

BEVILL STATE COMMUNITY COLLEGE

Quality Enhancement Plan
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TIPS TRANSFORMING INSTRUCTIONAL PROGRAMS FOR SUCCESS

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I. Executive Summary

Bevill State's Quality Enhancement Plan (QEP), *Transforming Instructional Programs for Success*, focuses on student success by improving instructional practices used in the institution's orientation course and the top ten enrollment courses at the College. Instructional improvement will occur through (1) a redesign and standardization of new student orientation (ORI 107) and through (2) common course objectives and (3) brief instructor-led videos in the top ten enrollment courses, which include ENG 101, PSY 200, BIO 103, MTH 100, CIS 146, MTH 098, SPH 106, ENG 102, MUS 101, and PSY 210.

By standardizing the freshman level ORI 107 course that will emphasize study strategies, students will be able to apply relevant study strategies (test-taking skills, note-taking, time management, etc.) that can be replicated in courses taken throughout their intended program of study. Well-defined, common course objectives will assist students with attaining specific behaviors, skills, or actions that will be acquired in the course. Readily available instructor-led videos provide students a 24/7 resource and contribute to student success by allowing learners to review content in a self-paced environment and allowing faculty to utilize class time for additional explanation, problem solving, and application activities. Ultimately, these interventions will improve results in course performance, retention, self-assessment of learning, and student satisfaction with regard to improved instructional practices.

As a result of these transformations, the College is expecting to:

- Increase successful course completion rates in the redesigned courses as measured by course grades. Success in coursework will be defined as course grades of A, B, or C.

- Increase the fall-to-fall retention rates college-wide. Annual Integrated Postsecondary Education Data System (IPEDS) retention data for both first-time, full-time and first-time, part-time students will be used to establish the baseline and level of success.
- Observe more positive student self-assessments of learning using the statistically valid and reliable Learning and Study Strategies Inventory (LASSI).
- Observe increased student satisfaction with the new instructional strategies. This will be assessed using the College's already established Student Evaluation of Instruction survey by adding specific questions related to the redesign.

The College identified student success as the primary QEP topic through its planning process and its increased focus on retention and completion as reflected in the 2017-2020 Strategic Plan. Goal #1, Develop One-stop Centers on all BSCC Campuses, includes an intent to reinvent the student experience to drive enrollment, retention, and completion. Goal #3, Strategic Enrollment Management, includes leveraging technology and focused professional development for faculty and staff in an effort to increase student retention and success. In addition, a team of full-time faculty from across disciplines and campuses participated in an Instructional Leadership Academy, an Alabama Community College System led initiative that promoted the adoption of instructional practices that have proven immediate impacts on student success.

Through multiple meetings, discussions, and surveys, the College garnered broad-based input from faculty, staff, students, and community representatives regarding strategies to improve student learning and success. From these activities and the College's strategic planning process, which emphasizes improving student success, the three primary instructional strategies included in the QEP emerged.

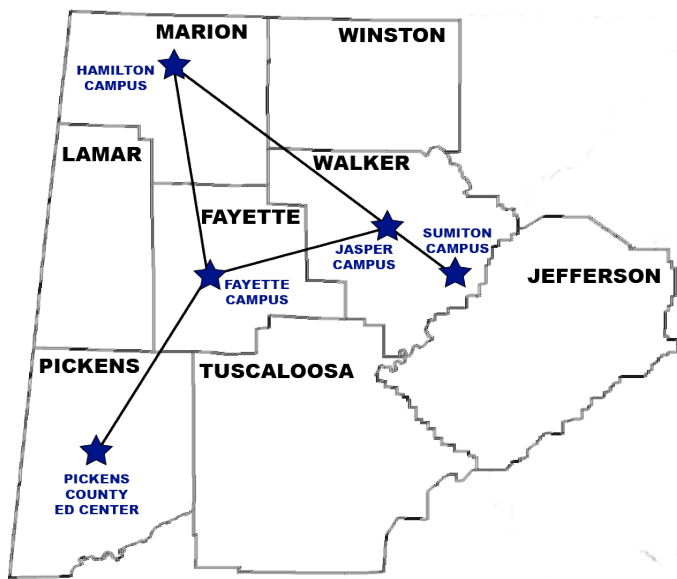
Various assessment measures will be used to determine the effectiveness of the QEP. As formative and summative data is collected, the College will use its already established process for institutional effectiveness to demonstrate continuous improvement. The Office of Institutional Effectiveness and Research will share data with the QEP Assessment Sub-Committee, who will analyze the information presented in order to recommend changes to the QEP Implementation Sub-Committee. This group will determine what changes need to be made in the instructional redesign, will inform faculty, and assist with professional development to implement such changes.

The College will begin work on the ORI 107 course redesign during the fall 2019 semester and will implement the full redesign of the course in the spring 2020 semester after feedback is obtained from the SACSCOC On-Site Reaffirmation Committee. The last two instructional strategies will be implemented incrementally using the top ten enrollment courses beginning in the fall 2020 semester. The plan will be expanded to Career Technical and Health Science disciplines during the 2023-2024 academic year.

II. Bevill State Community College: An Overview

Bevill State Community College was created in 1992 by the consolidation of two premier two-year colleges that were a part of the state’s original legislation for two-year higher education: Walker State Technical College, formerly a vocational/technical institution that opened in 1966, and Brewer State Junior College, a two-year academic transfer institution created in 1969. The Hamilton campus of Northwest Alabama Community College, primarily a vocational/technical campus created in 1966, merged with Bevill State Community College in 1993 as one of its campuses. Walker College, established in 1938 as a private academic transfer college, completed the Bevill State four-campus college in 1998.

Figure 1: Bevill State Community College Service Area Map



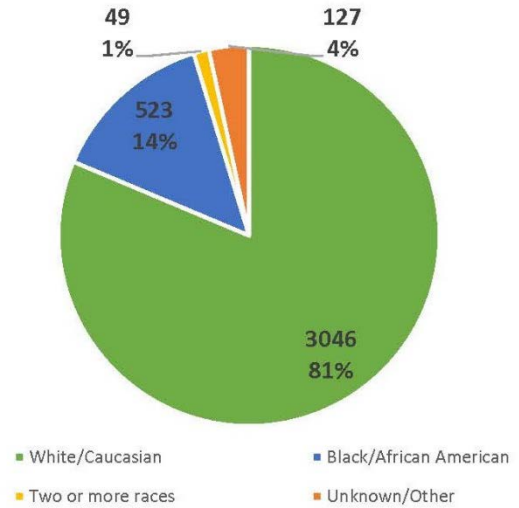
The mission of the College states that “Bevill State Community College is an accredited, learning-centered institution dedicated to student success by providing quality educational and training opportunities that enrich lives intellectually, economically, and culturally.” Bevill State’s four campuses, along with the Pickens County Educational Center (Figure 1),

offer academic transfer, career technical, and health science educational opportunities to people in the College’s seven county service area that includes Fayette, Lamar, Marion, Pickens, Walker, Winston, and western Jefferson Counties. The College also has established relationships

with local K-12 school systems and business/industries partners to offer dual enrollment opportunities to eligible students and workforce training to employers. In all, Bevill State’s service area spans over 4,600 square miles from the Mississippi state line to the western edge of the Birmingham city limits.

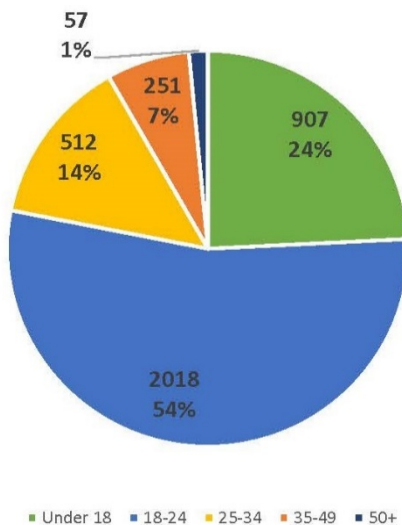
Bevill State maintains an open admission policy, therefore, the student body at Bevill State is comprised of students from diverse backgrounds. Of the 3,745 students enrolled at Bevill State in the fall semester of 2018, 32% of the student population were first-generation college students and 19% were minorities (Figure 2). Although 44% of enrolled students received Title IV aid during the term, 67% of

Figure 2: Fall 2018 Enrollment by Ethnicity



students received some form of financial aid to assist with expenses. Over half of Bevill State students (61%) attended part-time and 39% enrolled in 12 or more credit hours during the term. Approximately 60% were female/40% were male and 78% of students were considered

Figure 3: Fall 2018 Enrollment by Age



traditional college students age 24 or younger (Figure 3).

The College employed 115 full-time faculty during the fall 2018 term with 35% holding a doctorate degree. As reported in the 2018-2019 IPEDS report, the institution maintained a student to faculty ratio of 16:1.

III. Identifying the Focus of the QEP

In April 2017, Bevill State President, Dr. Kim Ennis, sent an e-mail (Appendix A) to all employees informing them that the College was beginning preparations for the upcoming SACSCOC Reaffirmation in 2020, and that it was time to begin developing a new Quality Enhancement Plan (QEP) designed to improve student learning and/or student success. In that e-mail, Dr. Ennis cited what at the time was SACSCOC Core Requirement 2.12 which stated “an acceptable QEP...identifies key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning.” In addition, Dr. Ennis provided a link to a survey requesting that all employees provide input regarding what they believe is the greatest barrier to learning and student success at Bevill State and asking them to identify, in their opinion, a specific area in which the College could enhance learning and student success.

Results from this survey identified a broad spectrum of barriers and areas of improvement such as: Mandatory Attendance Policy, Spaces for Active Learning, Student Advising, Student Engagement Activities, Developmental Education, Creation of One-Stop Centers, Financial Literacy, Student Motivation/Preparedness, College Level Writing, Critical Thinking, Technology-based Courses, Spaces for Students to Study, Reading Comprehension, Open Educational Resources, Tutoring, and Student Financial Needs.

On May 10, 2017, the College hosted the annual spring Faculty Professional Development day (Appendix B) during which ideas that were received via the April survey were shared with faculty. Administration and faculty discussed the purpose of the QEP and then faculty were asked to rank order the ideas from the April survey based on their experience with

students in their class. Faculty could also add additional items that were not listed. Following this, the barriers and areas for improvement were narrowed down to the following: Critical Thinking Skills, Reading Comprehension Skills, Information/Media Literacy, Study Skills, Implementation of Learning Communities, and Technology Literacy. In June of 2017, a second online survey (Appendix C) was sent to faculty and the top three barriers to learning and success were identified: Critical Thinking Skills, Reading Comprehension Ability, and Study Skills.

In October 2017, a QEP Steering Committee was appointed (Appendix D) and held its initial meeting to begin work on narrowing the focus of the QEP topic. The members of the QEP Steering Committee along with their role at the College are listed in Table 1 below.

