsibility
   c. Sense of entitlement from students; unwillingness to allow students to fail by leadership
   d. Finding good tutors, especially at Vernon Campus

   Feel the need to do something.

   Lack of motivation

   Students believe community college is easy—a continuation of high school. Immaturity

   Student's motivation, no willingness to learn on their own. Students lack the desire to go the extra mile to learn.

3. What specific problems do our students have in this area?

   Being academically, financially, mentally unprepared, and being unfocused.

a. Lack of commitment to attend meetings; events to be an officer
b. Acceptance of the minimum as good; lack of ambition
c. Expecting instant gratification rather than being willing to work

Apathy, being enabled, lack of responsibilities and accountability

Lack of direction, need more involvement in intermural, instructor involvement

"I paid the money, I should get the grade."

"It's not my fault…"

Possible… Their culture and upbringing… High schools do not challenge students to provide ownership to the learning process, thought they have no stakes in learning okay with just minimum standards

4. What improvements/solutions do you suggest to improve student learning and/or the support of student learning?

Take a page from CTE programs… learning communities, cohorts, mentoring (multileveled)…

a. Mandatory tutoring
b. Mandatory study skills class
c. Simplify the explanation of consequences

Mentoring and encouragement from instructors, improve the way in which faculty & staff getting student to see the need & importance of- , relate them to real life needs. Identify student goals- what do you want to do? What is your interest? Aptitudes?

Mandatory study skills class

Tutoring services need to be pushed more

Motivation speaker for students

Mandatory study skills

Intense student orientation

Create learning communities to instill partnership

Appendix F: Collaboration Session – Personal Responsibility Response Sample

QEP Possible Topic: Personal Responsibilities- Soft Skills

Directions: In small groups, respond to each of the questions below as they relate to student learning and/or the environment supporting student learning.

1. Why did you choose this barrier to student learning?

Inconvenience of requirements/forced to-parents/obligations

Disinterest/disengaged

Lack of initiative

Education/role of citizen contribution/life skills

Foundation for achievements- cannot do the rest without this

There is a gap between faculty/staff expectations and student expectations.

Many students are coming from environments (secondary school/family where there is no significant level of expectations)

Most commonly encountered in our daily work with students

Can't fix without responsibility- Can't be successful without responsibility

Too many students want you to hold their hands.

If they are late or do not show up to class they will not learn.

Lack of personal responsibility

Generation

Since of entitlement

Lots of chances for redos

Family situations

How to learn independently

Educate them to learn & be prepared for society

Want to be handheld in everything

Students don't take responsibility or have learned what personal responsibility is. Many are just pushed thru the system for various reasons.

This generation was not taught ultimate responsibility for their actions.

Experience with irresponsible and entitles students

2. Give your definition of the barrier to student learning.

Values personal decisions/interest/choices-important

"Buy in" self-worth improvement

Why I am here?- direction us discouraged

Students don't know the process to learning- acquired skill- needs practice

Students understanding of the expectation

Tools/skills given to students to meet the expectation

Lack of student motivation/responsibility/real-life skills

Not invested

Lack of understanding how to be successful

Lack of time management skills

Students are not so much involved in choosing their path.

Achievement without effort

Entitlement

Generation upbringing

Financial responsibility

Ties into personal motivation

Blaming others

Too quick quit instant gratification

The system doesn't promote that responsibility should be taught in the lower levels

Before entering college, students ate not held accountable for choices made or actions taken.

Expecting something for no effort

Pride, doing what is necessary for success

Owning failures and successes

3. What specific problems do our students have in this area?

Employment-work for least/less

Short term vs. long term success/change/development

Want "pity" party- lack problem solving/use of resources/conflict resolution

Taught not to think- no comprehension---K-12 public schools, helicopter parents, etc.

No understanding of what is required to be successful in college (studying, attendance, getting along, working together)—Due to lack of experience: immaturity

Students not showing up to classes/lack of responsibility

Lack of study skills

Attendance

High School experience i.e. lack of study skills

Attendance, not following through with assignments, not completing paperwork, or access emails.

Lack time management

Homework

Lack of interest or motivation

Want it now

Plagiarism

Coming in late, leaving early

Never taught in past about deadlines

Helicopter parents- not prepared

Lack of being responsible

No independence

No motivation/Lost

Don't ask for help-don't know what to ask

Consequences for actions taken or not taken

Expect to be spoon-fed

Not understanding the consequences

Social media addicts- can't communicate

Attending class

Turning in work

Seeking tutoring or outside help

Absence of goals

"D" is passing

No initiative

4. What improvements/solutions do you suggest to improve student learning and/or the support of student learning?

Learning communities-tutoring/peer mentoring/majors/club

Career/academic planning- CSA/Faculty Mentoring

Student intervention/follow up-study skills

Index cards & pencil when a student asks questions from student services to instructors

Encourage taking pictures with their phone of instructions

(Incorporate mobile capture)

Mutual accountability

(All faculty/staff departments have documents ready)—will help on-board new employees too.

