Roane State Community College

Quality Enhancement Plan

August 2019

The Learning in Action Project

TABLE OF CONTENTS

I. Executive Summary

The mission of Roane State Community College's QEP is to help students achieve greater academic success through the development of stronger connections with each other and with their learning. Following a year-long process to select a topic that would have the greatest potential to enhance student learning and success, the college has embarked upon the **Learning in Action Project** to integrate collaborative and problem/project-based learning into the classroom. The five-year project to adopt these research-based, high impact teaching practices is designed to facilitate greater student engagement and persistence and attainment of key learning outcomes.

Improved outcomes for student engagement and success will be evidenced by:

- Increased fall-to-fall retention
- Decreased course withdrawal rate
- Increased course completion rate
- Increased gateway course success rate (A, B, C)

Additionally, as a result of exposure to the **Learning in Action Project** collaborative and problem/project-based teaching and learning strategies, students will be able to:

- Collaborate effectively on class activities/assignments with their peers.
- Identify and define central ideas or issues when presented with an open-ended problem, case or question.
- Evaluate sources for credibility and relevance
- Select and use appropriate concepts and methods from credible and relevant sources to solve a problem or put forward a thesis.
- Produce effective, evidence-based written, visual, or oral reports or presentations.

Extensive and ongoing professional development will prepare an incrementally increasing number of faculty to implement and share best practices for integrating active and collaborative learning activities into their classrooms. While **Learning in Action Project** activities will occur across the college curriculum, special focus will be placed on key first-year gateway courses in order to enhance engagement and retention of students most at risk for withdrawal and failure. Incoming students will be introduced to collaborative learning through low-stakes, informal classroom activities and will progress **i**n their respective programs of study to more formal project and/or problem-based learning activities that will culminate in reports or presentations.

The **Learning in Action Project** is integral to the college's strategic plan as a critical element of its Achieving the Dream (ATD) implementation plan for student success. Having made significant strides toward transforming student and academic support and infrastructure, the final strategy in the ATD plan is the adoption of high impact practices in the classroom. Consistent with ATD's focus on the creation of a culture of evidence, the **Learning in Action Project** has developed an assessment plan, based upon a series of evaluation questions, to continually evaluate progress toward the accomplishment of the outcomes listed above. The assessment plan uses quantitative metrics to gauge retention, completion/withdrawal, and course success data, and common rubrics have been developed to assess student learning outcomes. Survey data will monitor student and faculty perception and satisfaction to guide ongoing project improvement.

II. Identification of the Topic

The Learning in Action Project, Roane State Community College's Quality Enhancement Plan, represents an integral element within the college's strategic student success agenda. With the passage of the Complete College Tennessee Act (CCTA) of 2010 and the transition from an enrollment-based to an outcomes-based funding formula, institutions throughout the state of Tennessee sharpened their focus on strategies to improve students' timely completion of their educational goals. Roane State's early initiatives included a pilot to re-design developmental studies, preliminary development of a "smart start" curriculum for entering students, and implementation of a learning strategies course that became the legacy of our previous QEP.

The college's student success agenda really gained traction as a holistic plan, however, in 2015 when Roane State became one of only two community colleges in Tennessee to join Achieving the Dream (ATD). ATD is the national network of community colleges working to assist institutions in making the transformative changes needed to help more students achieve their educational goals. Roane State's first task for ATD membership was development of a comprehensive, data-driven implementation plan accompanied by a plan visualization **[1]**. This plan, embedded as an objective in the college's strategic plan **[2]**, created a roadmap for student success that would require significant changes to long-standing policies and practices for developmental education, on-boarding of entering students, academic advisement, and scheduling.

The plan visualization remains a compelling representation of progress made and challenges remaining **[3]**. The transition from a traditional model of remediation to a co-requisite model has resulted in the academic gains that helped Roane State achieve ATD Leader College status after only three years. The implementation of a one-on-one coaching model to onboard students at the campus of their choice, eliminating barriers of time and geography, has contributed to increases in retention. Mandatory academic advisement and two-year degree maps are helping to keep students on a path to completion.

Ultimately, however, student success and persistence begins and ends in the classroom. In order to accomplish full-scale implementation of the ATD plan and transform academic success, the time had come to develop strategies to integrate high impact teaching practices in the classroom that would increase student engagement and support a growth mindset for learning.

Although Roane State has the second highest three-year graduation rate in the Tennessee Board of Regents system and has attained the highest percentage of awards per FTE since the Tennessee Higher Education Commission began tracking that metric, there are too many students who never persist beyond the first-year foundational courses to fully engage with an academic program. During the academic year (2016-17) prior to full-scale planning for a QEP topic, the success rate in Composition I for students co-enrolled in learning support (developmental) sections was only 62%. The success rate in Probability and Statistics, the college-level co-requisite for math learning support was only 59%. Students with reading learning support requirements co-enrolled in either General Psychology or Early Humanities had an average success rate of only 54%.