Table 1: QEP Steering Committee Members	
Dr. Russell Howton, Chair	Director of Institutional Effectiveness and Research
Dr. Leslie Hartley, Ex-Officio	Dean of Instruction
Josh Bankston	Faculty, Emergency Medical Services
Mary Beth Barber	Faculty, English
Dr. Reitha Cabaniss	Faculty, Nursing
Zonja Coleman	Faculty, Mathematics
Nancy Earnest	Faculty, Biology
Hollie Elmore	Faculty, Nursing
Robyn Houston	Faculty, Salon and Spa Management
Dr. Melissa Mays	Faculty, Nursing
Dr. Wade Nixon	Faculty, Business/Psychology
Dr. Janina Nobles	Faculty, Child Development
Dr. Kristie Ramsey	Faculty, Computer Science
Dr. Steve Rizzo	Faculty, English/Music
Toby Taylor	Faculty, Electrical Systems Technology
Sherry Terry	Director, Student Services
David Wages	Faculty, Mathematics
Max Weaver	Dean of Student Success
Dr. Wendy Wood	Faculty, Business

Three Sub-Committees were formed from this committee and tasked to brainstorm, research, and review College data from the three themes being considered. The Sub-Committees provided an overview and report of their research to the Steering Committee on March 16, 2016. They also suggested specific QEP themes that could be derived from their findings. The Sub-Committees were as follows:

<u>Critical Thinking</u>	<u>Reading Comprehension</u>	<u>Study Skills</u>
<i>Nancy Earnest</i>	<i>Mary Beth Barber</i>	<i>Zonja Coleman</i>
<i>Robyn Houston</i>	<i>Dr. Reitha Cabaniss</i>	<i>Hollie Elmore</i>
<i>Dr. Melissa Mays</i>	<i>Dr. Kristie Ramsey</i>	<i>Dr. Wade Nixon</i>
<i>Toby Taylor</i>	<i>Dr. Steve Rizzo</i>	<i>Dr. Janina Nobles</i>
<i>David Wages</i>	<i>Dr. Wendy Wood</i>	<i>Sherry Terry</i>

After an in-depth analysis of research, review, and possible topic ideas, the Steering Committee came to consensus to focus the College’s QEP on developing and supporting student study skills. Students enrolled in ORI 107 students during the fall 2018 term were asked to participate in an online survey addressing academic preparedness and study habits. The College received a total of 790 student responses (85% response rate) that provided valuable information to assist the Steering Committee with narrowing the focus of the QEP topic. In addition, feedback was obtained from community members via a survey that was available through the College’s Facebook and Twitter accounts (Appendix E).

IV. Refining and Developing the QEP Topic

In September of 2018, a QEP Development Committee was formed, which expanded the Steering Committee and included representation of other areas within the College. The QEP Development Committee members along with their role at the College are listed in Table 2 below.

Table 2: QEP Development Committee Members	
Max Weaver, Director	Dean of Student Success
Mary Beth Barber	Faculty, English
Dr. Reitha Cabaniss	Faculty, Nursing
Zonja Coleman	Faculty, Mathematics
Tana Collins	Director, Public Relations
Dr. Laura Crosby	Faculty, Mathematics
Tina Dorius	Director, Student Support Services
Nancy Earnest	Faculty, Biology
Hollie Elmore	Faculty, Nursing
Robyn Houston	Faculty, Salon and Spa Management
Dr. Melissa Mays	Faculty, Nursing
Linda McCarley	Faculty, Business
Dr. Wade Nixon	Faculty, Business/Psychology
Dr. Janina Nobles	Faculty, Child Development
Dr. Kristie Ramsey	Faculty, Computer Sciences
Dr. Todd Ramsey	Faculty, English
Dr. Steven Rizzo	Faculty, English/Music
Tammy Sanders	Librarian
Lisa Stephens	Data Analyst
Toby Taylor	Faculty, Electrical Systems Technology
Sherry Terry	Director, Student Services
David Wages	Faculty, Mathematics
Dr. Wendy Wood	Faculty, Business

The purpose of this committee was to further refine the concepts identified from the previous exploration activities, examine institutional data, and review related literature and best practices needed to address improving and supporting student study skills. Mr. Max Weaver, Dean of Student Success, was appointed as Director of the QEP Development Committee (Appendix F) and Sub-Committees were formed to write, implement, market, and assess the QEP. Student focus groups were also conducted and used by the committee to further narrow the theme of enhancing study skills. Table 3 identifies the makeup of each Sub-Committee.

Table 3: QEP Development Sub-Committees	
Writing Sub-Committee	
Dr. Janina Nobles, Co-Chair	Faculty, Child Development
Dr. Wendy Wood, Co-Chair	Faculty, Business/Economics
Dr. Melissa Mays	Faculty, Nursing
Dr. Todd Ramsey	Faculty, English
Toby Taylor	Faculty, Electrical Systems Technology
Marketing Sub-Committee	
Tana Collins, Chair	Director, Public Relations
Dr. Reitha Cabaniss	Faculty, Nursing
Zonja Coleman	Faculty, Mathematics
Tina Dorius	Director, Student Support Services
Nancy Earnest	Faculty, Biology
Dr. Kristie Ramsey	Faculty, Computer Science
Tammy Sanders	Librarian
Implementation Sub-Committee	
Dr. Wade Nixon, Co-Chair	Faculty, Psychology/Business
Linda McCarley, Co-Chair	Faculty, Business/Accounting
Mary Beth Barber	Faculty, English
Hollie Elmore	Faculty, Nursing
Robyn Houston	Faculty, Salon and Spa Management
Sherry Terry	Director, Student Services
Assessment Sub-Committee	
David Wages, Chair	Faculty, Mathematics
Dr. Laura Crosby	Faculty, Mathematics
Dr. Beth Gibbs	Faculty, Computer Science
Dr. Steven Rizzo	Faculty, English/Music
Lisa Stephens	Data Analyst

At the same time as the QEP themes developed, a group of faculty who serve as Instructional Discipline Committee Chairs were participating in a state-wide Instructional Leadership Academy that was promoted and led by the Alabama Community College System. This leadership training spanned several months for faculty and focused on instructional practices that have proven impacts on student learning and success such as common unit objectives, instructor-led videos, frequent low stakes assessments, incremental goal setting, and encouraging support for learners. The membership of the 2018-2019 Instructional Leadership Academy is provided in Table 4.

Table 4: Instructional Leadership Academy Members	
Dr. Wendy Wood	Chair of College-wide Curriculum Committee; Instructional Discipline Chair for Business
Chad Bryant	Instructional Discipline Chair for Transportation
Kelly Cannon	Instructional Chair for Developmental Education Sub-Committee
Nancy Earnest	Instructional Discipline Chair for Natural Sciences
Dr. Kim Eddy	Instructional Discipline Chair for Health Sciences
Dr. Beth Gibbs	Instructional Discipline Chair for Computer Science
Allison Hadder	Instructional Discipline Chair for Mathematics, Physics, and Engineering
Robyn Houston	Instructional Discipline Chair for Professional Services
Kenny Phillips	Instructional Discipline Chair for Manufacturing
Dr. Stephen Rizzo	Instructional Discipline Chair for Humanities and Speech
Dr. David Schroeder	Instructional Discipline Chair for History
Dr. Charlotte Speer	Instructional Discipline Chair for English
Linsy Stephenson	Instructional Discipline Chair for Social and Behavioral Sciences

Many members of the Instructional Leadership Academy were also participants in the QEP Development Sub-Committee. As the ideas of the QEP Development Sub-Committee were established and strategies of the Instructional Leadership Academy were embraced, an innovative approach to developing and supporting student study skills emerged.

One of the Instructional Leadership Academy strategies focused on helping students learn by providing well-defined, common course objectives for each unit of the course. As a result, the student is informed in advance of course objectives and as they move through the class, they can anticipate what information to study. These unit objectives should be standard across the College's offerings of the course, therefore, an instructional redesign of courses was required. As a way to manage the course redesign process, the QEP Development Sub-Committee decided that the top ten enrollment courses at the College would follow ORI 107 in the implementation of standardizing unit objectives. The top ten enrollment courses were identified and provided to the QEP Development Sub-Committee by the Office of Institutional Effectiveness and Research.

The second Instructional Leadership Academy strategy to improve student success outside of class is the inclusion of instructor-led videos. These short clips recorded by the course instructor allow the student to review material at their own pace and allow the instructor to use valuable class time for expanded examples and focus on specific materials that students may find challenging.

History and Development of the College's Orientation Course

Prior to 2013, the College used the standard one day-long orientation to meet requirements for the ORI 101 course credit, a credit-bearing requirement in all certificate and degrees offered at Bevill State. In 2013, the College administration took on the task of

standardizing the course, making it a semester long success class, and renaming the class to ORI 107, Student Survival Skills. The class includes many more topics related to student time management, note-taking, technology resources, reading skills, test taking skills, etc. than the prior orientation to college course which primarily focused on College policies and procedures. The ORI 107, Student Survival Skills, course is now offered using multiple faculty and qualified staff as instructors across the College's campuses.

While the Sub-Committees investigated best practices, the Director of the QEP and the Director of Institutional Effectiveness and Research conducted student focus groups across the College to gather information on individual study habits, academic preparedness, use of available academic resources, and the student experience in the current ORI 107, Student Survival Skills, course (Appendix G). The student focus groups conducted in 2018-2019 described many different experiences in the ORI 107 course which seemed to be related to instructor preferences such as the varied topics that were covered, the time spent on topics, and the grading scales used to assess students. Therefore, the QEP Development Committee determined that the plans for redesigning and standardizing ORI 107 were certainly needed and concluded that the direction of the QEP was valid.

Several joint Sub-Committee meetings were held in early 2019. Specifically, the Implementation Sub-Committee and the Assessment Sub-Committee met jointly to work out accomplishing the QEP plan and assessing the success of the plan. The Marketing Sub-Committee worked to take the ideas of the group and put them into a comprehensive plan to roll out the QEP to the College community. The title of the QEP became *TIPS: Transforming Instructional Programs for Success*. This title was approved by the full QEP Development Committee and the Bevill State President's Cabinet. Marketing began in August of 2019 as the

College faculty, staff, and students began to prepare for the fall semester (Appendix H). A

timeline of events that have occurred in the QEP development process is provided in Appendix I.

V. Student Success and QEP Outcomes

Once the QEP Development Committee determined the topic, many discussions followed that were intended to identify the outcomes resulting from the implementation of the QEP. The committee broadly identified four goals related to student success and gradually, objectives were added to indicate successful attainment of these goals. In order to accomplish these goals, new instructional strategies needed to be adopted to help students develop and maintain successful study skills across disciplines. The first approach will redesign the College's ORI 107, Student Survival Skills, course to create a standardized delivery and common unit objectives. The second approach to improving study skills is providing common, well-defined unit objectives in the top ten enrollment courses at the College. Finally, the third approach is to provide instructor-led videos to supplement lectures and clarify unit objectives thus allowing students to have access to study materials 24/7. The instructor-led videos will also be implemented in the top ten enrollment courses. These top ten courses are: ENG 101, PSY 200, BIO 103, MTH 100, CIS 146, MTH 098, SPH 106, ENG 102, MUS 101, and PSY 210.

With the overarching goal of improving student success, the QEP Assessment Sub-Committee and College administration identified the following goals and objectives.

Goal #1: The College will see an increase in successful course completion rates in the redesigned courses.

Objective 1.1: Course completion rates will increase one year after the implementation of the redesign.

Objective 1.2: Course withdrawal rates will decrease one year after the implementation of the redesign.

Goal #2: The College will increase the fall-to-fall retention rates of first-time, full-time and first-time, part-time students.

Objective 2.1: The College fall-to-fall retention rate of first-time, full-time students will increase each year with an anticipated overall increase by the end of the QEP reporting timeline.

Objective 2.2: The College fall-to-fall retention rate of first-time, part-time students will increase each year with an anticipated overall increase by the end of the QEP reporting timeline.

Goal #3: Students will assess themselves more positively as learners.

Objective 3.1: Students' positive self-assessment of learning and study skills on the LASSI will increase from pre-test to post-test in their ORI 107 course.

Objective 3.2: Students' positive self-assessment of learning and study skills on the LASSI will increase from the time of post-test in their ORI 107 course to a second post-test administration two semesters after completing ORI 107.

Goal #4: Students will express satisfaction with the new instructional redesigned strategies.

Objective 4.1: Students will agree or strongly agree that the unit objectives provided a better understanding of what they are supposed to learn/study in the course.

Objective 4.2: Students will agree or strongly agree that the instructor-made videos provided additional resources to study and understand the course unit objectives.

Definition of Terms Related to QEP Goals

Lecture videos are recorded files that present lecture materials and narrative instructions from a course's instructor. They are used as additions to the classroom lectures and are not recordings of the classroom lecture (Brecht & Ogilby, 2008)

Persistence/Retention is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For Bevill State this is the percentage of first-time, full-time and first-time, part-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

Student perceptions are the attitudes, views, beliefs and opinions of the student (Bruno, 2002).

Student success is defined by Webster's dictionary as a "favorable or desired outcome." Thus, student success may be defined as a favorable or desirable student outcome. In this QEP, student success will be measured by persistence/retention and the improvement of student perceptions and satisfaction.