Intense student orientation

Mandatory study skills course

Emphasis on learning frameworks course

Mandatory study skills course/life skills

Mentoring- more intense advising for all student

Athletes-No pass. No play.

Non-Athletes- What can we do for non-athlete students?

Get students involved in the process of personal strategies and not so much someone else choosing their path.

Mentoring

Probation

Peer advising/mentors

Part of grade with study group

Making it more comfortable to ask for help

Internships/job shadowing

After primary education promote independence of personal growth, expression

Intense student orientation- mandatory

Student success- intervention/follow-ups

Mandatory study skills course

Accountability- more communication with student- face to face- orientation and consequences- must be applied

Admission requirements?

Counseling in depth/personalized

New student orientation

Goal setting- career/academic planning

One-on-one student/mentor instructions- hands on

Letting students fail

5. How can the identified improvements/solutions be made "inescapable" by students in terms of implementation process?

CSA= required

Available- mentoring program—"curriculum"

-learning community

-supplement instructions

Appendix G: Collaboration Session – Reading/Literacy Response Sample

QEP Possible Topic: Reading/Literacy

Directions: In small groups, respond to each of the questions below as they relate to student learning and/or the environment supporting student learning.

1. Why did you choose this barrier to student learning?

Affects all courses ex. comprehension, writing, vocabulary

Affects all student support services ex. comprehension of vocabulary

Basic skill to be successful in college

Hard to be successful in any academic endeavors without reading skills

Reading is key to student's success. Comprehension is lacking. In order to succeed, students must be able to read and understand material.

For a student to be motivated and responsible they need to understand course content. Most can read, but comprehension of the words is lacking.

Reading is a necessity for every aspect of education.

2. Give your definition of the barrier to student learning.

College ready levels (vocabulary & comprehension)

Student is able to read & comprehend college level materials

Comprehension- linked to thinking- quality of life- student cannot provide any input

Refusal to take the time because of resistance to reading for comprehension.

Incoming freshman do not have the basic reading skills needed to succeed in college

They have the reading skills, but lack the comprehension (meaning vocabulary)

3. What specific problems do our students have in this area?

Picking main ideas

Vocabulary

Drawing conclusions and inferences

Textbook written at higher literacy levels

Not teachable without literacy skills

We don't have funding/ personnel to adequately remediate, losing ground daily

1. Limited vocabulary
2. Poor preparation
3. Limited critical thinking skills
4. Limited comprehension training

Begins with 1-12 grades, when they come to VC most have to take remedial courses.

Comprehension

Poor vocabulary

Computers (spell check)- iPhone (technology)

4. What improvements/solutions do you suggest to improve student learning and/or the support of student learning?

Faculty directed peer to peer tutoring

Common book shared across disciplines and college locations

Splitting developmental classes

Tutoring - mentoring

Add reading/study skills to core

Foster an academic environment for literacy with learning communities

Learning communities with use of blocks of classes and team teaching.

Remedial courses

In-class study groups

Instructor interactions

Rewrite the course content to make it understandable (use examples)

Mandatory study skills course

Intense student orientation (based on reading level)

Learning communities (smaller groups)

Appendix H: Student Interview Sample

@VCReads Student Questionnaire

Vernon College faculty, staff, and stakeholders have chosen reading as their next QEP topic. The QEP taskforce seeks input and discussion at the beginning of this planning process. Everyone agrees that reading is important. Additionally, we all agree that different types of reading and situations influence rates of student success. These questions should help start a specific conversation about the important role that reading plays in the courses you take.

1. Please indicate how often each of the following materials has been used in courses you have taken:
   a. Textbook(s) or Manual(s)
      i. Almost always ii. Often iii. Sometimes iv. Seldom v. Never
   b. Teacher-Created Documents (Prezi, PowerPoints, notes, study guides)
      i. Almost always ii. Often iii. Sometimes iv. Seldom v. Never
   c. Available Resources (Web pages, copies of articles)
      i. Almost always ii. Often iii. Sometimes iv. Seldom v. Never
   d. Off-Adoption Books, Magazines, or Journals
      i. Almost always ii. Often iii. Sometimes iv. Seldom v. Never

