

INSTRUCTIONS FOR BREAK-OUT GROUPS (Selecting a Topic)

Step 1: As a group, develop a list in response to the following question:

In considering the most successful students at your college, what traits or behaviors (other than innate ability) are most critically related to their success as learners?

Once your initial list has been developed, narrow it down to the 3-5 most important traits or behaviors and have the recorder list them.

Step 2: As a group, develop a list in response to the following question:

What weaknesses prevent students at your college from achieving academic success?

Once your initial list has been developed, narrow it down to the 3-5 most significant weaknesses and have the recorder list them.

Step 3: As a group, develop some suggested strategies for addressing one or more of the weaknesses identified in Step 2. Each strategy should be described in a sentence or less. A given strategy might be something that would be carried out on a college-wide basis, or it might address a specific discipline or other group (e.g., first-year students, math students, students who have completed fewer than 15 credit hours, English composition students, etc.)

Please note: A strategy should be a course of action, not a policy. For example, avoid statements such as Require all students to XXX. @ Instead, phrase suggestions in terms of positive change, as in develop a peer mentoring program for students in developmental courses @ or implement a writing-across-the-curriculum program. @

Once your initial list of strategies has been created, narrow it down to no more than 3 statements and have your recorder list them.

THANK YOU.

Attachment D

Instructions for QEP Break-out Groups

Step 1: As a group, develop a list in response to the following question:

In considering the most successful students at New River Community College, what traits or behaviors (other than innate ability) are most critically related to their success as learners?

Once your initial list has been developed, narrow it down to the 3-5 most important traits or behaviors and have the recorder list them on the group report form (yellow sheet).

Step 2: As a group, develop a list in response to the following question:

What weaknesses prevent NRCC students from achieving academic success?

Once your initial list has been developed, narrow it down to the 3-5 most significant weaknesses and have the recorder list them on the group report form (yellow sheet).

Step 3: As a group, develop some suggested strategies for addressing one or more of the weaknesses identified in Step 2. Each strategy should be described in a sentence or less. A given strategy might be something that would be carried out on a college-wide basis, or it might address a specific discipline or other group (e.g., math students, students who have completed fewer than 15 credit hours, English composition students, etc.)

Please note: A strategy should be a course of action, not a policy. For example, avoid statements such as “require all students to XXX.” Instead, phrase suggestions in terms of positive change, as in “develop a peer mentoring program for students in developmental courses” or “implement a writing-across-the-curriculum program.”

Once your initial list of strategies has been created, narrow it down to no more than 5 statements and have your recorder list them on the group report form (yellow sheet).

Step 4: As individuals, list any comments you would like to make about possible topics or strategies that might be addressed in NRCC’s Quality Enhancement Plan (QEP). Note them on the individual comment form (blue sheet) and give them to your group’s recorder. The recorder will then submit all forms to the SACS leadership team.

For details on what constitutes a viable QEP (Quality Enhancement Plan), see the description provided (green sheet).

If you have questions about this activity, please check with your group leader or any member of the SACS leadership team.

THANK YOU.

Attachment D (continued)**GROUP REPORT FORM****QEP Planning Session****8/17/06**

Group Number: _____

Name of Recorder: _____

1) Our group has identified the following traits or behaviors as discussed in Step 1:

2) Our group has identified the following weaknesses as identified in Step 2:

3) Our group has identified the following strategies as identified in Step 3.

Attachment D (continued)

WHAT IS A QEP?

As part of the Southern Association of Colleges and Schools (SACS) re-accreditation process, a Quality Enhancement Plan (QEP) is a carefully designed and focused college initiative to improve student learning. The selection of NRCC's QEP topic is an important decision the college will make together as faculty, staff, and students pursue one clear objective: to enhance student learning at our institution.

A QEP is a course of action for institutional improvement that addresses one or more issues contributing to quality enhancement of student learning. SACS has noted that "student learning is at the heart of the mission of all institutions of higher learning...Developing a QEP as a part of the reaffirmation process is an opportunity and an impetus for the institution to enhance overall institutional quality and effectiveness by focusing on an issue or issues the institution considers important to improving student learning." The QEP must emerge from the institution's current planning and evaluation processes and must be compatible with the college's strategic plan. The QEP should not be seen as an "add-on" but rather it should become an integral part of the institution and its activities. For more information on QEPs, see the SACS Handbook for Reaffirmation of Accreditation.