Study skills "include the competencies associated with acquiring, recording, organizing, synthesizing, remembering, and using information" (Hoover & Patton, 1995); and "encompasses a range of coordinated cognitive skills and processes that enhance the effectiveness and efficiency of students' learning" (Devine, 1987).

Study strategies are often used interchangeable with study skills.

Unit objectives are brief statements that describe what students will be expected to learn by the end of each unit. In many cases, unit objectives are the interim academic goals that teachers establish for students who are working toward meeting more comprehensive standards (Partnership G.S., 2014).

- An objective is developed from goals and is a precisely defined statement of a behavior that is observable and measurable upon completion of the instruction (Veronin & Patry, 2002)
- Unit objectives must be measurable, student centered, and aligned with planned instructional materials and strategies (Acevedo, 2014).

VI. Review of Literature and Best Practices

Research of scholarly literature was performed by members of the QEP Development Sub-Committee in order to identify key concepts, research-based best practices, and methods of integrating each component of the College's QEP into the overall curriculum at Bevill State. Literature and best practices for each instructional strategy addressed in the QEP are provided below.

Redesign of ORI 107, Student Survival Skills, to Include an Emphasis on Study Strategies:

As students enroll for the first time in higher education, many lack the preparation and skills needed to handle the academic work required of today's student resulting in student drop out (Renzulli, 2015). Sekar and Rajendran (2015) believe skills such as how to study, motivation, time management, exam preparation, and the ability to cope with stress impact student success. Through their work with students each day, more and more faculty perceive that students fail because of their lack of academic preparedness, as well as the students poor study skills, note-taking skills, and reading/critical thinking skills. Although there has been a nation-wide emphasis on college readiness, standardized test data shows many students still enter college unprepared (Howard, Moret, Faulconer, Cannon, & Tomlin, 2018). Simmons (2006) states that "often students graduate high school without having to vigorously study and apply themselves in order to pass. As a result, many students enter post-secondary education with a severe lack of knowledge and ability to study and learn effectively."

In an effort to address these deficiencies, colleges and universities across the country have begun implementing a one to three credit hour extended freshman orientation, first-year experience, or student success course to equip students with the tools needed to be successful.

Since its inception in 1988, The National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina has conducted research on student learning, development, and success along with associated high-impact practices, including first-year seminar in American higher education. According to national survey results produced by the organization in 2017, approximately 74% of colleges and universities offer a form of first-year experience/seminar course with over half of the course content related to academic success strategies (Skipper, 2017).

Multiple studies have shown that first year orientation, freshman seminar, or student success course(s) can have a positive impact on academic achievement if the content of the course contains the development of skills and behaviors needed to be successful in a collegiate setting. When compared with non-participants, participants in a freshman-level student success course often perform better in measures of student retention, graduation, and overall academic performance (Boudreau and Kromrey, 1994; Schnell and Doetkott, 2003).

A study conducted by Lang (2007) evaluated persistence, graduation and educational performance of first-semester college students at a public research university where a first-year experience course was offered as an elective. Lang matched students in both groups according to similar demographics (gender, race, SAT score, high school GPA, etc.) and compared results at the end of the first semester. “Comparisons indicated that first-year experience course completers achieved a higher mean GPA in their first semester” and persisted to their second, third, and fourth semesters at greater rates than students who chose not to enroll in the elective course. Similarly, students who completed the first-year experience course completed their intended program of study at a quicker rate than their non-participant counterparts. Hoff, Cook, and Price (1996) found that participants in first-year experience courses even attempted and earned more

credit hours than non-participants. In addition, data collected by Starke, Harth, and Sirianni, (2001) indicate that students who enroll in a three-credit hour, first-year orientation course had significantly higher retention rates, graduation rates and higher-grade point averages than students in success courses where fewer credit hours were earned.

According to the Community College Research Center (2013), the focus of student success courses varies widely from institution to institution. Some colleges expose students to campus policies and procedures, career planning, and personal growth skills, while others spend instructional time on college readiness skills such as note-taking, time management, and test preparation. The Community College Research Center conceives “these courses as ideally providing a venue for relationship building and information provision and for giving students an extended opportunity to apply and practice skills and habits that are necessary for college success.” Therefore, student success courses should be built on the idea that nonacademic skills and behaviors are as much connected to college success as academic preparation and it is recommended that student success courses could be “made more effective by covering fewer topics in greater depth.”

Throughout this QEP development process, Bevill State faculty and staff expressed concern about students entering the doors of higher education unprepared for the academic rigor of college. One way to address this concern was to redesign the institution’s ORI 107, Student Survival Skills, course to offer a renewed focus on assisting students with building nonacademic skills, particularly study skills. Study skills encompass activities such as note-taking, test-taking strategies, test preparation, managing time and anxiety, and selecting an appropriate study habit and environment.

Surveys and questionnaires such as the Learning and Study Strategies Inventory (LASSI), developed by the University of Texas at Austin, and the Study Skills Inventory, created by Dr. Dennis Congos, provide an assessment of student's awareness to the use of learning and study strategies needed to be successful in higher education. These self-report instruments "describe patterns of use of self-regulated learning strategies that vary among the different populations of students" (Renzulli, 2015).

Common Unit Objectives:

Common unit objectives are powerful in that they provide direction, focus, and guidance to students. They also provide a set of expectations that communicate to both the instructor and the student what is to be learned from the course. "Learning objectives are invaluable in a climate increasingly focused on outcomes assessment" (Acevedo, 2014).

The most detailed, comprehensive learning objectives are framed using ABCD model: audience, behavior, conditions, and degree. Audience refers to the targeted learners, behavior refers to what the learner is expected to be able to do after instruction, conditions refer to any setting or circumstance in which the behavior should occur, and degree refers to the acceptable standard of performance of the stated behavior (Acevedo, 2014). According to Everette (2017) objectives should:

1. Focus the purpose of a lesson and subsequent planning,
2. Give students an outcome or goal,
3. Give students a smaller, more digestible amount of material than a full standard,
4. Assist students in understanding the lesson purpose,
5. Provide success criteria to allow students to know when learning has happened, and
6. Set the foundation for student-led academic discussion.

Through the use of clearly defined and articulated unit objectives, students are able to differentiate among the different types of knowledge. Among the types of knowledge that have been identified in research literature are declarative knowledge and procedural knowledge. Declarative knowledge is knowledge of concepts that can be stated or confirmed, whereas procedural knowledge involves knowing how and when to apply various procedures, theories, methods, etc. (Anderson & Krothwahl, 2001). Declarative and procedural knowledge do not require the same kind of performance during assessments. Therefore, when unit objectives are undefined or unclear, students cannot tell what type of knowledge should be developed.

By providing common unit objectives, students are assured that they are practicing the right skills necessary to be successful in a given course. This is particularly helpful for novice to intermediate learners, while advanced learners may benefit from more autonomy (Kyllonen and Lajoie, 2003; Cronbach and Snow, 1977; Klahr & Nigam, 2004). According to Clark (1989), studies have shown that novice students who were given tasks with insufficient guidance and instruction showed not only lack of learning gains but actual learning losses. Thus, students who had high level, specific objectives defined for them when they were learning paid more attention to passages in a text and during course lecture (The Educational, 2016).

Common unit objectives also contribute to developing metacognitive skills that appear in independent learners. Metacognition refers to “the process of reflecting on and directing one’s own thinking” (National Research Council, 2001). Knowing the goals or objectives of a course can help students monitor their progress in learning the material and in helping students gain metacognitive ability (The Educational, 2016). Hammons (2017) found that using learning objectives (what the students are to learn) instead of instructional objectives (what instructors are

going to do) resulted in higher student grades, better class attendance and less study time on behalf of the student.

Lecture Videos:

Educators have attempted to bring the use of technology into their courses in order to improve their teaching effectiveness. Among the various technologies and applications utilized, online video is the most commonly used resource (Moran, Seaman, and Tinti-Kane, 2011). Instructor-made videos are frequently used to introduce course concepts and further explain course material that students often struggle with or that may be more difficult to understand. Courses redesigned to include instructor-made videos and lecture content allow faculty to replace in-class lecture with student centered learning exercises designed to assess student knowledge, promote critical thinking, and stimulate discussion.

In research conducted by Dr. Katherine Rose (2009) on the use of instructor-created videos in online and face-to-face classes, Rose found that 100% of students reported watching the instructor-made videos and 78% of students indicated that they watched each video 1-3 times. When asked how they felt about the instructor-made videos, 100% of the students surveyed responded that the videos helped them understand the material better with one student commenting “I could watch them over and over again until I fully comprehend the material.” According to Rose “students felt more connected to the instructor when able to view instructor-made videos and felt that they learned better when instructor-made videos were utilized.”

Brecht’s (2012) identified and measured types of learning benefits that video lectures provide. Brecht concluded that instructor-made videos enhanced student learning, reduced dropout rates, and improved course grades. According to Day and Foley (2006) “students using lecture videos scored significantly higher on all homework assignments, projects, and tests.” In

comparing student results from a newly implemented instructor-made video course format to a past course, McLaughlin et al. (2014) found that attendance was higher and that final exam grades were statistically higher for students in the redesigned course.

Because instructor-led videos give additional teaching time to students who cannot fully understand the course material through lecture or support materials in a textbook, student performance oftentimes improves. Brecht and Ogilby (2008) saw improvements in overall performance when instructor videos were used as supplementary instruction in a traditional, on-campus course. Through their research, 68% of students used the videos to help understand course information and prepare for course exams, 72% of students found the videos to be helpful with homework and weekly quizzes, and 20% of students indicated that the videos helped them pass the course. Brecht and Ogilby also saw a 71% reduction in failing grades when instructor-led videos were available to students and achieved important educational goals of learning improvement and retention for students most at risk of failing.

Overall, research suggests instructor produced videos often improve student perceptions of their own learning. Videos contribute to student success by providing students 24/7 access to self-paced content and indirectly freeing valuable class time that can be devoted to problem solving and application activities.

VII. Actions to be Implemented

As noted above, the overarching goal of the QEP at Bevill State is to improve student success by improving course completion rates, fall-to-fall retention, student self-perceptions of learning and study skills, and student satisfaction with improved instructional strategies. To ensure that this goal is attained, the following actions will be implemented:

Standardize freshman orientation course (ORI 107) to include study strategies

1. Faculty and qualified staff who frequently teach ORI 107 will meet to determine a standardized list of study strategies to be covered in the course, as well as a standardized grading scale.
2. College advisors and student services representatives will ensure that all freshman take orientation within their first two semesters of enrollment at Bevill State.
3. The presentation of study strategies will be repeated in other courses so that repetition helps students apply the study principles to different content.
4. Instructors will be provided tools/training through professional development to emphasize these strategies in their own courses, providing reinforcement to students throughout their program.

Provide unit objectives for select courses

1. The top ten enrollment courses at Bevill State will be identified and selected for redesign using common unit objectives.

2. Common unit objectives will be determined by faculty who teach the select course. These unit objectives will be implemented in all sections of the course regardless of delivery method or location.
3. Unit objectives must provide clear expectations for students of what they will be able to do (explain, discuss, state, list, etc.) rather than what they will know/understand, upon completion of each unit.
4. ENG 101, PSY 200, and BIO 103 will be redesigned in the first academic year with implementation in fall of 2020. MUS 101, MTH 100, and CIS 146 will be redesigned in the second academic year with implementation in fall of 2021. Finally, PSY 210, MTH 098, SPH 106, and ENG 102 will be redesigned in the third academic year with implementation in fall 2022. Beyond the top ten courses, common unit objectives will be expanded to high enrollment Career Technical and Health Science courses during the 2023-2024 academic year.