2. Thinking of courses you have taken, on average how often is reading assigned as part of homework/out-of-class work?

   _____ Reading is never assigned for homework

   _____ Less than once a week

   _____ 1 or 2 times a week

   _____ 3 or 4 times a week

   _____ Every day

3. On average, about how long do you spend on reading for your classes?

   _____ 16-30 minutes

   _____ 31-60 minutes

   _____ more than 60 minutes

4. For each of the tasks listed, identify the extent to which you agree or disagree that the task helps your level of achievement in a class.
   a. It helps me to answer reading comprehension questions in a workbook or on a worksheet about what I have read
      i. Strongly Agree ii. Agree iii. Undecided iv. Disagree v. Strongly Disagree
   b. It helps me to write something about or in response to what I have read

i. Strongly Agree ii. Agree iii. Undecided iv. Disagree v. Strongly Disagree

c. It helps me to answer oral questions about or orally summarize what I have read
   i. Strongly Agree ii. Agree iii. Undecided iv. Disagree v. Strongly Disagree
d. It helps me to talk with other students about what I have read
   i. Strongly Agree ii. Agree iii. Undecided iv. Disagree v. Strongly Disagree
e. It helps me to do a project using information I have read (e.g., a play or art project)
   i. Strongly Agree ii. Agree iii. Undecided iv. Disagree v. Strongly Disagree
f. It helps me to take a written quiz or test about what I have read
   i. Strongly Agree ii. Agree iii. Undecided iv. Disagree v. Strongly Disagree

5. How often are you asked to do the following things in your courses?
   a) Identify the main ideas of what you have read
      i. Almost always ii. Often iii. Sometimes iv. Seldom v. Never
   b) Explain or support your understanding of what they you read
      i. Almost always ii. Often iii. Sometimes iv. Seldom v. Never
   c) Compare what you have read with experiences you have had
      i. Almost always ii. Often iii. Sometimes iv. Seldom v. Never
   d) Compare what you have read with other things you have read
      i. Almost always ii. Often iii. Sometimes iv. Seldom v. Never
   e) Make predictions about what will happen next in the text you are reading
      i. Almost always ii. Often iii. Sometimes iv. Seldom v. Never
   f) Make generalizations and draw inferences based on what you have read
      i. Almost always ii. Often iii. Sometimes iv. Seldom v. Never
   g) Describe the style or structure of the text you have read
      i. Almost always ii. Often iii. Sometimes iv. Seldom v. Never

6. How often are you assigned the following as a means of assessing your knowledge in a course?
   a. Multiple-choice questions on material read
      i. Almost always ii. Often iii. Sometimes iv. Seldom v. Never
   b. Short-answer written questions on material read
      i. Almost always ii. Often iii. Sometimes iv. Seldom v. Never
   c. Paragraph-length written responses about what I have read
      i. Almost always ii. Often iii. Sometimes iv. Seldom v. Never

Appendix I: Faculty Interview Sample

@VCReads Faculty Questionnaire

Name of Discipline or Program:

_____

Vernon College faculty, staff, and stakeholders have chosen reading as their next QEP topic. The QEP taskforce seeks input and discussion at the beginning of this planning process. Everyone agrees that reading is important. Additionally, we all agree that different types of reading and situations influence rates of student success. These questions should help start a specific conversation about the important role that reading plays in the courses you teach.

7. What do students read for your class? (Indicate all that apply)
    a. Textbook(s) or Manual(s)

    b. Teacher-Created Documents (Prezi, PowerPoints, notes, study guides)

    c. Available Resources (Web pages, copies of articles)

    d. Off-Adoption Books, Magazines, or Journals

8. How often do you assign reading as part of homework (for any subject)?

    _____I do not assign reading for homework

    _____Less than once a week

    _____1 or 2 times a week

    _____3 or 4 times a week

    _____Every day

9. In general, how much time do you expect students to spend on homework involving reading (for any subject) each time you assign it?

    _____16-30 minutes

    _____31-60 minutes

    _____ more than 60 minutes

10. After students have read something, how often do you ask them to do the following?
    g. Answer reading comprehension questions in a workbook or on a worksheet about what they have read

    h. Write something about or in response to what they have read

    i. Answer oral questions about or orally summarize what they have read

    j. Talk with each other about what they have read

    k. Do a project about what they have read (e.g., a play or art project)

