

QEP Design Team
May 29, 2009

WELCOME AND INTRODUCTIONS – Susan Burrow

BRIEF INSTITUTIONAL DATA UPDATE – Kristi Barnett

- Looked at demographics of students who passed MTH098 and went on to be successful in MTH100
- Found there was no one group that did significantly better
- Looked at who was placed in to MTH098 and compared it to who is enrolling in the College and found that percentages were equivalent
- Next step is to look at enrollment/placement rates in MTH098 based on whether student has a diploma or GED to see if there are differences in success patterns and traditional (18 – 24 year olds) students to non-traditional students
- Going to look and see if there are success rates different there

A PLAN WITH A PURPOSE – Dr. Barbara Jones

- Went over Key Phases in the SACS/COC Reaffirmation Process with official start and phases
- Reaffirmation has two (almost) separate processes
 - the Quality Enhancement Plan (QEP)
 - the Compliance Certification Report (CCR)
- Talked about timeline for the QEP and CCR
- The QEP Life Span – 18 months and counting
 - Phase I Dialogue – 1-9 months, Focus selected and purpose defined
 - Phase II Design – 10-12 months, activities developed, resource needs identified, implementation plan detail
 - Phase III Writing – 12-16 months, Published QEP document
 - Phase IV Review – 16-18 months, External SACS review
 - Phase V Implementation – 19-?, This is where the work begins!
 - Phase VI Post-QEP – 78 months, That was fun! Let's do another QEP!
- QEP Phases/Stages
 - Phase One - Collegewide Dialogue/Discussion
 - ID broad topics based on data
 - What are problems/needs to be addressed?
 - Phase Two – Topic/Focus Decision
 - Purpose statement
 - Major Components & Related Objectives/Outcomes
 - Phase Three – Design (Implementation Plan)

- Written multi-year Plan
 - ID Key Tasks, Personnel, Management, Assessment & Budget
- Phase Four – Review (Onsite Team)
 - Marketing to faculty, students, and other groups
 - Piloting
 - Visit Prep
- Phase Five – Implementation
- Phase Six – Reporting

- Phase One – Dialogue & Discussion
 - Who was involved?
 - What were methods?
 - Was dialogue/discussion based on data?
 - What were major problems/needs related to student learning identified?

- Phase Two – Topic/Focus Decision
 - Who was involved?
 - What were methods?
 - Why selected from other possibilities?
 - What is purpose of QEP!

- Examples of QEP Focus/Purpose/Goal Statements
 - The purpose of (the QEP) is to enhance student engagement in reading and to improve student reading skills.
 - The goal of (the QEP) is to improve student learning by supporting students in the development of effective problem-solving skills.
 - The purpose of (the QEP) is to assist learners in the development and application of critical thinking skills across the curriculum, thereby improving their ability to think critically and solve problems in general education and occupational/technical programs.
 - The goal of (the QEP) is to improve student learning through culturally diverse perspectives to prepare students for success in a global society.
 - The primary focus of (the QEP) is the development of students who use higher-order thinking skills to explore, evaluate, expand and express ideas.
 - The focus of (the QEP) is to enhance student learning in mathematics.

- Components
 - Course design and delivery options with lab support
 - Increase student engagement and learning readiness through learning communities
 - Advising and placement

- Abstract to Specific
 - QEP Purpose

- Goals
 - Objectives
 - Learning outcomes
- Sample Student Learning Outcomes in Mathematics
 - Objective 4: Students will show improvement in mathematics knowledge, skills and competences based on an end-of-course assessment in targeted courses using a common course examination.
 - Outcome 4a. MATH 0097
 - Students enrolled in MATH 0097 will show an average gain of 5% per year on the Common Course Examination compared to the 2005-06 baseline average of 65.4. (2012 Target – 83.5%)
 - Outcome 4b. MATH 0099
 - Students enrolled in MATH 0099 will show an average gain of 5% per year on the Common Course Examination compared to the 2005-06 baseline average of 64.0. (2012 Target – 81.7%)
 - Outcome 4c. MATH 1111
 - Students enrolled in MATH 1111 (College Algebra) will show an average gain of 5% per year on the Common Course Examination compared to the 2005-06 baseline average of 66.3. (2012 Target – 84.6%)
- QEP Bridge Model
- How do we bridge the gap? Implementation Plan
- What are the problems or conditions addressed by the QEP?
 - poor reading skills
 - poor learning in specific courses
 - little independent reading
 - low retention rates
 - poor test performance
 - high failure rates
- What difference will the QEP make once implemented?
 - better reading skills
 - improved learning in specific courses
 - more independent reading
 - retention rate up
 - test performance up
 - failure rates reduced
- The QEP
- Inputs
- Activities
- Outputs
- Outcomes
 - Identify

- Purpose
 - Goals
 - Objectives
 - Outcomes
- Assess
 - Purpose
 - Goals
 - Objectives
 - Outcomes
- Barriers to Building Bridge
 - Geography
 - Lack of Data
 - Money
 - No consensus
 - Buy-in
 - Time
 - Lack of resources
 - Students – Attitudes and Behavior
 - Academic policy
 - Assessment and Placement
 - Advising
 - Scheduling
- Bevill’s QEP Purpose Statement
 - The purpose of “The Learning Community: Bridging the Mathematical Gap” is to improve student learning and student success in developmental mathematics by enhancing student engagement, learning readiness, and instructional support.
- Components (Original)
 - Course delivery options and structure
 - Tutorial and out-of-class support linked to instruction
 - Student engagement and motivation practices
 - Advising and placement
 - Diagnostic pre and post test
- Components – Goals and Objectives
 - Course delivery options and structure
 - Goal
 - Developmental math will utilize flexible scheduling and instructional delivery methods to improve student learning and success.
 - Objective

- Each campus will have within 5 years an open computer lab adequately staffed and equipped with updated math software.
 - All developmental math courses will utilize online components to provide supplemental content and facilitate a learning community
 - Regular professional development will be provided in:
 - Learning communities
 - Innovative delivery methods
 - Advisement
 - Creative scheduling
 - Using tutorial labs
- Tutorial and out-of-class support linked to instruction
 - Goal
 - Provide open math labs equipped with relevant math software on all campuses and employ tutoring personnel/co-teachers
- Student engagement and motivation practices
 - Goal
 - Create a learning environment that fosters student engagement in developmental math
- Advising and placement
 - Goal
 - To improve developmental math advising and placement
 - Objective
 - Advisor training
 - Master advisor
 - Referring students to a developmental math advisor
 - Utilize Compass diagnostic measures
- Diagnostic pre and post test
 - Goal
 - The math department will develop a pre/post test in order to measure course competencies
 - Objective
 - Develop pre/post test
 - Make tests mandatory
 - Design grading rubric
 - Standardize the process for compiling results
 - Develop guidelines for interpreting results
- Resources – Computer Labs adequately equipped
 - Each campus
 - Equipment/software
 - Staff/tutor resources
- Refined Components
 - Course design and delivery options with lab support

- Increase student engagement and learning readiness through learning communities
- Advising and placement

- Today's Work
 - Refine/clarify Purpose Statement
 - Identify components & objectives/outcomes
 - Select Design Team & Assignments
 - Key Tasks (see components)
 - Personnel
 - Strategies
 - Assessment
 - Resources (Budget)
 - Writing!
 - Lit Review & Best Practices
 - Intro & Involvement
 - Marketing and Review Prep