Provide Instructor-Led Videos for Select Courses

1. The top ten enrollment courses at Bevill State will be identified and selected for redesign by adding instructor-led videos.
2. Instructor-led videos will be recorded by faculty who teach the select course. Videos will be implemented in all sections of the course regardless of delivery method or location.
3. Instructor-led videos will provide a 24/7 resource for students to have access to repeated information as they study. Videos will be 10-15 minutes and will be linked to the unit objectives.
4. ENG 101, PSY 200, and BIO 103 will be redesigned in the first academic year with implementation in fall of 2020. MUS 101, MTH 100, and CIS 146 will be redesigned in

the second academic year with implementation in fall of 2021. Finally, PSY 210, MTH 098, SPH 106, and ENG 102 will be redesigned in the third academic year with implementation in fall 2022. Beyond the top ten courses, instructor-led videos will be expanded to high enrollment Career Technical and Health Science courses in the 2023-2024 academic year.

Deliver Effective Professional Development for Faculty

1. As the redesign of ORI and the top ten enrollment courses occurs, the College will seek professional development opportunities for the faculty and staff who teach these courses.
2. Professional development will focus on supporting students' study skills by providing common unit objectives and lecture videos.
3. Faculty resources are available in Canvas that can improve the student's experience: pre-made instructional videos, learning styles inventories, time management plans, note-taking guidelines, and more. Professional development related to the use of these resources, as well as Canvas design/delivery will be emphasized.

Purchase and Administer the LASSI and Purchase/Train Faculty in the use of Lecture Capture Technology

1. The QEP budget will include funds to purchase the LASSI (Appendix J) and a lecture capture software.
2. These purchases will occur in the fall of 2019 so that each ORI 107 course has access to the administration of the LASSI pre and post-tests in spring of 2020 as well as the implementation of and training in instructor-led videos.
3. LASSI pre and post-tests will be used to assess students' self-perceptions of learning and study skills. An additional post-test will be administered two semesters after the

completion of ORI 107 to a random sample of students who completed ORI 107 to further assess the growth of students' self-perceptions of learning and study skills.

4. Faculty professional development in the use of the lecture capture software will begin as soon as the purchase is made. Plans for lecture capture software companies to conduct demonstrations are in place for fall 2019.

Modify the College's Student Evaluation of Instruction to Include QEP Specific Satisfaction Questions

1. The College's already established Student Evaluation of Instruction instrument is administered every semester. For the top ten courses, additional questions to assess the student experience of unit objectives and instructor-led videos will be added in the semester that the redesign is implemented and continue throughout the duration of the QEP.
2. Student satisfaction will be measured and compared to the students' experience in courses that do not provide unit objectives and instructor-led videos.

VIII. Assessing the Plan

The assessment of each goal and objective of the QEP is detailed with expected outcome criteria, evaluation and methods of collecting data, a timeline, and budget implications. In order to ensure the satisfactory progress of the QEP, the QEP Assessment Sub-Committee will conduct regular assessments throughout the five-year period. The Sub-Committee will meet each semester for regular evaluation of QEP progress by evaluating data, feedback from focus groups conducted as needed, and assessing the professional development needs for faculty. The QEP leadership, which consists of the QEP Director, the QEP Assessment and Implementation Sub-Committee Chairs and Co-Chair, and the Office of Institutional Effectiveness and Research, will prepare an annual monitoring report that will include interpretation of data, examination and update of the project budget, and achievement of actions to be taken in the plan. Jointly with the Implementation Sub-Committee, the Assessment Sub-Committee will make recommendations to improve the outcomes of the QEP. The annual monitoring report will be presented to the Dean of Instruction for review and approval. The Director of the QEP will present the monitoring report findings to the Bevill State President's Cabinet annually.

The QEP will assess student success by measuring course completion rates, retention rates, students' perception of their study and learning abilities, and students' satisfaction with improved instructional strategies. Each goal and objective is listed in Table 5 with the assessment measurement and the criteria for success.

Table 5: QEP Assessment Plan			
Goal	Objective	Measure	Success Criteria
Goal #1: The College will see an increase in successful course completion rates in the redesigned courses	1.1: The College will see an increase in each top ten enrollment course completion rates one year after implementation of the redesign	Successful course completion, as indicated by course grades of A, B, C	5% increase in course completion rates for each top ten enrollment course one year after implementation of redesign
	1.2: Course withdrawal rates in the top ten enrollment courses will decrease one year after the implementation of the redesign	Course grades of W, WP, WF	3% decrease in course withdrawals for each top ten enrollment course one year after implementation of redesign
Goal #2: The College will increase the fall-to-fall retention rates of first-time, full-time students and first-time, part-time students.	2.1: The College fall-to-fall retention rate for first-time, full-time students will increase each year with an anticipated overall increase by the end of the QEP reporting timeline	IPEDS Fall-to-Fall retention rates	2% increase each year and an overall increase of 8% by the end of the QEP reporting timeline – 2024
	2.2: The College fall-to-fall retention rate for first-time, part-time students will increase each year with an anticipated overall increase by the end of the QEP reporting timeline	IPEDS Fall-to-Fall retention rates	2% increase each year and an overall increase of 8% by the end of the QEP reporting timeline – 2024
Goal #3: Students will assess themselves more positively as learners	3.1: Students' positive self-assessment of learning and study skills will increase from pre-test to post-test in their ORI 107 course	LASSI – Learning and Study Skills Inventory pre-test and post-test	90% of the students will score within the 75 th – 100 th percentile at the time of post-test in 8 of the 10 LASSI scales
	3.2: Students' positive self-assessment of learning and study skills will increase from the time of post-test in their ORI 107 course to a second post-test administration two semesters after completing ORI 107	LASSI – Learning and Study Skills Inventory post-test and additional post-test of a randomly selected sample of students who completed ORI 107 and completed the LASSI pre- and post- tests	90% of the students will score within the 90 th – 100 th percentile at the time of post-test in at least 6 of the LASSI scales
Goal #4: Students will express satisfaction with the new instructional redesigned strategies	4.1: Students will agree or strongly agree that the unit objectives provided a better understanding of what they were to learn/study in the course	Additional questions on the College-wide Student Evaluation of Instruction	90% of students will agree or strongly agree with the additional evaluation questions related to unit objectives
	4.2: Students will agree or strongly agree that the instructor-made videos provided additional resources to study and understand the course unit objectives	Additional questions on the College-wide Student Evaluation of Instruction	90% of students will agree or strongly agree with the additional evaluation questions related to instructor-made videos

Bevill State’s QEP Assessment Plan will follow the institutional effectiveness model used by the College for continuous improvement in all functional areas. The QEP assessment measures will be integrated into the already existing process for evaluation and improvement, in which the College's programs and administrative/support units take part. This annual planning and assessment cycle uses the institutional mission, goals, action items, and strategies identified in the Strategic Plan as a guide. The BSCC planning, assessment, and review cycle demonstrates a comprehensive planning and evaluation process that touches all areas of the College.

See Figure 4.

Figure 4: Institutional Effectiveness Model

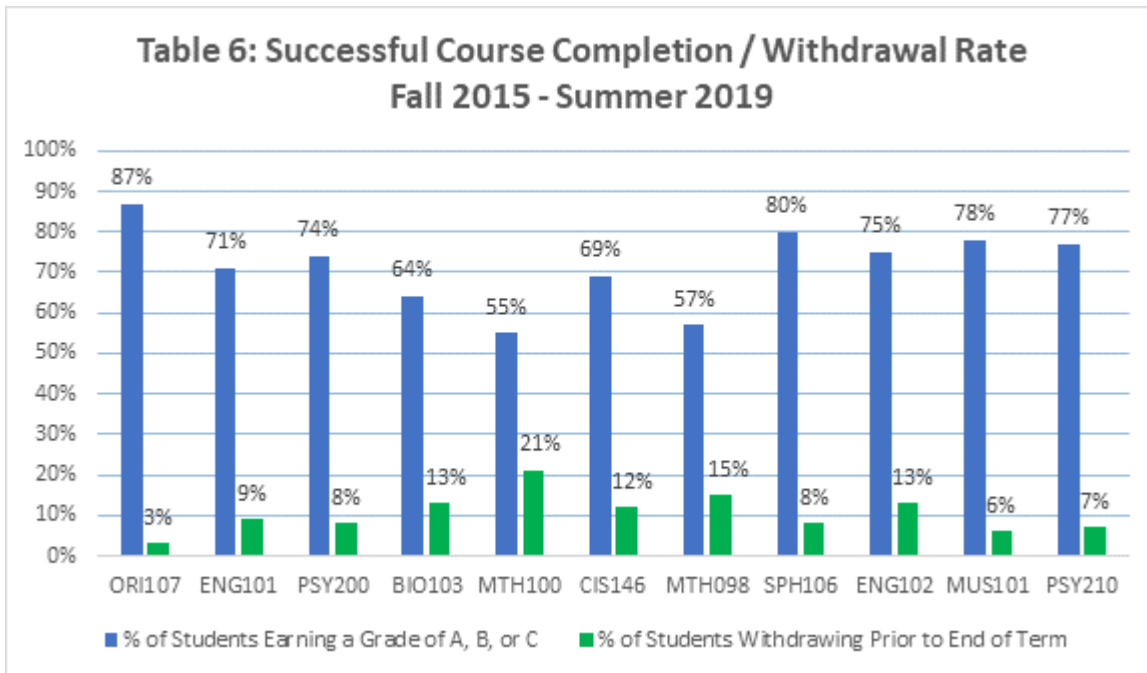


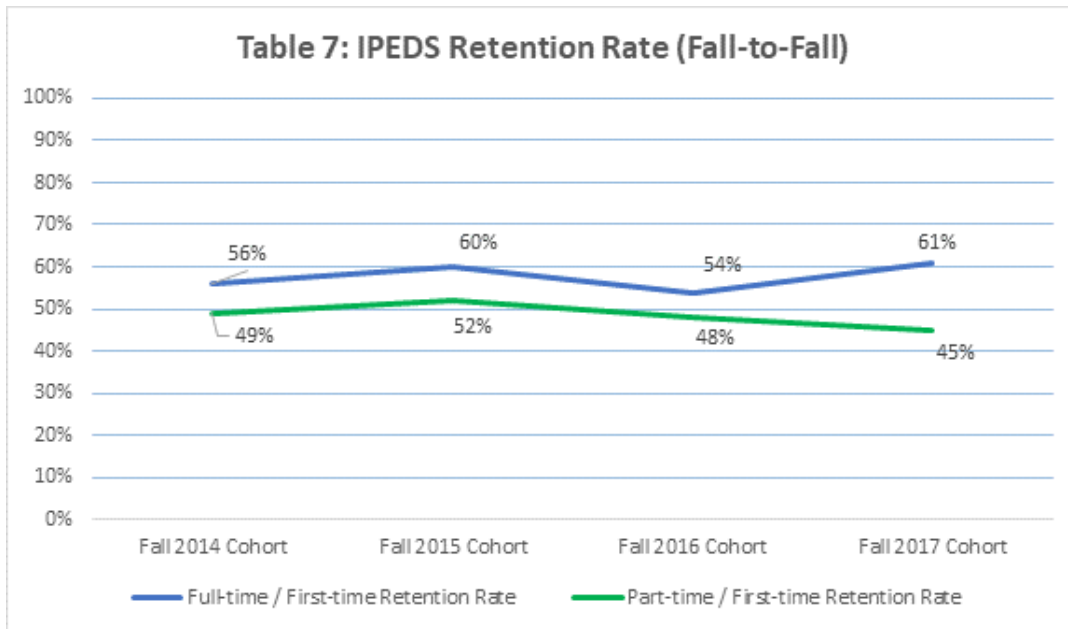
As part of the College's Institutional Effectiveness model, educational programs at the College conduct program outcomes and student learning outcome assessments on an annual basis. Initiated by the Director of Institutional Effectiveness and Research at the conclusion of the academic year, program faculty from across all campuses work together to collect and enter data and make recommendations for improvements based on the analysis of results from the previous year. Administrative and educational support units also perform a complete assessment cycle which begins at the annual Planning Summit. During the Planning Summit, the College's planning, assessment, and budgeting processes are reviewed with functional unit directors and deans. Each unit develops a "Strategic Annual Plan" that contains a functional unit purpose statement, goals, objectives, outcomes, and budget considerations. At the conclusion of the academic year, a "Report of Accomplishments" is submitted for each unit plan to demonstrate "closing the loop." This report contains the status of each goal and/or objective along with a use of results.

