

Lamar State College-Orange

QEP

THE NEWSLETTER OF THE LSC-O QUALITY ENHANCEMENT PLAN

QEP FAQs

What is the QEP?

QEP is an acronym for Quality Enhancement Plan. It is a 5 -year, college-wide quality improvement plan focusing on student learning outcomes and/or learning environment.

Why is the QEP important to us?

QEP is required for our accreditation by SACSCOC. We believe that it is a REAL opportunity for us to enhance what we do for our students that can impact their learning.

What is the scope of QEP?

The QEP should address a well-defined and focused issue relating to student learning. The QEP is not expected to touch the life of every student at the institution but “be sufficiently broad to be viewed as significant to the institution...”

Is it okay to change directions during the course of developing QEP?

“Developing a QEP is a recursive rather

than a linear process, much like any other important, deliberative, and reflective planning and writing project. An institution should expect the focus and framework for the QEP to shift and evolve as the research, writing, talking, and campus participation occur.”

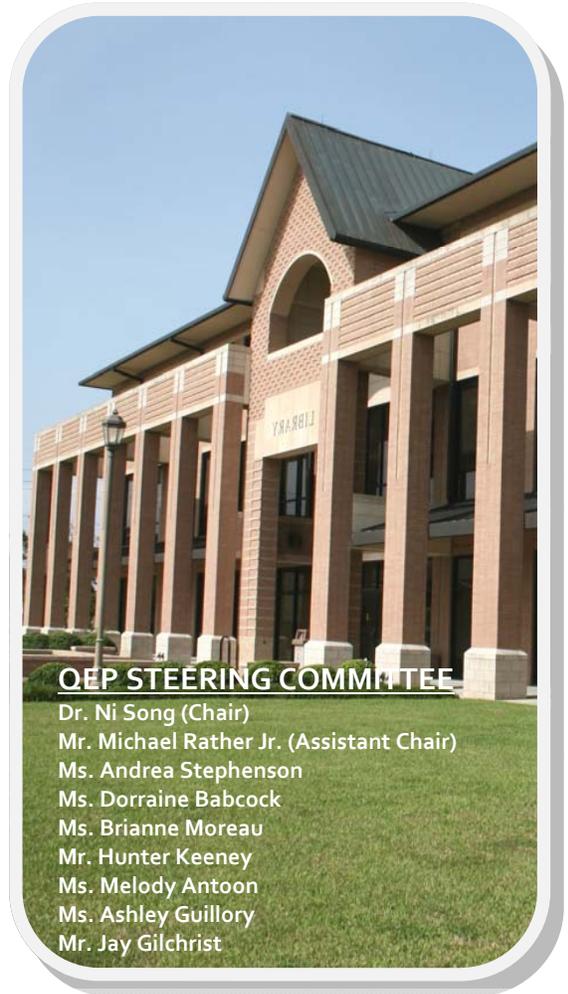
(Source: 2013 Handbook for Institutions Seeking Reaffirmation)

Where are we in the process of QEP?

We are in the phase of developing the plan (Phase I: 2012-2014) . The next phase involves implementation of the plan (Phase II: 2014-2019). See the following progress report for details.

What is SACSCOC?

The Southern Association of Colleges and Schools Commission on College is the regional body for the accreditation of degree-granting higher education institutions in the Southern states.

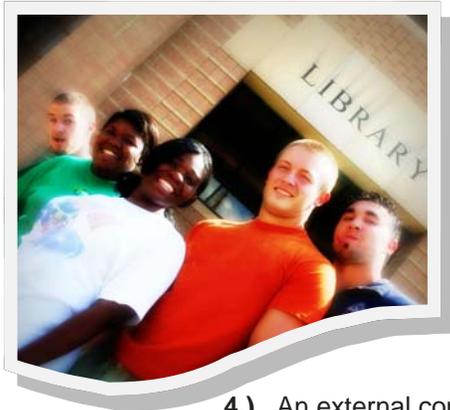


QEP STEERING COMMITTEE

Dr. Ni Song (Chair)
Mr. Michael Rather Jr. (Assistant Chair)
Ms. Andrea Stephenson
Ms. Dorraine Babcock
Ms. Brienne Moreau
Mr. Hunter Keeney
Ms. Melody Antoon
Ms. Ashley Guillory
Mr. Jay Gilchrist