While the Tennessee Promise grant that provides free tuition to high school graduates is a tremendous boon to access, it has also increased the number of entering students who are as unprepared for college work emotionally as they are academically. In 2016-17, Composition I and Probability and Statistics were, respectively, the #1 and #2 top enrollment courses at the college. The overall success rate for those two courses decreased during the period from 2015-2017, when TN Promise was introduced compared to the 2013-2015 period; Composition I by 1.8% and Probability and Statistics by 5.8%. Anatomy and Physiology I, the 6th highest enrollment course during 2015-2017 was 18th in success rate among the top 20 enrollment courses, with an average success rate of only 66%. This course is a key early gateway course for the hundreds of entering students whose educational goal is acceptance into one of Roane State's competitive, limited enrollment health science programs. As the college community embarked upon the process of selecting a topic for the QEP, the imperative to identify teaching and learning strategies to positively impact students early in their educational journey was a top priority.

Following faculty convocation in August 2017, the Vice President for Institutional Effectiveness, Planning, and Student Success Initiatives (VP/IEPSSI) solicited the assistance of a group of faculty to develop the planning process for selecting a QEP topic. The group consisted of faculty members from a variety of academic disciplines, including education, sociology, biology, English, radiologic technology, psychology, speech communication, mathematics, business, criminal justice, and mechatronics. The input process validated by this faculty group consisted of 1) a faculty survey to be administered in October 2017; 2) a student survey to be administered in October 2017; 3) faculty discussion forums at multiple campuses;

and 4) input from career program advisory boards. As the group worked to develop the survey instruments, input was also received from members of the General Education Committee.

The faculty survey **[4]** was designed to gain input regarding student skills and engagement, gauge interest in some suggested potential topics, and gather additional topic ideas. Faculty were encouraged to tell students that we wanted their input in selecting a topic for a multi-year project to increase student success and to ask them to complete the survey **[5]** that would gather those ideas. Both surveys were available online for a two-week period in October 2017.

Among the notable results from the faculty survey was equal interest in a QEP that would address a skills gap in research and one that would address gaps in interpersonal/speaking skills. Faculty indicated that students were most engaged and learned the most when they worked in teams, when they were involved in hands-on activities, and when course concepts were related to real life situations. Presented with the top five most required skills for 2014-2024 from the Tennessee Department of Labor and Workforce Development (active listening, speaking, reading comprehension, critical thinking, and social perceptiveness), 95% of faculty indicated that there was a place in the curriculum to reinforce these skills and 82% were interested in a QEP to strengthen students' skills in one or more of these areas.

The student survey received over 650 responses, with 58% representing students under the age of 21. Students were asked to rate the importance of specific skills in order to be successful in their chosen career. The skill ranked highest as "very important" was "working with others" (81%) followed by "critical thinking/problem solving" (80%), and "speaking/oral communication" (76.5%). The types of activities that students stated helped them learn the best mirrored the faculty responses; namely, "hands-on" and "real-world" projects and working with others **[6].** Students noted that working in groups helped them think in different ways as a result of getting other student viewpoints. Others noted that helping someone else understand an assignment increased their own learning. Student ideas for a QEP included numerous mentions of projects that would enable them to apply learned skills in real world settings. Opportunities for more class interaction and effective communication were also mentioned.

Faculty forums at the Roane County, Oak Ridge, and Cumberland County campuses were scheduled to discuss the results of the surveys and further probe for QEP topic ideas that would coalesce around these common themes. Survey results were also shared with the ATD Core Team, the cross-functional team that shares responsibility for implementation of the

multiple strategies in the college's student success agenda. During the fall semester, 2017, the VP/IEPSSI and the Director of Institutional Research also attended a number of career program advisory boards to solicit board members' input regarding skills and behaviors critical for success in their fields. The most common idea among these stakeholders was to develop a QEP that could help students improve their interpersonal communication and teamwork skills.

Based upon the collective input gathered during fall 2017, three topics emerged as having the best potential to improve student learning and successful completion. In order to give the college community a more comprehensive picture of what each of these topics might involve, the VP/IEPSSI created "mini-white papers" **[7]** for each topic, describing the rationale behind the topic, potential teaching and learning activities, as well as potential outcomes and assessment methods. Information about these proposals was communicated college-wide in January 2018, and published on the college website along with additional resources related to each topic.

Faculty were provided a final opportunity to come together and discuss the merits of each of these topics in preparation for a college-wide vote. Billed as the "QEP Selection Showdown," the event was modeled after the World Café that the college convened following the administration of the Achieving the Dream Institutional Capacity Assessment survey. Faculty from all academic divisions gathered in the main campus student center on January 10, 2018, and rotated among tables designated for each of the three QEP topics. These discussions were timed to ensure that all faculty members were able to converse with their colleagues about the pros and cons of each topic. Sample questions to guide discussion included: "Does this topic have the potential to improve student learning and success?" "What are the greatest benefits of this topic for students?" What are the greatest benefits of this topic to me as an instructor?" "Does the topic lend itself to learning in my discipline?" "What do you like about this topic idea?" "What concerns do you have about this topic idea?"