    l. Take a written quiz or test about what they have read

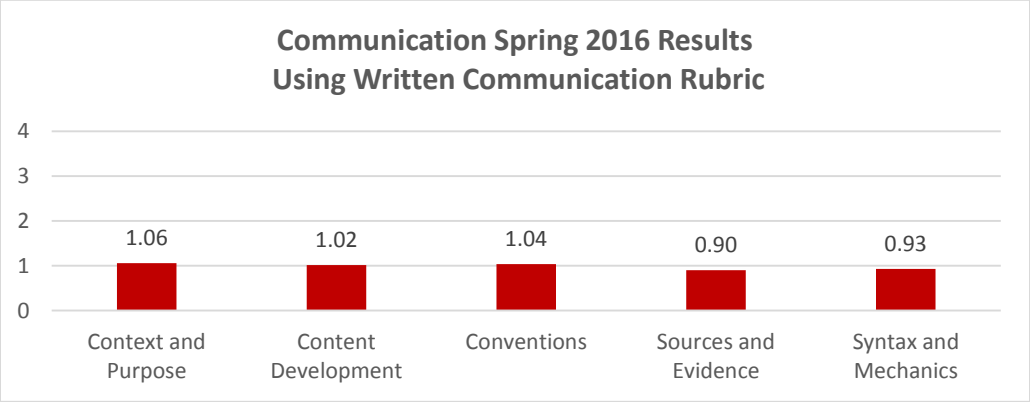
11. How often do you ask the students to do the following things to help develop reading comprehension skills or strategies?
    h) Identify the main ideas of what they have read
    i) Explain or support their understanding of what they have read
    j) Compare what they have read with experiences they have had
    k) Compare what they have read with other things they have read
    l) Make predictions about what will happen next in the text they are reading
    m) Make generalizations and draw inferences based on what they have read
    n) Describe the style or structure of the text they have read

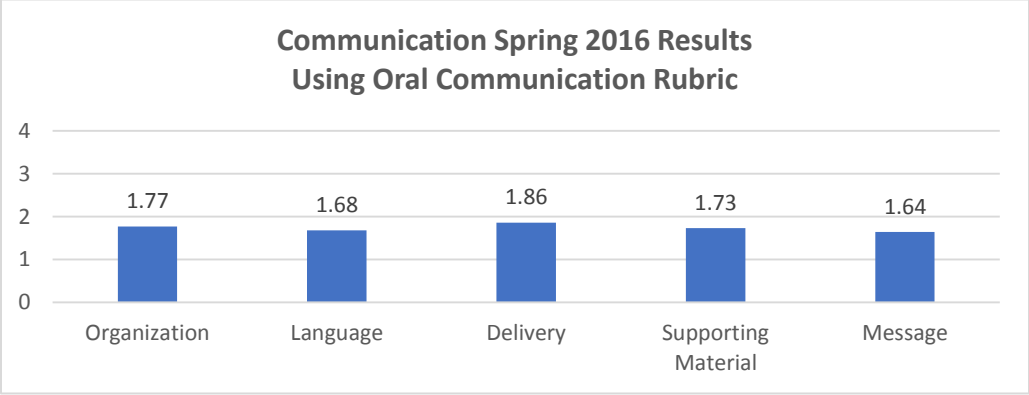
12. How often do you use each of the following to assess students' performance in reading?
    d. Multiple-choice questions on material read
    e. Short-answer written questions on material read

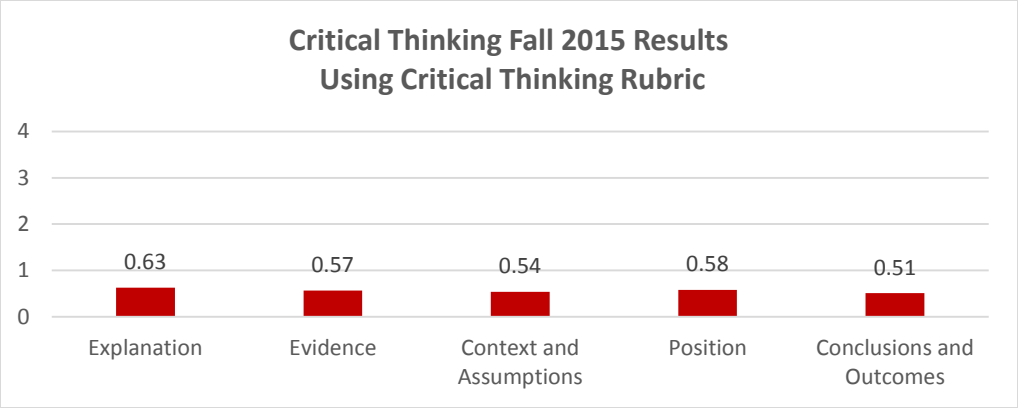
Appendix J: Data from General Education Assessment

