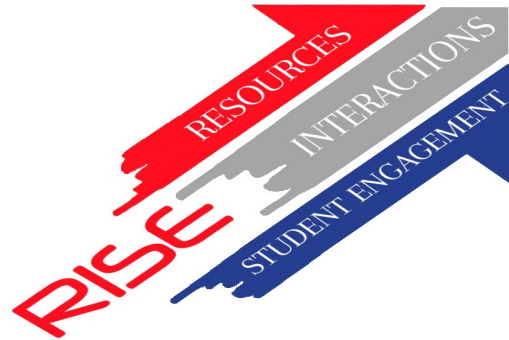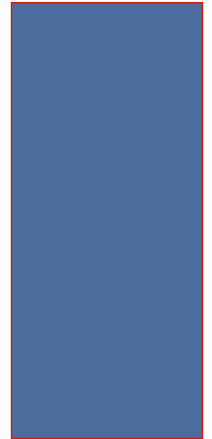# QUALITY ENHANCEMENT PLAN

RISE to the Top:
Infusing High-Impact Practices to
Increase Student Success
at Southwest Texas Junior College

OCTOBER 1, 2015
DR. A. GARCIA

QEP PURPOSE AND FOCUS

- The purpose is to improve quality of learning.

- RISE to the Top will focus on improving critical thinking and student engagement through high-impact practices.

SWTJC QEP

- RISE to the Top
  - Resources plus Interactions equal Student Engagement or R + I = SE
  - "R" refers to the institutions' resources, including faculty, counselors, students, community members, the writing center, student success center, library, student support services, and their respective staff
  - "I" refers to well-designed student interactions inside and outside of the classroom
  - "SE" refers to the concept of Student Engagement, which provides a measure of students' overall college experience.

YEAR ONE 2015-2016 QEP GOALS

- Improve critical thinking through high-impact educational practices
- Improve Student Engagement through high-impact educational practices
- Enhance student learning through professional development opportunities for faculty and staff, focusing on high-impact practices (HIPs)

- Institutional High-Impact Practice: Learning Frameworks Course (EDUC 1100) is a new course being implemented this semester to new students of SWTJC. The course will provide students with opportunities for increased student engagement and improvement of critical thinking skills.

INVOLVEMENT

- Through design, development, and implementation of High-Impact Practices, **RISE to the Top** will provide a student success-oriented, campus culture rich with opportunities for meaningful collaboration and engagement between and among students, faculty, and staff. These high impact practices assist in cultivation of student success outcomes including grades, graduation, transfer, employment, and lifelong learning (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006).

- A comprehensive system of well-developed lessons and activities will be utilized by faculty and staff in order to systematically engage students with institutional resources, build relationships and partnerships that support learning, and deliver activities and experiences that provide clear pathways to success in college (Kuh et al., 2006).

HIGH-IMPACT EDUCATIONAL EXPERIENCES (HIPS)

- First-year seminars and experiences
- Common intellectual experiences (such as the core curriculum)
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Learning Framework and Study Skills Courses
- Diversity and global learning in courses or programs that examine "difficult differences"
- Service- or community-based learning and/or Internships
- Capstone courses and projects

Table 5-5. Action Plan for Goal 1 in Year One

Goal #1 Improve critical thinking through high-impact educational practices

Strategy 1 - Provide course material that focuses on critical thinking skills.

What	Who	When	How/Notes
CREDO Pilot program	Karen Baen and April Cole, Librarians	Summer I 2015	5 English 1301 Students in Karen Quiroz's class will test program. Free gift cards will be provided as incentives for the students to do this "outside of class" work.
Embed CREDO courseware in EDUC 1100 and COLS 0300 students as part of course	Collaboration of library staff and faculty	Fall 2015	QEP budget will purchase the $7500 license to use the courseware.
Embed CREDO courseware in selected core curriculum and technical programs.	Collaboration of library staff and faculty and division chairs	Spring 2016	5 courses that list critical thinking as an SLO will be selected by Division Chairs and faculty

Strategy 2 – Provide training to faculty and staff on the use of CREDO courseware.

