

QEP FACT SHEET



Vision:

The vision of Walters State's QEP is to improve student learning by increasing student engagement

and increasing student mastery of course competencies.

Student Learning Styles + Targeted Teaching Styles = Increased Engagement



Goal:

1. By identifying their learning styles, students will be able to develop skills that will allow them to perform at a 2% higher level on course learning outcomes.
2. By utilizing knowledge from their learning styles, student retention in QEP course sections will increase by 2%.
3. By participating in activities designed to incorporate student learning styles, students' level of engagement in the classroom will increase by 2%.

Assessment Tools:

Goal 1

- Individual course embedded outcomes assessment
- Measure of Academic Proficiency and Progress (MAPP)
- Field exit exams

Goal 2

- Retention indicators from the approved WSCC Retention Plan

Goal 3

- Community College Survey of Student Engagement (CCSSE) and the individual course mini CCSSE
- Division/departmental engagement assessment tool

QEP Implementation Timeline

Fall 2008	Goal: 100% of developmental programs incorporating QEP
Fall 2009	Goal: 100% of all general education programs incorporating QEP
Fall 2010	Goal: 100% of all departments incorporating QEP
Fall 2011	Reassessment of effects of QEP: Have we transformed our institution by enhancing student learning?

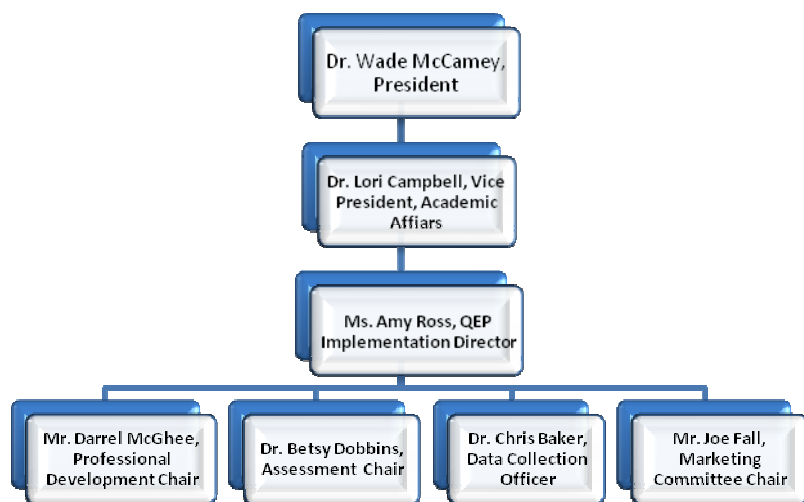
Dean Responsibilities:

- Ensure QEP is implemented in 100% of the departments and 70% of the sections in accordance with the QEP implementation time frame.

Faculty Member Responsibilities:

- 1.0 Attend QEP Training.
- 2.0 Along with division deans, define and identify ways to measure engagement for their division/department.
- 3.0 Along with division deans, determine baseline data for engagement and student learning outcomes.
- 4.0 Assign students to take the student learning inventory style.
- 5.0 Provide information to students regarding their learning styles in the class.
- 6.0 From the learning demographics, identify at least two engagement activities that will address learning styles of the students.
- 7.0 Document their plan of action in the "QEP Faculty Database."
- 8.0 Collect data on engagement as defined by the division/department.
- 9.0 Provide documentation for student learning outcome embedded assessment results.
- 10.0 The faculty member should engage in the process and have fun!

QEP ORGANIZATIONAL CHART



Faculty Member Training Timeline	
Spring 2008	All Developmental Faculty
Fall 2008	Behavioral/Social Science & Natural Science Faculty
Spring 2009	Humanities Faculty
Fall 2009	Nursing & Tech Ed Faculty
Spring 2010	Business & Public Safety

QEP DEFINITION OF TERMS

CCSSE - Community College Survey of Student Engagement (CCSSE) is an assessment tool used to assess quality in community college educations. WSCC administers the CCSSE annually.

Course Retention – If a student successfully completes a grade of A, B, C, or D in the course they were retained/completed successfully and a grade of F or W means they were not successful nor retained. Note, in developmental courses, the grade D does not exist.

Engagement – The QEP states each division/department will define engagement for their area of study. In addition, assessment tools will be developed by each division/department to assess the defined measure of engagement.

Felder-Solomon Learning Inventory Style – This is the student learning style inventory that will be used for the QEP. Students take the learning inventory style test at <http://www.engr.ncsu.edu/learningstyles/ilsweb.html>.

Field exit exams - A major field examination is given to graduates of all technical programs on the academic inventory that do not have a licensure requirement.

Individual course embedded outcomes – All courses by spring 2011 all general education classes will be collecting embedded assessment data based on student learning outcomes. This data will serve as a key indicator for the success of the QEP.

Measure of Academic Proficiency and Progress (MAPP) - Measure of Academic Proficiency and Progress (MAPP) test was developed to assist in the assessment of the outcomes of general education programs in order to improve the quality of instruction and learning. MAPP is also known as the “exit exam.”

QEP – QEP stands for quality enhancement plan. As a SACS reaffirmation requirement, WSSC has been required to develop a QEP. The QEP must be implemented over a five year period. Data will be collected at the end of each semester to provide documentation on the effectiveness of the continuous improvement processes.

Faculty QEP Professional Development Training - All faculty members are required to attend QEP professional development training titled, “Slated to Inspire.” Training is comprised of four three-hour training modules. Module I addresses student learning styles and their relationship to student success. Module II addresses teaching styles and teaching activities that incorporate student learning styles. Module III explores engagement and its impact on the classroom. Module IV addresses assessment for engagement.