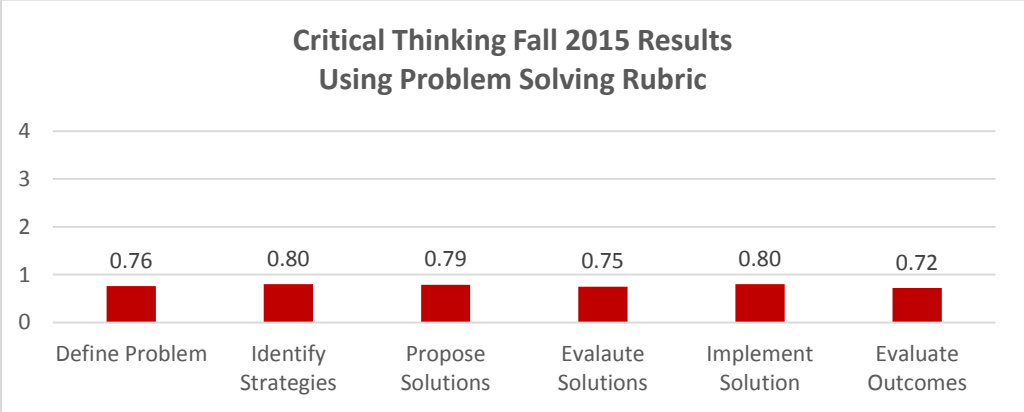
Summary of Assessment Methods

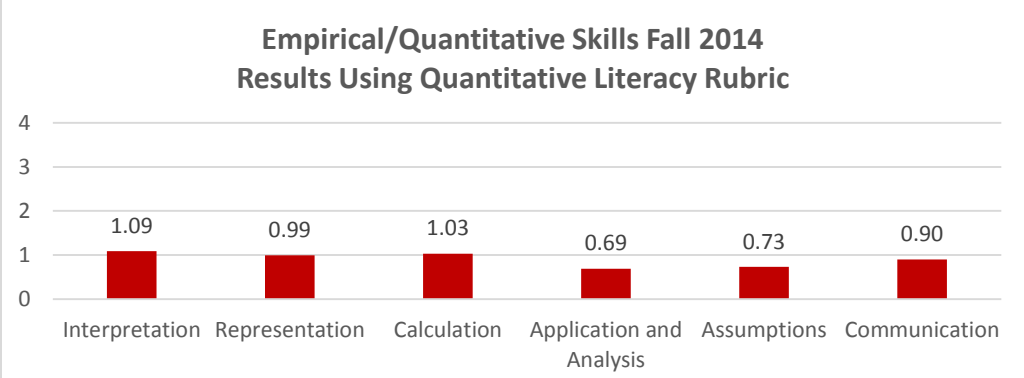
Assessment	Type	Frequency	Attainment Target
Signature Assignments	Direct	Semester (fall, spring, summer)	Score of 1.5 on the assigned AAC&U VALUE Rubrics
ESCR	Direct	Semester (fall, spring)	70% of students at or above 70% attainment
CCSSE	Indirect	Odd-numbered spring semesters	Scores within a 0.20 effect size of peer institutions
SIR II	Indirect	Semester (fall, spring)	Overall mean of 4.00 or higher