With regard to the QEP assessment, the Office of Institutional Effectiveness and Research will initiate the review of data at the end of the 2020 summer semester and will follow the same timeline as the rest of the College's institutional effectiveness reports. This will allow for collection of data from the first two semesters of the redesigned ORI 107. The QEP Assessment Sub-Committee will receive data on the goals and objectives in order to analyze the progress of the QEP at the end of the summer term. Program plans for improvement are usually submitted to the Office of Institutional Effectiveness and Research in mid-fall. Therefore, the first data review and plan for improvement of the QEP will be due during October of 2020. This timeline will allow the Assessment and Implementation Sub-Committees to jointly make recommendations to the faculty about needed changes that can be implemented in the spring of

the following year in order to improve the QEP outcomes. The assessment cycle will follow this general pattern throughout the QEP timeline. While the QEP leadership will meet each semester, formal reports will be generated yearly.

The QEP project goals include improvements in course completion, retention, student self-assessment of learning and study skills, and student satisfaction with the addition of unit objectives and instructor-led videos. Determining improvements in course completion and retention will be based on archival data from the Office of Institutional Effectiveness and Research and IPEDS. See Table 6 and Table 7 for previous years' data related to course completion, withdrawal rates, and fall-to-fall retention.





Determining improvements in student self-perception of learning and study skills will be based on a LASSI pre-test/post-test model in the student’s ORI 107 course beginning in spring 2020. The College expects improvement between pre-test self-assessments and post-test self-assessments. Two semesters after these measures, a random sample of the students who completed both the pre-test and post-test will be re-tested. Once again, as the College implements further instructional strategies that help students learn and study more effectively, improvements in the students’ self-assessment will be seen.

Finally, the College expects to see students who are satisfied with the instruction they receive in redesigned courses. This will be assessed by using the already adopted Student Evaluation of Instruction Survey that is used each semester in evaluating every course at the College. The College will add additional questions to this instrument that relate to student satisfaction of the instructional strategies used to help improve learning and study skills. The

assessment will indicate whether the students are satisfied with the support and additional information they receive from having access to unit objectives and instructor-led videos which help them prepare for coursework. See Appendix K for the proposed evaluation with additional satisfaction questions. When combined, these assessments provide holistic insight into the success of the QEP project.

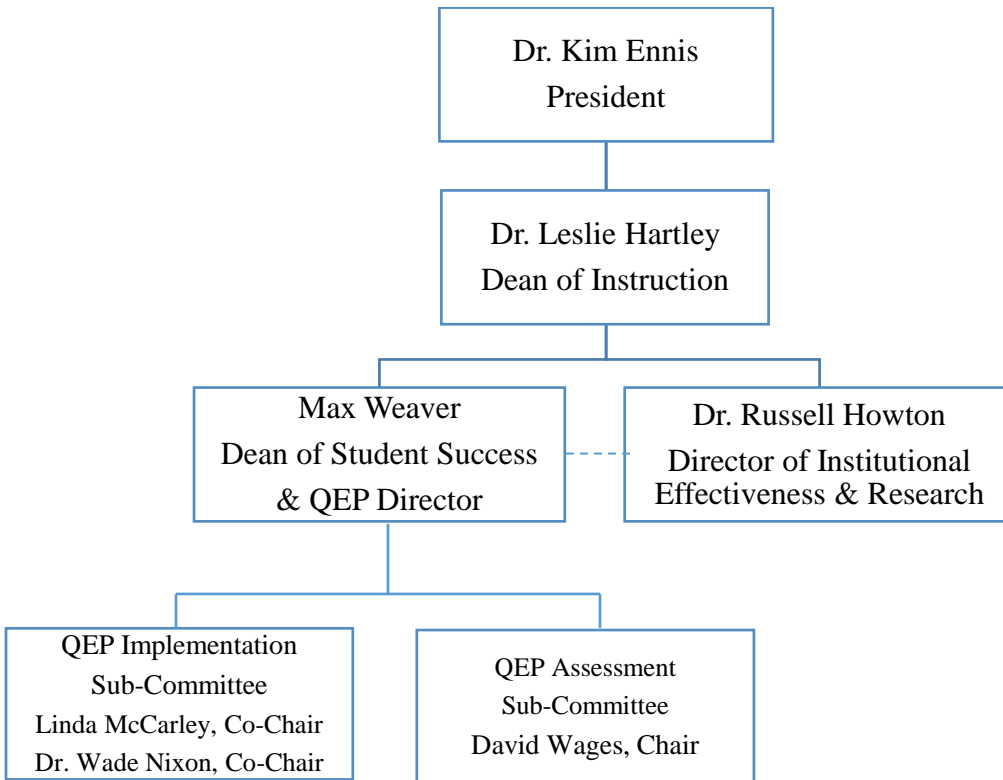
IX. Resources: Institutional Support and Budget

The implementation of the QEP will require a significant investment of time and human resources. In the College's compliance report, Bevill State documented a sound financial base to support the mission of the institution and the scope of its programs and services. Bevill State is committed to providing the required human, financial, and physical resources to ensure that the implementation and assessment of the QEP are successful. To this end, the College has dedicated an adequate budget for QEP implementation that is based on reallocation of existing resources (Appendix L).

Personnel costs, professional development, assessment instrument, and lecture capture costs comprise the major portion of the budget. No new personnel will be required except for the occasional part-time adjunct to allow class release time to the Assessment and Implementation Chairs/Co-chairs. Instructor pay for teaching ORI 107 is already accounted for in the College's instructional budget. Both the LASSI administrations and lecture capture software require significant financial investments. These initial purchases are budgeted in year one and subsequent budgets include renewal funds. Significant support for faculty and staff professional development is reflected in the five-year budget. The professional development activities include in-state travel, out-of-state travel, and expenditures for professional development to take place on a local level. Marketing and advertisement of the QEP to the College community also represents an increased budgetary need. This is covered in the first two years of the QEP budget. Finally, through the use of existing classrooms and office space, no additional physical resources are required for the project. Minimal supply costs will be incurred to support record keeping and basic office supplies.

Under the guidance of the President, Dr. Kim Ennis, and the Dean of Instruction, Dr. Leslie Hartley, the QEP implementation will be overseen by four individuals: Max Weaver, Dean of Student Success, who will be the Director of the QEP; Dr. Wade Nixon and Linda McCarley, Co-chairs of the QEP Implementation Sub-Committee; and David Wages, Chair of the QEP Assessment Sub-Committee. This group will work in conjunction with the Office of Institutional Effectiveness and Research. Figure 5 provides an organizational overview of the QEP Leadership.

Figure 5: QEP Organizational Chart



X. QEP Implementation Timeline

After broad-based input was gathered through online targeted surveys, faculty discussions, community input, student focus groups, and review of literature/best practices, the QEP Development Committee established the following timeline of activities, outlined in Table 8, to successfully fulfill the purpose of the proposed plan to transform instructional strategies.

Table 8: Implementation Timeline		
YEAR 1 – FALL 2019-SUMMER 2020		
<u>Fall 2019</u>	<u>Spring 2020</u>	<u>Summer 2020</u>
<ul style="list-style-type: none"> * Market QEP to BSCC stakeholders * Work begins on the redesign of ORI 107 to include standardization of course materials and study skills necessary for student success. 	<ul style="list-style-type: none"> * ORI 107 changes will be implemented across all campuses and delivery methods. * LASSI administered in each ORI 107 course. * Work begins on standardized unit objectives and instructor-made videos in ENG 101, PSY 200, and BIO 103 * Faculty professional development activities occur with regard to production of videos. * End of Semester Evaluation of Instruction Data is compiled by the Office of Institutional Effectiveness and Research * QEP Director and Sub-Committees review progress of proposed implementation plan as needed by evaluating data, feedback from focus groups, and associated professional development for faculty. 	<ul style="list-style-type: none"> * ORI 107 changes will be implemented across all campuses and delivery methods. * LASSI administered in each ORI 107 course. * Work continues on standardized unit objectives and instructor-made videos in ENG 101, PSY 200, and BIO 103 * Faculty professional development activities occur with regard to production of videos. * End of Semester Evaluation of Instruction Data is compiled by the Office of Institutional Effectiveness and Research * The Office of Institutional Effectiveness and Research collect and analyze data for IE Reporting purposes. * QEP Director and Sub-Committees review progress of proposed implementation plan as needed by evaluating data, feedback from focus groups, and associated professional development for faculty.

YEAR 2 – FALL 2020-SUMMER 2021		
<u>Fall 2020</u>	<u>Spring 2021</u>	<u>Summer 2021</u>
<p>* LASSI administered in each ORI 107 course.</p> <p>* Implementation of standardized unit objectives and instructor-made videos in ENG 101, PSY 200, and BIO 103</p> <p>* End of Semester Evaluation of Instruction Data is compiled by the Office of Institutional Effectiveness and Research.</p> <p>* QEP Director and Sub-Committees review progress of proposed implementation plan as needed by evaluating data, feedback from focus groups, and associated professional development for faculty.</p>	<p>* LASSI administered in each ORI 107 course.</p> <p>* Work begins on standardized unit objectives and instructor-made videos in MUS 101, MTH 100, and CIS 146</p> <p>* Faculty professional development activities occur with regard to production of videos.</p> <p>* End of Semester Evaluation of Instruction Data is compiled by the Office of Institutional Effectiveness and Research</p> <p>* QEP Director and Sub-Committees review progress of proposed implementation plan as needed by evaluating data, feedback from focus groups, and associated professional development for faculty.</p>	<p>* LASSI administered in each ORI 107 course.</p> <p>* Work continues on standardized unit objectives and instructor-made videos in MUS 101, MTH 100, and CIS 146</p> <p>* Faculty professional development activities occur with regard to production of videos.</p> <p>* End of Semester Evaluation of Instruction Data is compiled by the Office of Institutional Effectiveness and Research</p> <p>* The Office of Institutional Effectiveness and Research collect and analyze data for IE Reporting purposes.</p> <p>* QEP Director and Sub-Committees review progress of proposed implementation plan as needed by evaluating data, feedback from focus groups, and associated professional development for faculty.</p>

YEAR 3 – FALL 2021-SUMMER 2022		
<u>Fall 2021</u>	<u>Spring 2022</u>	<u>Summer 2022</u>
<p>* LASSI administered in each ORI 107 course.</p> <p>* Implementation of standardized unit objectives and instructor-made videos in MUS 101, MTH 100, and CIS 146</p> <p>* End of Semester Evaluation of Instruction Data is compiled by the Office of Institutional Effectiveness and Research</p> <p>* QEP Director and Sub-Committees review progress of proposed implementation plan as needed by evaluating data, feedback from focus groups, and associated professional development for faculty.</p>	<p>* LASSI administered in each ORI 107 course.</p> <p>* Work begins on standardized unit objectives and instructor-made videos in PSY 210, MTH 098, SPH 106, and ENG 102</p> <p>* Faculty professional development activities occur with regard to production of videos.</p> <p>* End of Semester Evaluation of Instruction Data is compiled by the Office of Institutional Effectiveness and Research</p> <p>* QEP Director and Sub-Committees review progress of proposed implementation plan as needed by evaluating data, feedback from focus groups, and associated professional development for faculty.</p>	<p>* LASSI administered in each ORI 107 course.</p> <p>* Work continues on standardized unit objectives and instructor-made videos in PSY 210, MTH 098, SPH 106, and ENG 102</p> <p>* Faculty professional development activities occur with regard to production of videos.</p> <p>* End of Semester Evaluation of Instruction Data is compiled by the Office of Institutional Effectiveness and Research</p> <p>* The Office of Institutional Effectiveness and Research collect and analyze data for IE Reporting purposes.</p> <p>* QEP Director and Sub-Committees review progress of proposed implementation plan as needed by evaluating data, feedback from focus groups, and associated professional development for faculty.</p>