An effective QEP must be thoroughly focused. While important to the entire institution, it may focus on a specific discipline, group of students, etc.

It must directly address improving student learning. Outcomes such as improving student retention might be a possible benefit, but they should not be the focus of a QEP.

**Communicating across the Institution
Gaining Support (“Buy-In”) for the QEP**

Identify all of the constituents who have a vested interest in student learning in your institution.

What are some techniques that you can use to share QEP information and to gain “buy-in” from all constituents at your institution?

Bloom's Taxonomy & Associated Action Verbs

Level I: Knowledge

Arrange	Describe	Identify	List	Quote	Recognize	Select	Tell
Count	Draw	Indicate	Locate	Read	Record	State	Trace
Define	Duplicate	Label	Name	Recite	Relate	Tabulate	Write

Level II: Comprehension

Associate	Contrast	Discuss	Give an example	Locate	Report	Revise	Translate
Change	Convert	Distinguish		Paraphrase	Represent	Rewrite	
Classify	Describe	Estimate	Illustrate	Predict	Restate	Simplify	
Compute	Differentiate	Explain	Interpret	Recognize	Review	Summarize	

Level III: Application

Apply	Construct	Employ	Interpret	Predict	Produce	Transfer	
Calculate	Contribute	Establish	Operate	Prepare	Project	Translate	
Chart	Discover	Examine	Order	Relate	Provide	Use	
Chose procedures		Find solutions		Report	Schedule	Utilize	
Collect information		Illustrate	Organize	Restate	Sketch	Write	
Complete	Dramatize	Implement	Perform	Review	Solve		

Level IV: Analysis

Analyze	Contract	Contrast	Detect	Discriminate	Generalize	Organize	Select
Break down		Correlate	Determine	Distinguish	Infer	Outline	Separate
Appraise	Categorize	Criticize	Diagram	Experiment	Inspect	Prioritize	Solve
Conclude	Compare	Debate	Differentiate	Inventory		Question	Summarize

Level V: Synthesis

Assemble	Compile	Design	Facilitate	Integrate	Negotiate	Prescribe	Reorganize
Build	Compose	Devise	Formulate	Invent	Organize	Produce	Specify
Collaborate	Construct	Detect	Generate	Manage	Plan	Propose	Substitute
Collect	Create	Develop	Generalize	Modify	Prepare	Relate	Unite

Level VI: Evaluation

Appraise	Compare	Decide	Estimate	Justify	Rate	Select	
Argue	Conclude	Defend	Evaluate	Measure	Recommend	Support	
Assess	Contrast	Determine	Grade	Predict	Revise	Test	
Choose	Critique	Develop	Judge	Rank	Score	Verify	

Notes:

- All levels of learning are important. The lower levels support the higher levels; the higher levels cannot function effectively without the lower levels.
- Higher levels are more complex, not necessarily more difficult. Difficulty depends on prerequisite knowledge and skills.
- The verb used does not guarantee the cognitive level. The action must be presented in a context that ensures the appropriate level is addressed.

Methods of Assessment

<i>"How do I assess thee? Let me count the ways."</i>		
Writing	Performing	Creating/Developing
Essay	Demonstration of skill	Video
Report	Role play	Poster
Journal/reflective writing	Experiment	Manual or brochure
Book review	Simulation exercises	Portfolio
Letter of advice	Performance	Make a list
Newspaper article	Presentation	Experiment/hypothesis test
Lab report	Debate	Concept map
In-class writing exercise	Interviews	Assignments: Capstone course/project/experience
Annotated bibliography	Fieldwork/internship/lab/clinical evaluation	Survey
Evaluate accuracy of . . .	Testing	Projects: group or individual
Research paper	Written tests: objective	Analyzing
Abstract	Written tests: essay	Case study
Internship/field experience/clinical report	Oral tests	Product analysis
Position paper	Problem set	Discussing
Critique	Quizzes	Discussion: classroom or on-line
Log	Standardized assessment test of subject	
	Certification tests	
	Lab practical	
<i>Many assessment methods are applicable to more than one category</i>		