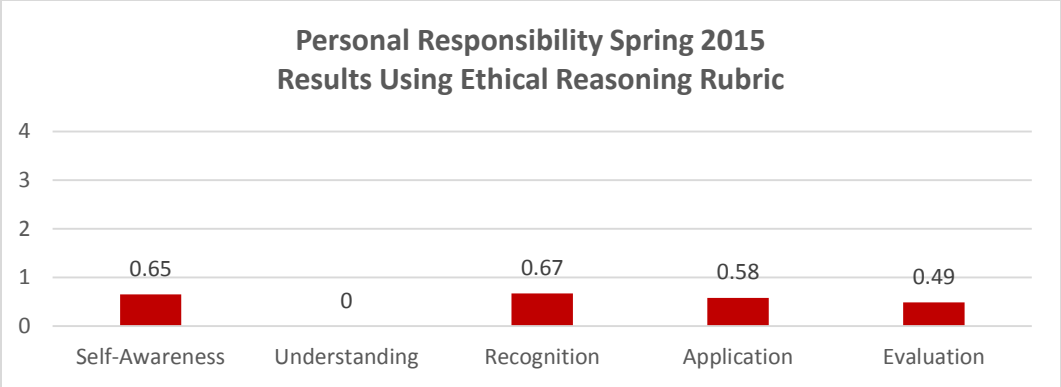


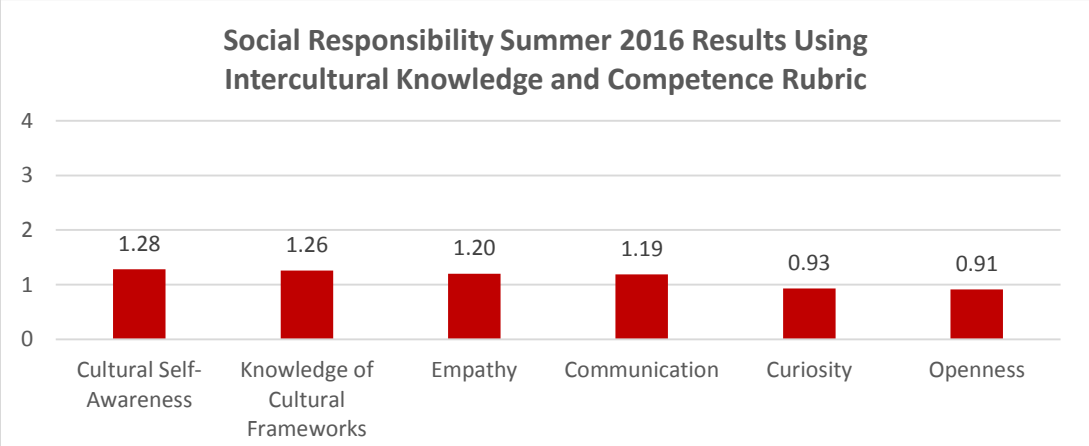


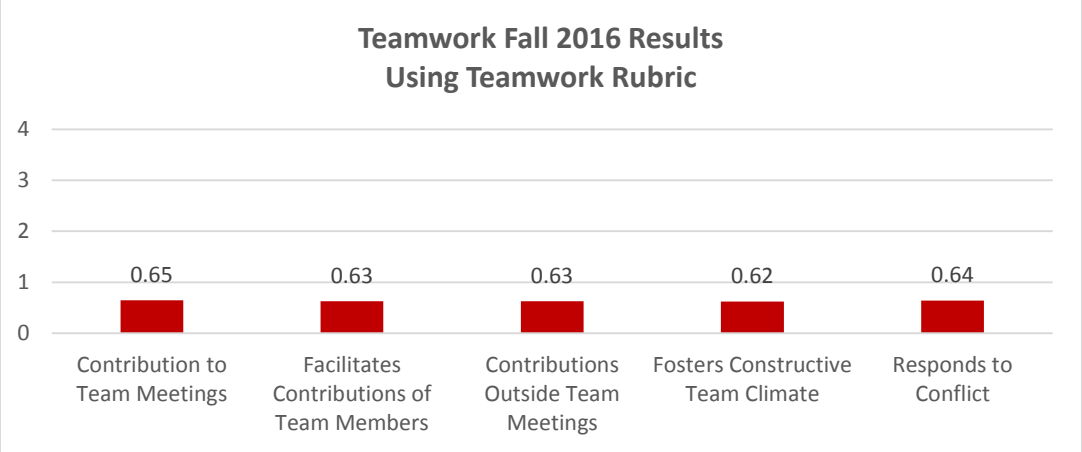

Critical Thinking Fall 2015 Results
Using Critical Thinking Rubric
4
3
2
1
0
0.63
0.57
0.54
0.58
0.51
Explanation
Evidence
Context and Assumptions
Position
Conclusions and Outcomes


Critical Thinking Fall 2015 Results
Using Problem Solving Rubric
4
3
2
1
0
0.76
0.80
0.79
0.75
0.80
0.72
Define Problem
Identify Strategies
Propose Solutions
Evalaute Solutions
Implement Solution
Evaluate Outcomes


Empirical/Quantitative Skills Fall 2014
Results Using Quantitative Literacy Rubric
4
3
2
1
0
1.09
0.99
1.03
0.69
0.73
0.90
Interpretation
Representation
Calculation
Application and Analysis
Assumptions
Communication


Personal Responsibility Spring 2015
Results Using Ethical Reasoning Rubric
4
3
2
1
0
0.65
0
0.67
0.58
0.49
Self-Awareness
Understanding
Recognition
Application
Evaluation


Social Responsibility Summer 2016 Results Using
Intercultural Knowledge and Competence Rubric
4
3
2
1
0
1.28
1.26
1.20
1.19
0.93
0.91
Cultural Self-Awareness
Knowledge of Cultural Frameworks
Empathy
Communication
Curiosity
Openness


Teamwork Fall 2016 Results
Using Teamwork Rubric
4
3
2
1
0
0.65
0.63
0.63
0.62
0.64
Contribution to Team Meetings
Facilitates Contributions of Team Members
Contributions Outside Team Meetings
Fosters Constructive Team Climate
Responds to Conflict

End of Semester Course Review Results

Core Objective	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16
Communication	83.6%	87.8%	85.7%	85.60%	83.9%
Critical Thinking	82.0%	88.0%	85.2%	86.90%	82.5%
Empirical/Quantitative	75.8%	83.7%	80.3%	81.50%	75.5%
Personal Responsibility	84.9%	91.3%	84.7%	84.30%	85.3%
Social Responsibility	81.9%	91.3%	94.2%	84.50%	86.0%
Teamwork	96.7%	94.7%	90.3%	84.60%	87.3%

SIR II and eSIR II Results

SIR II and eSIR II Supplemental Questions	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16
My experience at Vernon College has contributed to my general education by enhancing my knowledge, understanding, and/or competency in the area of: (5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree)					
Critical Thinking Skills - to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information	4.24	4.24	4.32	4.27	4.34
Communication Skills - to include effective written, oral, and visual communication	4.20	4.19	4.28	4.26	4.28
Empirical/Quantitative Skills - to include applications of scientific and mathematical concepts	4.10	4.06	4.20	4.17	4.20
Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	4.13	4.11	4.20	4.18	4.22
Social Responsibility - to include intercultural competence, civic knowledge, and the ability to engage in regional, national, and global communities	4.16	4.16	4.24	4.21	4.25
Personal Responsibility - to include the ability to connect choices, actions, and consequences to ethical decision making	4.27	4.22	4.32	4.27	4.35