YEAR 4 – FALL 2022-SUMMER 2023		
<u>Fall 2022</u>	<u>Spring 2023</u>	<u>Summer 2023</u>
<p>* LASSI administered in each ORI 107 course.</p> <p>* Implementation of standardized unit objectives and instructor-made videos in PSY 210, MTH 098, SPH 106, and ENG 102</p> <p>* End of Semester Evaluation of Instruction Data is compiled by the Office of Institutional Effectiveness and Research</p> <p>* QEP Director and Sub-Committees review progress of proposed implementation plan as needed by evaluating data, feedback from focus groups, and associated professional development for faculty.</p>	<p>* LASSI administered in each ORI 107 course.</p> <p>* Work begins on standardized unit objectives and instructor-made videos in Career Technical and Health Science disciplines.</p> <p>* Faculty professional development activities occur with regard to production of videos.</p> <p>* End of Semester Evaluation of Instruction Data is compiled by the Office of Institutional Effectiveness and Research</p> <p>* QEP Director and Sub-Committees review progress of proposed implementation plan as needed by evaluating data, feedback from focus groups, and associated professional development for faculty.</p>	<p>* LASSI administered in each ORI 107 course.</p> <p>* Work continues on standardized unit objectives and instructor-made videos in Career Technical and Health Science disciplines.</p> <p>* Faculty professional development activities occur with regard to production of videos.</p> <p>* End of Semester Evaluation of Instruction Data is compiled by the Office of Institutional Effectiveness and Research</p> <p>* The Office of Institutional Effectiveness and Research collect and analyze data for IE Reporting purposes.</p> <p>QEP Director and Sub-Committees review progress of proposed implementation plan as needed by evaluating data, feedback from focus groups, and associated professional development for faculty.</p>

YEAR 5 – FALL 2023-SUMMER 2024		
<p><u>Fall 2023</u></p> <ul style="list-style-type: none"> * LASSI administered in each ORI 107 course. * Implementation of standardized unit objectives and instructor-made videos in Career Technical and Health Science disciplines. * End of Semester Evaluation of Instruction Data is compiled by the Office of Institutional Effectiveness and Research * QEP Director and Sub-Committees review progress of proposed implementation plan as needed by evaluating data, feedback from focus groups, and associated professional development for faculty. 	<p><u>Spring 2024</u></p> <ul style="list-style-type: none"> * LASSI administered in each ORI 107 course. * End of Semester Evaluation of Instruction Data is compiled by the Office of Institutional Effectiveness and Research * QEP Director and Sub-Committees review progress of proposed implementation plan as needed by evaluating data, feedback from focus groups, and associated professional development for faculty. 	<p><u>Summer 2024</u></p> <ul style="list-style-type: none"> * LASSI administered in each ORI 107 course. * The Office of Institutional Effectiveness and Research collect and analyze data for IE Reporting purposes. * End of Semester Evaluation of Instruction Data is compiled by the Office of Institutional Effectiveness and Research * QEP Director and Sub-Committees review progress of proposed implementation plan as needed by evaluating data, feedback from focus groups, and associated professional development for faculty.

YEAR 6 – FALL 2024-SUMMER 2025		
<u>Fall 2024</u>	<u>Spring 2025</u>	<u>Summer 2025</u>
<p>* LASSI administered in each ORI 107 course.</p> <p>* Data Collection Ends at end of term, however, instructional strategies will continue to be implemented across various disciplines.</p> <p>* End of Semester Evaluation of Instruction Data is compiled by the Office of Institutional Effectiveness and Research</p>	<p>* Begin work on QEP Impact Report</p>	<p>* Continue work on QEP Impact Report that is due September 2025.</p>

Appendix M contains a visual that recaps the work that will be performed as the College seeks to improve instructional strategies in the top ten enrollment courses.

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XII. Appendices

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A. President’s Email to College Employees Initiating QEP Development

From: Kim Ennis
Sent: Monday, April 24, 2017 10:12 AM
To: All Email Users
Subject: SACSCOC Reaffirmation 2020 QEP Survey

Good morning all!

As we begin preparing for our upcoming SACSCOC Reaffirmation in 2020, it is time to begin developing a new Quality Enhancement Plan (QEP) to improve student learning at the College. SACSCOC Core Requirement 2.12 states that **“an acceptable QEP...identifies key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning.”** If you recall, the College’s mission statement states that we are a *“learning-centered institution dedicated to student success by providing quality educational and training opportunities to enrich lives intellectually, economically, and culturally.”*

According to SACSCOC, from 2007-2011 many community college QEP topics have focused on a variety of areas including: critical thinking, written and oral communication, developmental education, quantitative literacy through the areas of math and science, information literacy, college reading, technology literacy, and foundations and skills of college success and lifelong learning.

In order to begin the QEP development process with broad input, I’m asking each of you to take a minute to complete the following two-question survey.

https://bscc.evaluationkit.com/Respondent/Survey?id=i_gaeAv4MosdJpLKI4s8StVTznFVHBJ6HtRRLBb8jEXU43oj%2b%2fRMa9NZVAtpyGTs18LvsnqgkkO5LKeCVIAo7Q%3d%3d

This process is very important in Bevill State’s accreditation. I appreciate your participation!

Kim Ennis, Ph.D.
Interim President



1411 Indiana Avenue
Jasper, AL 35501
205-387-0511 x 5402

B. Faculty Professional Development Agenda (May 10, 2017)



May 10, 2017

Agenda

- | | |
|-------------------------|---|
| 8:00-8:15 a.m. | Registration and Light Breakfast
Harold Wade Math & Science Building |
| 8:15-9:20 a.m. | Session I
Welcome – Room H105
QEP Discussion – Room H105 |
| 9:30-10:20 a.m. | Session II
ADA in Classroom – Room H108
ADA in Canvas – Room H116
Basic Functions in Web Smart – Room H214
Calming Stressful Situations – Room H213
Canvas for New Faculty – Room H109
Dual Enrollment Best Practices – Room H103 |
| 10:30-11:20 a.m. | Session III
ADA in Classroom – Room H108
ADA in Canvas – Room H116
Basic Functions in Web Smart – Room H214
Calming Stressful Situations – Room H213
Canvas for New Faculty – Room H109
Dual Enrollment Best Practices – Room H103 |
| 11:30-12:20 p.m. | Session IV
Academic Transfer Break Out Session – Room H105
Career Tech Break Out Session – Room H108
Health Sciences Break Out Session – Bevill Building |

C. QEP Second Survey to Faculty

From: Russell Howton
Sent: Monday, June 5, 2017 8:23 AM
To: Fayette Faculty; Hamilton Faculty; Jasper Faculty; Sumiton Faculty
Cc: Kim Ennis; Leslie Hartley; Al Moore; Penne Mott; Max Weaver; Katie Gallagher
Subject: QEP Follow-Up - FEEDBACK REQUESTED
Attachments: QEP Timeline.pptx

I hope your summer is off to a great start.

I wanted to update you on the results of our QEP discussion/voting that took place at faculty professional development on May 10, 2017. If you recall, there were a list of items presented based on the feedback received from the QEP email sent out by Dr. Ennis. During faculty professional development, you were given an opportunity to vote on those items as well as write down any additional items that you felt needed to be considered as we begin developing the QEP. The top areas that resulted from this process are:

1. Critical Thinking Skills
2. Information / Media Literacy
3. Implementation of Learning Communities
4. Reading Comprehension Skills
5. Study Skills
6. Technology Literacy

To assist with narrowing the topics listed above, I am asking that you complete a short survey by ranking these items in order of importance as it relates to improving student learning. This survey will remain open until June 30, 2017. Your feedback is important.

<https://www.surveymonkey.com/r/R8K63GF>

Also, I have attached a copy of the projected QEP timeline that was presented at faculty professional development. Keep in mind that this timeline is subject to change. Should you have any questions, please feel free to contact me.

Russell Howton, Ph.D.
Associate Dean of Institutional Effectiveness & Research

1411 Indiana Avenue
Jasper, AL 35501
205-387-0511 ext. 5703
russell.howton@bscc.edu

D. Appointment of QEP Steering Committee

From: Donna Brakefield
Sent: Wednesday, October 4, 2017 9:56 AM
To: Russell Howton; Leslie Hartley; Joshua Bankston; Mary Beth Barber; Reitha Cabaniss; Zonja Coleman; Nancy Earnest; Hollie Elmore; Robyn Houston; Melissa Mays; Wade Nixon; Janina Nobles; Kristie Ramsey; Stephen Rizzo; Toby Taylor; Sherry Terry; David Wages; Max Weaver; Wendy Wood
Cc: Kim Ennis; Leslie Hartley; Carol Morgan; Melissa Stowe; Donna Brakefield
Subject: QEP Steering Committee

The President's Cabinet has appointed you to serve on the QEP Steering Committee. The first meeting of this committee is scheduled for Friday, October 20th, 9:00-10:30 a.m., at the Fayette Campus/Guthrie Smith Civic Room. An *Outlook* calendar invitation will be sent shortly.

A list of the committee follows:

- Dr. Russell Howton, Chair
- Dr. Leslie Hartley, Ex-Officio
- Josh Bankston
- Mary Beth Barber
- Dr. Reitha Cabaniss
- Zonja Coleman
- Nancy Earnest
- Hollie Elmore
- Robyn Houston
- Dr. Melissa Mays
- Dr. Wade Nixon
- Dr. Janina Nobles
- Dr. Kristie Ramsey
- Dr. Steve Rizzo
- Toby Taylor
- Sherry Terry
- David Wages
- Max Weaver
- Dr. Wendy Wood

Thank you!

Donna Brakefield

Administrative Assistant to the President
Bevill State Community College
1411 Indiana Avenue
Jasper, AL 35501
205.387.0511, x5402
Fax: 205.387.5192

E. QEP Community Survey

Facebook

Twitter

F. Appointment of QEP Director and Development Committee

From: [Donna Brakefield](#)
To: [All Email Users](#)
Subject: QEP Update
Date: Monday, October 15, 2018 2:28:16 PM

Sent on behalf of President Ennis

As we continue preparing for our upcoming SACSCOC reaffirmation, I wanted to update you on developments with the Quality Enhancement Plan (QEP).

On September 14, 2018, the President's Cabinet appointed Max Weaver, Dean of Student Success, as the QEP Director because his role is overseeing academic transfer and student success at the College. Faculty, staff, students, and community constituents have provided input through surveys about how the College can impact learning and student success. In addition, the College's strategic plan has provided guidance and focus to the development of the QEP topic. The College will focus its efforts on study skills and faculty use of instructional strategies designed to assist students in their educational journey at BSCC.

The Cabinet also appointed a QEP Development Committee that consists of college-wide faculty and staff members that will lead the planning, marketing, advancement, and completion of the QEP. This committee has already begun to work on aspects of the QEP. The committee members are as follows:

- Mary Beth Barber
- Dr. Reitha Cabaniss
- Zonja Coleman
- Tana Collins
- Dr. Laura Crosby
- Tina Dorius
- Hollie Elmore
- Nancy Earnest
- Dr. Beth Gibbs
- Robyn Houston
- Dr. Melissa Mays
- Linda McCarley
- Dr. Wade Nixon
- Dr. Janina Nobles
- Dr. Kristie Ramsey

- Dr. Todd Ramsey
- Dr. Steve Rizzo
- Tammy Sanders
- Lisa Stephens
- Toby Taylor
- Sherry Terry
- David Wages
- Dr. Wendy Wood

As this process continues, Dean Weaver will be sending out emails to all College employees regarding the development of the QEP to keep everyone informed.