Goal #2	Improve Student Engagement through high-impact educational practices		
Strategy 1 - Require first time in college students to participate in a "First Year Experience" course designed to improve student engagement and critical thinking.			
What	Who	When	How/Notes
EDUC 1100 will be required for FTIC students not enrolled in developmental education classes.	Designated Faculty	Fall 2015	Training provided at retreat and in August 2015 by Russ Hodges
Expanded offerings of COLS 0300 for developmental education students.	Designated Faculty	Fall 2015	Experienced faculty will teach the course
Strategy 2 – Provide training to faculty and staff who will teach EDUC 1100 and COLS 0300			
What	Who	When	How/Notes
Overview of a Learning Frameworks course at the QEP Retreat, attended by planning committee members and guests	Russ Hodges, author of Learning Frameworks textbook	May 29, 2015	Copies of book, materials, and an interactive presentation by Russ Hodges
August training meeting for faculty scheduled to teach EDUC 1100	Dr. A. Garcia, Professional Development Officer and Dr. M. Burchfield, Division Chair for Education and Developmental	August 6, 2015 August 11, 2015 August 12, 2015	IRM, Test bank, and PowerPoint slides will be sent to each faculty member ahead of time. Syllabus will be available online. Meeting will be conducted by Russ Hodges or Dr. Burchfield

Goal #3   Enhance student learning through professional development opportunities for faculty and staff, focusing on high-impact practices (HIP).

Strategy 1 - Schedule monthly professional development training sessions for faculty and staff.

What	Who	When	How/Notes
PD training on HIP and Student Engagement	Dr. Garcia and QEP Director	Begin in fall 2015	Use the activity hour and schedule presenters

Strategy 2 - Schedule a "Best Practices" session for fall and spring convocations to showcase faculty members using high-impact practices

What	Who	When	How/Notes
Create session in Convocation to present and identify "Best Practices"	Dr. Garcia	Fall 2015	Schedule presenters
Send faculty to state, regional, and national conferences to attend training.	Dr. Garcia and Division Chairs	Fall 2015	Check budgets and conference schedules. Make sure travel money is allotted.
Schedule field trips to colleges with successful HIPs	QEP Director	Spring 2016	Use contacts at Achieving the Dream to locate colleges

ASSESSMENT

- ETS Proficiency Profile

- Community College Survey of Student Engagement (CCSSE)

- CREDO

Table 5‑8. Five-Year Action Plan Summary

Implementation of RISE to the Top QEP	Year 1	Year 2	Year 3	Year 4	Year 5
High-impact Practice	First Year Experience Course for all first-time-in college students	Service Learning in targeted courses	Collaborative Learning in targeted courses	Capstone courses and Internships in targeted programs	Undergraduate Research in targeted courses and clubs
Critical Thinking	CREDO courseware made available to college	Targeted Core Curriculum Course use HIPs to increase Critical Thinking	Targeted Core Curriculum Course use HIPs to increase Critical Thinking	Targeted Core Curriculum Course use HIPs to increase Critical Thinking	All core curriculum courses use HIPS to increase Critical Thinking
Training Focus	Faculty and Staff Training Activities focused on First Year Experience and Critical Thinking	Faculty and Staff Training Activities focused on Service Learning and Critical Thinking	Faculty and Staff Training Activities focused on Collaborative Learning and Critical Thinking	Faculty and Staff Training Activities focused on Capstone Courses and Critical Thinking	Faculty and Staff Training Activities focused on Undergraduate Research and Critical Thinking
Data collection and analysis	QEP Annual Report	QEP Annual Report	QEP Annual Report	QEP Annual Report	QEP Annual Report
Planning activity	New Action Plans Developed during the Summer for Year 2	New Action Plans Developed during the Summer for Year 3	New Action Plans Developed during the Summer for Year 4	New Action Plans Developed during the Summer for Year 5	New Action Plans Developed during the Summer for Year 6

IMPLEMENTATION TEAM

- QEP Director
- 1 faculty member and 1 staff member from the following campuses:

  Del Rio

  Eagle Pass

  Uvalde

- Administrative Assistant
- Student Representative
- Implementation Liaisons

SWTJC QEP WEBSITE

- http://qep.swtjc.edu/

- https://youtu.be/74SB41gvlBo