CCSSE Question	Response	2011	2013	%↑ ('13 & '15)	2015	%↑ ('11 & '13)	%↑ ('011 - '15)
Worked on a paper or project that required integrating ideas or information from various sources.	Often/Very Often	44.2%	54.7%	16.3%	63.6%	23.8%	43.9%
Discussed ideas from your readings or classes with instructors outside of class.	Often/Very Often	6.7%	16.0%	-2.5%	15.6%	138.8%	132.8%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	Often/Very Often	45.9%	42.8%	26.9%	54.3%	-6.8%	18.3%
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	Quite a Bit/Very Much	66.0%	70.2%	1.9%	71.5%	6.4%	8.3%
Analyzing the basic elements of an idea, experience, or theory	Quite a Bit/Very Much	63.8%	68.5%	2.9%	70.5%	7.4%	10.5%
Synthesizing and organizing ideas, information, or experiences in new ways	Quite a Bit/Very Much	56.5%	59.5%	7.7%	64.1%	5.3%	13.5%
Making judgments about the value or soundness of information, arguments, or methods	Quite a Bit/Very Much	50.2%	51.3%	20.9%	62.0%	2.2%	23.5%
Applying theories or concepts to practical problems or in new situations	Quite a Bit/Very Much	52.3%	56.4%	6.6%	60.1%	7.8%	14.9%
Using information you have read or heard to perform a new skill	Quite a Bit/Very Much	62.0%	60.2%	12.1%	67.5%	-2.9%	8.9%
Number of assigned textbooks, manuals, books, or book-length packs of course readings	11-20/More Than 20	18.3%	23.9%	1.7%	24.3%	30.6%	32.8%
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	11-20/More Than 20	12.0%	8.6%	11.7%	9.0%	-28.3%	-25.0%
Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	21-30 Hours/More Than 30 Hours	7.4%	7.4%	58.1%	11.7%	0.0%	58.1%

Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	21-30 Hours/More Than 30 Hours	60.0%	2.3%	-47.8%	1.2%	283.3%	100.0%

SENSE Question	**Response**	**2011**	**2013**	**%↑** ('13 & '15)	**2015**	**%↑** ('11 & '13)	**%↑** ('011 - '15)
Come to class without completing readings or assignments	Two or Three Times/Four or More Times	9.3%	11.3%	-35.4%	7.3%	21.5%	-21.5%
Discuss ideas from your readings or classes with instructors outside of class	Two or Three Times/Four or More Times	79.7%	8.9%	48.3%	13.2%	-88.8%	83.4%
Discuss ideas from your readings or classes with others outside of class (students, family, co-workers, etc.)	Two or Three Times/Four or More Times	37.1%	42.7%	-10.5%	38.2%	15.1%	3.0%
I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)	Agree/Strongly Agree	73.1%	68.7%	10.8%	76.1%	-6.0%	105.1%
I learned to understand my academic strengths and weaknesses	Agree/Strongly Agree	66.7%	68.5%	5.7%	72.4%	2.7%	8.5%

Appendix K: QEP Director Job Description

Director of Quality Enhancement: Duties and Responsibilities:

The Director of Quality Enhancement reports to the Vice-president of Instructional Services and functions as a faculty member and staff administrator. The role of this position is to provide leadership and organization for the implementation of all current and future SACSCOC Quality Enhancement Plans (QEP), institutional quality enhancement initiatives, and to ensure completion of all relative and required reports to the institution and outside agencies. The Director of Quality Enhancement will chair the QEP related committees (e.g. planning, development, implementation) and the Professional Development Committee. This position will also serve as a member of the College Effectiveness, Student Success Data and Technology Committees. The Director of Quality Enhancement will work closely with the Director of Institutional Effectiveness/SACSCOC Liaison, Coordinator for the Assessment of Student Learning, faculty and staff relative to the administration and analysis of various measures administered for the purposes of assessing the QEP and Professional Development.