Donna Brakefield

Administrative Assistant to the President

Bevill State Community College

1411 Indiana Avenue

Jasper, AL 35501

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G. Feedback Obtained from Student Focus Groups

Student focus group discussions were held on each BSCC campus on the following days:

- March 11, 2019 – Jasper Campus (11 students participating)
- March 13, 2019 – Pickens County Educational Center (5 students participating)
Fayette Campus (16 students participating)
- March 18, 2019 – Hamilton Campus (7 students participating)
- March 20, 2019 – Sumiton Campus (9 students participating)

A total of 48 students from across BSCC's four campuses and instructional site participated in a student focus group discussion. The student demographics break down as follows:

- 100% were traditional students (younger than 24)
- 40% freshman/60% sophomore status
- 94% were full-time students/6% were part-time students
- Students major ranged from BIO, BUS, CRJ, EED, EGR, ELT, ENG, GS, IT, NSG, NUR, PPR, SAL, SED, SUR, WDT
- The breakdown of the semester in which the student was enrolled in ORI 107 is as follows:
 - Fall 2015 = 1
 - Fall 2016 = 2
 - Summer 2017 = 1
 - Fall 2017 = 23
 - Spring 2018 = 1
 - Fall 2018 = 16
 - Spring 2019 = 4

Valuable feedback was obtained from students at each campus location and collective responses are outlined below.

Q: How many took ORI 107 during the first semester at BSCC as a regular student (after high school graduation)? If not, why?

- 88% enrolled during first semester
- Reasons for not enrolling:
 - ORI 107 didn't fit in schedule
 - Wasn't sure if it was required
 - Had course as part of high school career pathway program
 - Advisor didn't mention enrolling in course as part of advising process

Q: How many of you were enrolled as a dual enrollment student?

- 33% of students

Q: For those who didn't enroll in ORI 107 as a dual enrollment student or during your first official semester at BSCC, do you think that not having ORI 107 hampered your success at BSCC?

- Although there were certain aspects of the course that students found helpful in navigating BSCC in particular, no one thought their success was hampered by not enrolling in ORI 107.
- Former dual enrollment students mentioned ORI 107 addresses certain features that they didn't use in high school (for example, they would use the high school library for research purposes because were taking the course at the high school, not at the college. Therefore, they didn't think the library aspect would have helped.)

Q: What part of the current version of ORI 107 helped with your transition to BSCC?

- Many students felt the following items were most helpful: How to access Canvas, Bearmail, Wi-Fi, Library materials, Career Exploration, Degree Plan, etc.
- In today's society, many believed that safety in the classroom and on campus is an essential component of ORI 107.
- Some students were not aware of the "academic" resources available to them (tutoring, etc.) had it not been for ORI 107.

Q: Were there opportunities in ORI 107 to get to know other students that you may not have known?

- Consensus was yes, through icebreakers and other team activities, students were able to interact with each other.

Q: Did you find the textbook and workbook useful?

- Through discussions with students, it was apparent that ORI 107 instructors across the college were not consistently using the same approach as it relates to textbooks. Some instructors required only the workbook, others used both the workbook and the small version of the "Becoming a Master Student" while others were using both versions of the "Becoming a Master Student" text along with the workbook. Some students said that instructors placed materials in Canvas instead of using a text.

Q: Do you think you could have been just as successful at BSCC without the current version of ORI 107?

- Although several students said they gained valuable knowledge with certain aspects of ORI 107, a large number of students believed the course was busy work and has no bearing on how successful a student they would be at BSCC. One student mentioned that it was only "extra work, not really a class." A few students stated that the course should be optional instead of required.
- Other comments that were made included:
 - Instructors didn't take the course seriously so why should students feel differently.

- Instructors would make students complete a short assignment and then dismiss class. This gave students impression that the course was busy work.
- Some students may have driven 45 minutes to campus only to have the class meet for 10-15 minutes.
- Course should be hybrid format.
- Student felt as if aspects of the course (Bearmail, MyBSCC, Canvas, etc.) should have been covered with new students prior to the first day of class.
- Content of the course seemed to be “filler”

Q: What content contained in the current ORI 107 model do you feel was the most beneficial? Least beneficial?

- Most Beneficial (no particular order):
 - BSCC Navigation (Bearmail, Canvas, MyBSCC, Library, etc.)
 - Where to find information in BSCC Catalog (student talked about how difficult it was to find information in the College Catalog)
 - Degree Plan and Academic Planning (Semester by Semester)
 - How to use the STARS Guide
 - Financial Literacy
 - Career Interest Activities
 - Study Skills
 - Library Navigation (mixed reviews)
 - Safety at the College and in the Classroom
- Least Beneficial
 - Library Navigation (mixed reviews)

Q: Based on your experience, what topics would you be sure to incorporate into a redesigned ORI 107 course?

- Students who were undecided on a major/career felt the career interest inventory was beneficial in exploring various career opportunities
- More emphasis on financial literacy
- Job interview/resume tips
- Information on student organizations

Q: Do you feel there is any difference between a faculty/staff member teaching ORI 107?

- Although students did not feel strongly one way or the other, it should be noted that there was a lot of inconsistency among ORI 107 courses. Some students did not receive the same instruction (topics covered) that other students received. However, both PCEC and Hamilton campus instructors are believed to have covered same materials, use same textbooks, etc.

Q: What types of alerts would students prefer to receive if they were not doing well in a course? Was the 4 week alert too early?

- **Prefer way to receive alerts:** Some students voiced concerns about receiving the letter via USPS mail because parents were the ones checking the mail. Students suggested that alerts be sent through Canvas notifications, text or email. A few students mentioned that they rarely checked their email accounts. Most students will likely look at message if they received a text or notification from Canvas.
- **Timeline for Alerts:** Students believe that 4 weeks is too early in the semester for alerts to be sent. Some students stated that faculty are not giving feedback to them in a timely manner and it is difficult to know where they stand in a course. For example, one student commented that her parent received the alert letter that was sent in the mail and that she had a difficult time explaining why she received the alert when the entire class had received NO graded materials from the instructor.

Q: Would tools such as supplemental videos and standardized course/unit objectives assist students in preparing for class?

- Overwhelming response was positive. When asked if students had reliable internet service at home that was capable of streaming videos, one student stated she would drive to McDonald's in order to access Wi-Fi to download course videos if she thought it would be helpful.

H. QEP Marketing Email and Promotional Flyers

From: Max Weaver
Sent: Thursday, August 1, 2019 11:03 AM
To: All Email Users
Subject: QEP Information
Attachments: QEP TIPS Tease Flyer.png; QEP Tease Poster 3final small.png; QEP Tease Poster 2final small.png; QEP Tease Poster 1final small.png

Good Morning to All,

The marketing campaign for Bevill State's new Quality Enhancement Plan (QEP) has begun on social media. The QEP is entitled *Transforming Instructional Programs for Success (TIPS)*. Attached please find the "Coming Soon" posters that our Public Relations Department has developed for the project. I think they look tremendous and believe they will engage our College community in our QEP topic. Please feel free to distribute them as you wish. You will also start to see posters like this around our campuses and on social media. As we move into the fall semester, more information will be shared about the QEP with faculty/staff/students and we will begin distributing other promotional materials regarding the QEP as well.

I would like to thank all the members of the QEP Development Committee for their work thus far in the process. The folks on this committee have been extremely diligent, thorough, and involved as we have worked on the project over the past several months. Below is a brief refresher about the focus and the objectives of our QEP:

- We will re-design and standardize our orientation course (ORI107) beginning in the Spring semester of 2020 to include study strategies associated with student success. ORI faculty will meet to determine a standardized list of study strategies and topics (i.e., test-taking skills, note-taking, time management, etc.) to be covered in every ORI107 course as well as a standardized grading scale.
- We will develop unit objectives for all of the College's top ten enrollment courses to provide clear expectations for students of what they will be able to do (explain, discuss, state, list, etc.), upon completion of each unit covered in the course. Unit objectives can help students differentiate what to study which can enhance learning and ultimately yield increased and favorable results in the areas of class attendance, student satisfaction, and course performance.
- We will provide Instructor-made Lecture Videos for select courses. Lecture videos provide a 24/7 resource for students in their studies. These videos will be 10-15 minutes in length and should be linked to the unit objectives. Research suggests lecture videos often improve student perceptions of their learning and contribute to student success by providing students with access to self-paced content. In addition, recorded videos free class time to utilize problem solving and application activities.

**Please note that the last two strategies will be implemented incrementally in different semesters over the timeline of the QEP.*

If you have any questions or need any additional information, please don't hesitate to e-mail or call me. Thanks for all that you do to serve our College and our students!

Max Weaver



I. QEP Development Timeline of Events

- April 24, 2017** Dr. Ennis sent an email to all email users asking them to complete a two-question survey regarding improvement of student learning/success.
- May 10, 2017** The College hosted the annual Faculty Professional Development day during which ideas that were received via the April survey were shared with faculty.
- June 5, 2017** A 2nd survey was sent to faculty asking them to rank in order of importance the 6 topics that were identified from the May 10 meeting. The top 3 votes were Critical Thinking, Reading Comprehension, and Study Skills.
- October 4, 2017** The President’s Cabinet appointed 18 faculty and staff members to the QEP Steering Committee.
- October 20, 2017** The first meeting of the QEP Steering Committee was held on the Fayette Campus. Sub-Committees were formed to review college data and research materials in the areas of focus.
- March 16, 2018** The QEP Sub-Committees presented their findings and recommendations on the three areas of focus. The Steering Committee chose to look further into the “study skills” area of focus.

- September 14, 2018** Dr. Ennis appointed an expanded QEP Development Committee and identifies Max Weaver, Dean of Student Success, as QEP Director.
- September 19, 2018** The QEP Development Committee met to discuss narrowing the focus of the QEP, identify Sub-Committee tasks, and explore implementation strategies.
- November 15, 2018** Focus Groups, that included students from all campuses, were conducted via Interactive Intercampus Television System to gather student feedback on individual study skills, academic preparedness, use of available academic resources, etc.
- November 28, 2018** The QEP Development Committee met to hear from the Writing Sub-Committee regarding research involving “Improving Study Strategies.” Results from the Student Focus Groups were shared and a QEP Implementation Timeline was distributed.
- Dec, 2018 – Jan, 2019** The QEP Assessment and Implementation Sub-Committees held a joint meeting.
- February 8, 2019** The QEP Development Committee met and reviewed work from the joint Sub-Committee meetings, as well as feedback that was gathered from student focus groups/ORI 107 survey that was conducted in the fall. The Marketing Sub-Committee was charged

with developing a marketing name and promotional plan for the QEP.

February 2019

A Student Skills Inventory Survey was sent to ORI 107 courses for feedback.

March 2019

Student Focus Groups were conducted on each of BSCC's campuses regarding the ORI 107 experience.

March 22, 2019

QEP Marketing Sub-Committee met to begin exploring how to market QEP plan to stakeholders.

May 1, 2019

The QEP Development Committee heard the recommendations on title and marketing ideas/timelines from the Marketing Sub-Committee. The title of "TIPS: Transforming Instructional Programs for Students" was adopted by the QEP Development Committee.

May 22, 2019

TIPS was approved by the President's Cabinet.

May – July 2019

The QEP Marketing Sub-Committee designed and proposed a series of flyers to be distributed to all campuses.

August 1, 2019

Informational email was sent to the College outlining the QEP plan. This email was followed by an email that included the flyers to be posted on all campuses announcing the start of the QEP plan.

J. Learning and Study Strategies Inventory (LASSI)

LASSI Pre-Test | Learning and Study Strategies Inventory

LASSI Learning And Study Strategies Inventory
3rd Edition

Your results will not be scored or recorded. Click the "Submit Your Answers " button at the bottom of the page to view a sample student profile.

Try to answer according to how well the statement describes you, not how you think you should be or what others do. There are no right or wrong answers to these statements. Please work as quickly as you can without being careless and please answer all the items.