QEP STEERING COMMITTEE PROGRESS REPORT—FALL 2013

- 1.) The QEP steering committee was formed in August of 2013. We were charged with refining the QEP topic (Flipped Classroom) recommended by QEP topic selection committee. The goal was to identify an area of student learning that can be addressed by the flipped classroom method.
- 2.) The steering committee investigated extensively the possibility of having “Personal Responsibility” as a focus area addressed by the method of flipped classroom. A survey about barriers of student learning was given to all full-time faculty during Faculty Convocation on Aug 23, 2013. Close to 70% of the responses on these surveys identified a “personal responsibility” issue as one of the three primary impediments to student success.



PROGRESS REPORT CONT'D

- 3.) After continued investigation and research the following concerns surfaced:
- Personal responsibility is difficult to measure directly. All the data we have currently are indirect measures;
 - Our Current Personal Responsibility General Education Rubric is new and untested. It is unclear if we have any direct institutional assessment data on personal responsibility in the recent years.
 - According to the documents of SACSCOC, while indirect measures are useful, it is indispensable to utilize direct measurements which led to the QEP topic's refinement.

4.) An external consultant with expertise in QEP development Ms. Mary Frances Gibbons was hired per the request of our steering committee. While waiting for the consultant to join the team, all areas of committee work centered at personal responsibility and flipped classroom continued – topic statement, goal statement, student learning outcomes, a newsletter, a QEP webpage and a plan for QEP motto contest have been developed. A faculty survey for feedback and ideas on flipped classroom was given. These documents and artifacts are available by request.

- 5.) A professional development webinar was held on October 16th entitled "Flipping the College Classroom: Transform Students into Active Learners." The lecturer for this webinar emphasized the importance of information delivery or content delivery outside of the classroom for a Flipped Classroom model.
- 6.) The consultant confirmed our concerns on the Personal Responsibility topic as valid and suggested we shift away from this direction while keeping Flipped Classroom if possible. We focused our research to institutional assessment data on high enrollment, high attrition and gate-keeper courses in an effort to narrow down the focus area suitable for implementing flipped classroom.
- 7.) The consultant visited our campus on Oct 21-23rd, 2013. During her visit, steering committee leadership and key administrators/faculty discussed institutional data, possible areas or disciplines to focus on, and ways of approaching the QEP.
- 8.) The final piece of the puzzle that led to our current area of focus came in a discussion concerning the Flipped Classroom and content delivery. The primary method of content delivery for the college classroom is *Reading*. These readings come in a myriad forms and students struggle with understanding and applying these texts. After further review of institutional data, a recognizable pattern emerged of students having underdeveloped reading and information literacy skills. It was recognized that a Flipped Classroom method would be dependent on student success in reading or the use of readings. We could not move to a Flipped Classroom method without first addressing this student need.

9.) A FOCUS ON READING/INFORMATION LITERACY WAS FURTHER SUPPORTED THROUGH THE FOLLOWING



- a) Research of the definition of the Flipped Classroom was arrived at that emphasizes information delivery outside of class time. Students would essentially learn specific content through "Readings" and "Videos." Both ways of acquiring information central to course content requires literacy skills that seemed to be lacking in our student population. The necessity of having satisfactory information literacy skills in order to benefit from a Flipped Classroom method makes it important that the college establishes these foundational skills before instituting a Flipped Classroom methodology.
- b) Investigation of various institutional data on Math, English, Biology, Nursing and College Success courses. This included success rates in each of these areas; analysis of standardized test results from the last four years including the SAILS test, the CCSSEE, the CCFSEE, that CAPP, TEAS, COMPASS; review of SLOs for numerous courses from technical and academic programs; and ongoing research into best practices relating to the Flipped Classroom and instruction.
- c) Information literacy represented campus-wide interest. It came out as #2 during the campus-wide voting conducted by the topic selection committee. And the number of votes was very close to that of # 1 (flipped classroom).

10.) The steering committee is currently working on further refining the direction (information literacy or reading literacy) through institutional self-study, literature research and campus communications.

Acknowledgement: Many thanks to all the support that the QEP steering committee has received from Faculty, the VPAA, OIRE, the Dean of Instruction, Division directors, the Library, Division of College success, CIDDL, and students.



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