STEPS IN DEVELOPING QEP

Task	Date	Comments
Identify/list sample QEP topics at other institutions	March 2006	
Send introductory memo to NRCC	April 2006	
Provide overview at appropriate meetings (some combination of: Faculty Assembly, Support Staff, Functional Area Managers, College Board, Foundation Board, SGA, and/or college-wide meeting(s) called for this purpose)	April 2006 - August 2006	
Send overview memo to NRCC requesting follow-up consideration during summer	April/May 2006	
Hold college-wide workshop to narrow down choices	August 2006	
Meet with SACS liaison	August 2006	
Communicate results of college-wide workshop to NRCC	August 2006	
Agree on QEP topic	September 2006	

Additional Steps in Selection of QEP Topic

January-February 2007

- Step 1: Thursday, January 25 – Distribute survey results to NRCC faculty and staff (Include announcement of February 1 Open Forum)
- Step 2: Pat Huber to meet with Pablo Chalmeta (date to be determined)
- Step 3: Thursday, February 1, 3 p.m. – Hold Open Forum for faculty and staff
- Step 4: Friday, February 2 – Send e-mail announcement of February 6 Forum to students and community
- Announcement also to be published via news releases, paid ads and other measures.
- Step 5: Tuesday, February 6, 11 a.m. – Hold Open Forum for students, faculty, staff and community
- Step 6: Thursday, February 8 or Friday, February 9 – Send e-mail to NRCC students (and others) summarizing results of February 6 Open Forum
- Step 7: Review proposed topic with SACS contact
- Step 8: Date to be determined (mid-February) – Announce topic selection

TABLE 6

Program Implementation Timeline	
Time Period	Activities and Strategies
Summer 2007	<ul style="list-style-type: none"> • Conduct Summer Institute I to establish organizing framework.
Fall 2007	<ul style="list-style-type: none"> • Analyze 3-year data trends for MTH 03 grades, course retention rates, and performance of students who enroll in a subsequent math course. • Develop needed surveys (students who withdraw from course, survey of student opinions on relevance of applied experiences, and end-of-course exit survey). • Develop pre/post-test from ASSET test. • Administer exit survey and post-test to MTH 03 students at end of fall semester. • Develop schedule for implementation of embedded tutors.
Spring 2008	<ul style="list-style-type: none"> • Administer pre/post-test and exit survey to MTH 03 students to establish baseline.
Summer 2008	<ul style="list-style-type: none"> • Conduct Summer Institute II to analyze data collected during fall and spring semesters, and to develop applied experience modules.
Fall 2008	<ul style="list-style-type: none"> • Pilot QEP with two sections of MTH 03: pre/post-test, applied learning modules, tutors, and surveys. • Conduct monthly QEP team meetings to monitor and “trouble shoot” implementation process.
January 2009	<ul style="list-style-type: none"> • Conduct QEP team meeting to evaluate fall 2008 implementation process, and make revisions to process if needed.
Spring 2009	<ul style="list-style-type: none"> • Continue fall 2008 model with revisions if needed.
Summer 2009	<ul style="list-style-type: none"> • Analyze data and evaluate the process. Use findings to develop and implement changes as needed.
Fall 2009 through Spring 2012	<ul style="list-style-type: none"> • Analyze data and evaluate the process prior to the beginning of each semester. Use findings to develop and implement changes to the plan as needed.

TABLE 7 – Resources

	Year 1 (2007-2008)	Year 2 (2008-2009)	Year 3 (2009-2010)	Year 4 (2010-2011)	Year 5 (2011-2012)	Five-Year Total (2007-2012)
QEP Project Coordination (2 @ 0.2 FTE) (Pablo Chalmeta, Teri Moore)	\$ 33,160	\$ 34,818	\$ 36,559	\$ 38,387	\$ 40,306	\$ 183,230
Math Faculty (1.2 FTE) (salary and fringes)	\$ 87,526	\$ 91,902	\$ 96,497	\$ 101,322	\$ 106,388	\$ 480,636
Summer Institute (16 faculty X 3 days)	\$ 4,800	\$ 4,800	\$ 4,800			\$ 14,400
Template Development	\$ 2,400	\$ 2,400				\$ 4,800
Survey Development	\$ 2,000					\$ 2,000
Tutoring	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 25,000
Testing	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 12,500
Promotional items	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 6,000
Professional development	\$ 4,000	\$ 4,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 17,000
Five Year Total:						\$ 745,566