1. Even when study materials are dull and uninteresting, I manage to keep working until I finish.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

2. When it is difficult for me to complete a course assignment, I do not ask for help.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

3. I try to find relationships between what I am learning and what I already know.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

4. I find it hard to stick to a study schedule.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

5. In taking tests, writing papers, etc., I find I have misunderstood what is wanted and lose points because of it.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me

LASSI Pre-Test | Learning and Study Strategies Inventory

- Fairly typical of me
- Very much typical of me

6. I concentrate fully when studying.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

7. When I am struggling in one or more courses, I am too embarrassed to admit it to anyone.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

8. When I decide to study, I set aside a specific length of time and stick to it.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

9. During class discussion, I have trouble figuring out what is important enough to put in my notes.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

10. To help me remember new principles we are learning in class, I practice applying them.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

11. When it comes to studying, procrastination is a problem for me.

- Not at all typical of me
 - Not very typical of me
 - Somewhat typical of me
 - Fairly typical of me
 - Very much typical of me
-

LASSI Pre-Test | Learning and Study Strategies Inventory

12. If I am having trouble with a writing assignment, I seek help from resources available at my college such as the writing center, learning center, or tutoring center.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

13. I find it difficult to maintain my concentration while doing my coursework.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

14. I only study the subjects I like.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

15. When preparing for an exam, I create questions that I think might be included.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

16. I have difficulty identifying the important points in my reading.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

17. When work is difficult, I either give up or study only the easy parts.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

18. To help me learn the material presented in my classes, I relate it to my own general knowledge.

LASSI Pre-Test | Learning and Study Strategies Inventory

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

19. There are so many details in my textbooks that it is difficult for me to find the main ideas.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

20. I review my notes before the next class.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

21. I have difficulty adapting my studying to different types of courses.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

22. I translate what I am studying into my own words.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

23. I put off studying more than I should.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

24. Even if I am having difficulty in a course, I can motivate myself to complete the work.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me

LASSI Pre-Test | Learning and Study Strategies Inventory

- Fairly typical of me
- Very much typical of me

25. My mind wanders a lot when I study.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

26. I stop periodically while reading and mentally go over or review what was said.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

27. I am not comfortable asking for help from instructors in my courses.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

28. I feel very panicky when I take an important test.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

29. I have a positive attitude about attending my classes.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

30. When I study for a test, I have trouble figuring out just what to do to learn the material.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

31. Even if I do not like an assignment, I am able to get myself to work on it.

https://www.collegelassi.com/lassi/sample/lassi_Items.html

5/10

SAMPLE

LASSI Pre-Test | Learning and Study Strategies Inventory

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

32. I would rather not be in school.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

33. I set goals for the grades I want to get in my classes.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

34. When I am taking a test, worrying about doing poorly interferes with my concentration.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

35. I try to see how what I am studying would apply to my everyday life.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

36. I have trouble understanding exactly what a test question is asking.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

37. I worry that I will flunk out of school.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me

SAMPLE

LASSI Pre-Test | Learning and Study Strategies Inventory

- Fairly typical of me
- Very much typical of me

38. To help make sure I understand the material, I review my notes before the next class.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

39. I do not care about getting a general education, I just want to get a good job.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

40. I find it hard to pay attention during lectures.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

41. I try to relate what I am studying to my own experiences.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

42. I dislike most of the work in my classes.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

43. I review my answers during essay tests to make sure I have made and supported my main points.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

44. When studying, I seem to get lost in the details and miss the important information.

https://www.collegeclassi.com/lassi/sample/lassi_items.html

7/10

SAMPLE

LASSI Pre-Test | Learning and Study Strategies Inventory

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

45. I do not put a lot of effort into doing well in my courses.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

46. If I find that a course is too difficult for me, I will get help from a tutor.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

47. I am very easily distracted from my studies.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

48. It is hard for me to decide what is important to underline in a text.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

49. To check my understanding of the material in a course, I make up possible test questions and try to answer them.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

50. Even when I am well prepared for a test, I feel very anxious.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me

SAMPLE

LASSI Pre-Test | Learning and Study Strategies Inventory

- Fairly typical of me
- Very much typical of me

51. I set aside more time to study the subjects that are difficult for me.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

52. I test myself to see if I understand what I am studying.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

53. Courses in certain subjects, such as math, science, or a foreign language, make me anxious.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

54. I end up "cramming" for every test.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

55. When I listen to class lectures, I am able to pick out the important information.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

56. When I am studying, worrying about doing poorly in a course interferes with my concentration.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

57. I do poorly on tests because I find it hard to plan my work within a short period of time.

SAMPLE

LASSI Pre-Test | Learning and Study Strategies Inventory

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

58. If I get distracted during class, I am able to refocus my attention.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

59. In my opinion, what is taught in my courses is not worth learning.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

60. When I do not understand how to use a method or procedure presented in one of my courses, I ask another student to teach me so that I can do it on my own.

- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me

After responding to the above statements, click the "Submit" button to view your results.

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K. New Instructional Student Evaluation of Instruction

Bevill State Community College
New Instructional Strategy Student Evaluation of Instruction

Please select your level of agreement with the following statements.

* The instructor presented the material in an organized manner.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please provide any comments you wish to make about the above question.

* The instructor demonstrated enthusiasm throughout the course.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please provide any comments you wish to make about the above question.

Bevill State Community College
New Instructional Strategy Student Evaluation of Instruction

* Assessments and activities reflected the course expectations.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please provide any comments you wish to make about the above question.

* I feel encouraged to ask questions and participate in the course.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please provide any comments you wish to make about the above question.

Bevill State Community College
New Instructional Strategy Student Evaluation of Instruction

* My instructor cares about me.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please provide any comments you wish to make about the above question.

* I would recommend this instructor to another student.

- Yes
- No

Please provide any comments you wish to make about the above question.

Bevill State Community College
New Instructional Strategy Student Evaluation of Instruction

* The instructor-made videos provided in this course assisted me with learning the unit objectives more so than my courses that did not provide the video component.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please provide any comments you wish to make about the above question.

* Because of the videos, I felt more engaged in the class and with the instructor than in my classes without this component.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please provide any comments you wish to make about the above question.

Bevill State Community College
New Instructional Strategy Student Evaluation of Instruction

* The common course objectives provide me with a better understanding of what I am supposed to learn in the course.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please provide any comments you wish to make about the above question.

* I felt that I retained more knowledge in courses with common unit objectives than those without them.

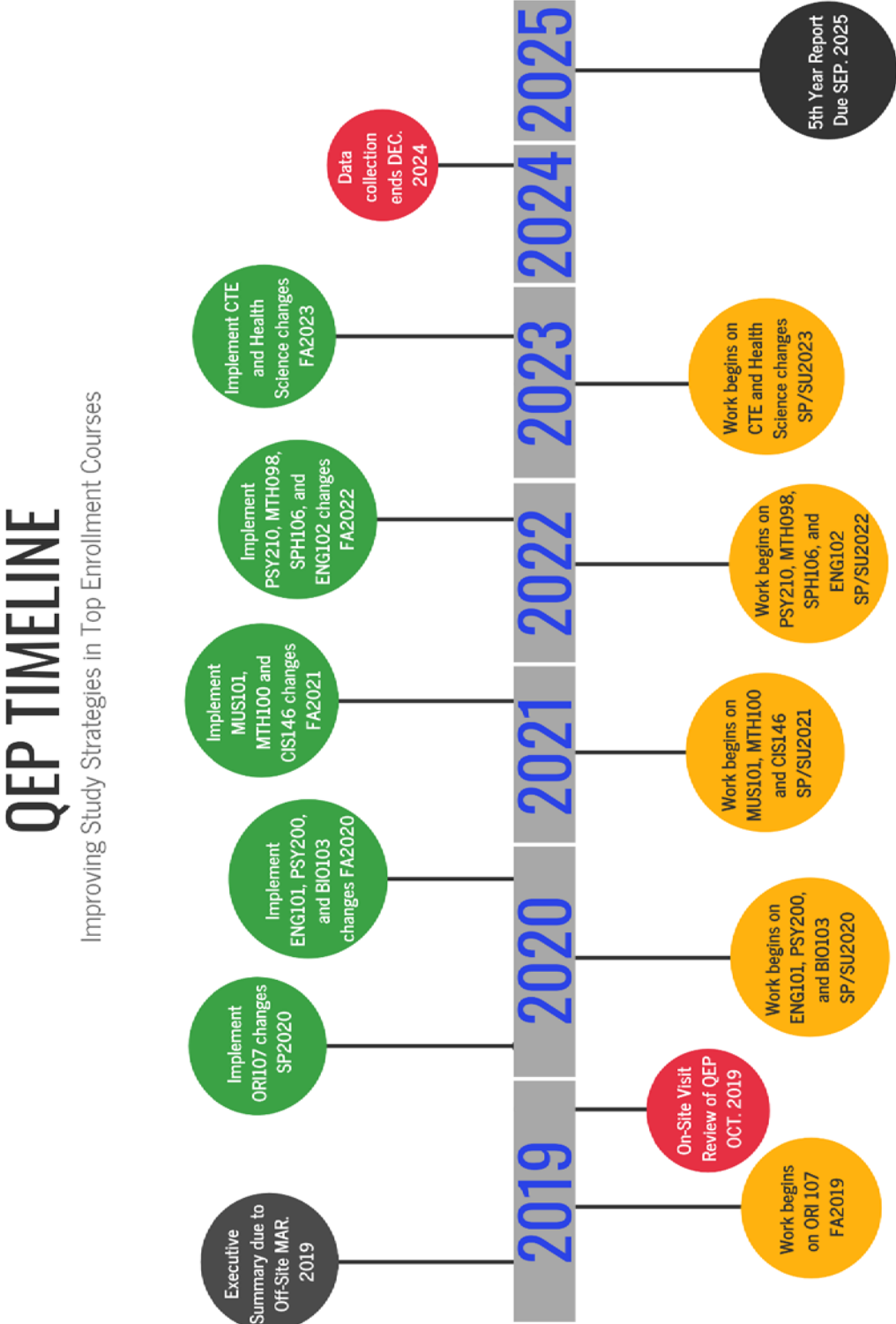
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please provide any comments you wish to make about the above question.

L. QEP Implementation Budget

QEP Implementation Budget						
Categories/Items	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	Funding Source
Personnel Cost						
Full-Time Salaries						
QEP Director (30%)	\$ 38,100.00	\$ 38,100.00	\$ 38,100.00	\$ 38,100.00	\$ 38,100.00	College Operating Budget
Part-Time Salaries						
Adjunct Salary (replace Chairs and Co-chairs in the classroom)	\$ 5,310.00	\$ 5,310.00	\$ 5,310.00	\$ 5,310.00	\$ 5,310.00	College Operating Budget
Faculty Stipends (for Discipline Chair in top ten courses)	\$ 400.00	\$ 300.00	\$ 400.00	\$ 400.00		College Operating Budget
Fringe Benefits	\$ 11,203.00	\$ 11,184.00	\$ 11,203.00	\$ 11,203.00	\$ 11,127.00	College Operating Budget
Total Personnel	\$ 55,013.00	\$ 54,894.00	\$ 55,013.00	\$ 55,013.00	\$ 54,537.00	
Marketing						
Promotional Activities and Materials/Printing Costs	\$ 5,000.00	\$ 3,000.00	\$ 3,000.00	\$ 1,000.00		College Operating Budget
Total Marketing	\$ 5,000.00	\$ 3,000.00	\$ 3,000.00	\$ 1,000.00		
Contractual Services						
LASSI Administrations	\$ 5,000.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 5,000.00	College Operating Budget
Camtasia Lecture Capture	\$ 9,500.00	\$ 3,200.00	\$ 3,200.00	\$ 3,200.00		College Operating Budget
Total Contractual Services	\$ 14,500.00	\$ 10,700.00	\$ 10,700.00	\$ 10,700.00	\$ 5,000.00	
Supplies						
Office Miscellaneous Supplies	\$ 1,500.00	\$ 1,500.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	College Operating Budget
Total Supplies	\$ 1,500.00	\$ 1,500.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	
Travel/Professional Development						
In-state and Out-of-state Travel	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 3,000.00		College Operating Budget
Total Travel/Prof Dev	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 3,000.00		
Total Annual Budget	\$ 82,013.00	\$ 76,094.00	\$ 75,713.00	\$ 70,713.00	\$ 60,537.00	
5 Year Total	\$ 365,070.00					

M. QEP Implementation Timeline



Work includes: standardized objectives by unit and the creation of instructor-led videos related to unit objectives.