This is a security-sensitive position and is subject to a criminal history record. (Texas Government Code 411.094 & Texas Education Code 51.215)

Specific duties include:

1. In collaboration with institutional representatives, manage and direct the selection, planning, development, and implementation of the SACSCOC Quality Enhancement Plan.
    - Chair the QEP related committees (e.g. planning, development, implementation)
    - Develop and maintain appropriate timelines
    - Provide support, including professional development, to faculty and staff with respect to implementation of the selected QEP topic
    - Ensure completion of each QEP objective
    - Oversee process of all QEP related initiatives
    - Prepare college-wide communications related to the QEP
    - Serve as a liaison to all QEP interconnected committees
    - Conduct assessment research (e.g., CCSSE, SENSE) as needed for benchmarking and comparability purposes and analyze data/information for QEP objectives (e.g. Core Objective Assessments, KPIAs); prepare and present results and findings for dissemination
    - Prepare for submission all required QEP reports to the institution and outside agencies such as SACSCOC
2. Professional Development
    - Chair the Professional Development Committee
    - Conduct needs assessment, develop/coordinate institution-wide professional development, and publish monthly professional development calendar
    - Maintain the Quality Enhancement Resource Inventory (QERI) and coordinate professional development/training by established QERI mentors
    - Conduct analysis of QERI inventory and professional development activities; present results and findings to the Professional Development and Technology Committee
3. Perform other duties as assigned by the Vice-president of Instructional Services and/or President.

Revised: 3/10, 03/14, 11/14, 2/17

Appendix L: Coordinator of Instructional Assessment Job Description

Coordinator of Instructional Assessment: Duties and Responsibilities:

The Coordinator of Instructional Assessment reports to the Vice-president of Instructional Services and functions as a faculty member and staff administrator. The role of this position is to provide leadership and organization for the implementation of all current and future general education competencies assessment and to ensure completion of all relative and required reports to the institution and outside agencies. This position will serve as a member of the College Effectiveness, Student Success Data and Academic Council Committees. The Coordinator of Instructional Assessment will work closely with the Vice-president of Instructional Services, Division Chairs, and general education faculty to organize, analyze, and disseminate assessment measures for the purpose of assessing the institution's general education competencies.

This is a security-sensitive position and is subject to a criminal history record. (Texas Government Code 411.094 & Texas Education Code 51.215)

Specific duties include:

1. Core Curriculum Assessment

   In collaboration with institutional representatives, manage and direct the selection, planning, development, analysis and implementation of the core curriculum assessment process.

   - Develop and maintain the core objective assessment rotation
   - Provide support to division chairs and core curriculum faculty with respectto assignments and rubric selection for core objective assessment.
   - Provide professional development training for faculty assessment teams.
   - Prepare for submission all required reports to the institution andoutside agencies related to core curriculum assessment.

2. End of Semester Course Reviews (ESCR)

   In collaboration with institutional representatives, manage, administer, and analyze the ESCR assessment instrument.

   - Develop and maintain the ESCR instrument.
   - Analyze and aggregate data submitted on the ESCR instrument.
   - Prepare for submission all required reports to the institution and outside agencies related to the ESCR and general education competencies assessment.

   Created 11/2017

Appendix M: Director of Distance Education and Learning Technologies

Director of Distance Education and Learning Technologies (DELT): Duties and Responsibilities:

The Director of DELT is responsible to the Vice-president of Instructional Services and works with the faculty, division chairs, program directors and coordinators, and the Director of Quality Enhancement to provide training, consultation, and support services to faculty and student support personnel in the areas of instructional design, teaching and learning strategies, distance education and learning technologies. **This is a security-sensitive position and is subject to a criminal history record. (Texas Government Code 411.094 & Texas Education Code 51.215)**

Specific duties include:

1. Promote development and implementation of policies, procedures, and standards of effective delivery of distance education.
2. Provides consultation for design, development, implementation and evaluation of distance education projects, programs and initiatives.
3. Collaborates with faculty to identify and provide quality distance education courses.
4. Coordinates physical resources for distance education and learning technologies. Identifies emerging trends, conducts needs analysis that offer opportunities for new products and services.
5. Responsible for providing professional development opportunities related to quality and continuous improvement of distance education.
6. Designs, develops and delivers training to faculty and staff in the use of learning technologies and educational best practices, instructional resources, instructional multimedia hardware/software to support teaching and learning through classes, workshops, and one-on-one training as appropriate.
7. Assist faculty in ensuring courses offered through distance education meet the overall educational standards of the institution.
8. Provide oversight for the institution's Learning Management System (Canvas by Instructure) including the enrollment management, coordination of contracts, and communications with the LMS provider.
9. Provide accurate and appropriate information for internal and external reports; and oversees the maintenance of distance education contracts, records and files.
10. Serve as a resource for SACSCOC Reaffirmation of Accreditation (10 year and 5 year reports) for core requirements, comprehensive standards, and federal requirements related to distance education.
11. Ensures compliance with college, state, and federal codes, guidelines, and policies, including accreditation standards, copyright laws, licensing regulations, and Section 508 compliance in distance education.
12. Coordinates with Vice-president of Instructional Services and/or the President in budget development and oversight of the distance education program.
13. Serve as Chair of the Distance Education standing committee.
14. Assume special responsibilities and/or serve on committees as assigned by the Vice-president of Instructional Services and/or the President.

7/18