Finally, the three topics were put before the entire college community for a vote. Although the topics were all focused on teaching and learning and, thus, driven by faculty and student input, the QEP would be an integral part of the college's overarching student success plan, and the participation of non-faculty personnel was important for the final selection process. All personnel were reminded to access the website for information about the three potential QEP topics to guide their vote. Although there was substantial interest in the 21st Century Skills Project, the combined votes of full-time and adjunct faculty members, administrative/professional staff, as well as student feedback resulted in the selection of the

Learning in Action Project as the college's new QEP **[8].** To announce the topic to the college community, VP/IEPSSI enlisted the assistance of students in Associate Professor Matt Waters' Television Studio Production class to produce a video interview about the topic (https://youtu.be/uLuv1aXRZ2E). The video not only provided an engaging way to announce the **Learning in Action Project**, but also exemplified the type of collaborative and project-based activity that puts students in a real-world environment for learning.

III. Focus of the Plan

The topic selection "showdown" event provided faculty the opportunity to volunteer to assist with the development of the QEP. The QEP Planning Committee was made up of faculty from English, mathematics, biology, education, philosophy, humanities, sociology/anthropology, business, oral communication, and radiologic technology. The Dean of Health Sciences also became actively involved in QEP planning. Two faculty members were tapped to serve as QEP co-chairs – Associate Professor of Business Brad Fox and Assistant Professor of Communication Deborah Magill. A number of faculty on the planning committee also served as members of the General Education Committee, which became substantively involved in driving consensus for the foundational elements of the **Learning in Action Project**.

The Vice President for Institutional Effectiveness, Planning, and Student Success Initiatives facilitated meetings throughout the spring and fall semesters of 2018 to evaluate the options proposed in the **Learning in Action Project** mini-white papers and sharpen the focus of the QEP. Among the planning committee's first decisions was the determination that non-academic activities be removed from consideration as elements of the official QEP project. While enhancement of students' campus employment, for example, was a worthwhile initiative, faculty wanted a more direct connection between project goals and teaching and learning strategies they could apply in the classroom.

The committee was introduced to the findings of an extensive survey of business executives and hiring managers conducted for the Association of American Colleges and Universities in 2018. The results of this survey were compiled in a report titled, "Fulfilling the American Dream: Liberal Education and the Future of Work" (Hart Research Associates). According to this survey, the skills of recent college graduates valued most highly by hiring managers were effective oral communication, ethical judgment and decision-making, the ability to work effectively in teams, and the ability to apply knowledge and skills to real-world settings **[9].** Employers were also presented with a number of emerging educational practices and asked

to evaluate the potential of these practices to improve graduates' preparation for success in the workplace **[10].** The number one practice among both executives and hiring managers was, not surprisingly, an internship or apprenticeship with a company/organization. However, both groups of survey respondents also highly rated a "research project done collaboratively with peers."

Both executives and hiring managers indicated that, among these top tier learning outcomes, significant gaps existed between the importance they placed on these skills and graduates' preparation in these areas. While a majority of employers believed that graduates had the necessary skills and knowledge for entry-level positions, they had far less confidence that these skills and knowledge were sufficient for advancement or promotion (8). In fact, survey results related to these questions revealed a 10 percentage point decrease from survey results in 2013.

Employers were also asked about a set of second-tier learning outcomes. Of interesting relevance to the QEP is the finding that employers placed significantly increasing importance on graduates' "ability to analyze and solve problems with people from different backgrounds and cultures (9 point increase since 2014) and their ability to locate, organize, and evaluate information from multiple sources (5 point increase)" (13).

This report provided compelling perspective that validated the QEP topic choice and guided the committee to focus the QEP project on integrating collaborative and problem/project-based teaching and learning into the classroom. Committee members organized themselves into sub-committees to continue the work of shaping the QEP around these initiatives.

The Literature Review Committee was charged with studying the research on collaborative and problem/project-based learning to identify additional resources to substantiate the rationale for engaging in this work and to discover resources to support the project. Such resources included professional development opportunities, best practices for integrating collaborative and problem/project-based learning into classroom activities, and identifying other institutions implementing these instructional strategies. The results of their work will be described in detail later in this report.

The Implementation Committee looked at the QEP through the telephoto lens of a five-year project, considering such questions as:

- What activities should be implemented/accomplished in Year 1, Year 2, Year 3, Year 4, Year 5?
- Although participation across all academic programs and disciplines is desired, which courses should serve as the critical core for participation in this project?
- Based on the choices made for the "critical core," what elements of the project should be integrated into these courses?
- How should leadership for this project be structured to ensure that progress is sustained throughout the project period?
- What human and financial resources will be needed to implement the project?
- How should information about the project be communicated to faculty, staff, and students?

The Assessment Committee was tasked with developing a core set of desired learning outcomes and student success measures to present to the full committee. The QEP Planning Committee devoted considerable time to discussing these metrics in order to reach clarity and consensus on the outcomes around which to gauge the effectiveness of the QEP interventions.

IV. Desired Plan Outcomes

The overarching goal of the **Learning in Action Project** is to help students achieve greater academic success by developing stronger connections with each other and with their learning. The task begins with keeping students engaged and motivated to persist to the completion of their courses, particularly at the outset of their educational journey. In Roane State's top ten enrollment courses, the percentage of freshman students ranges from 60% up to 80%. The average combined rate of withdrawal and failure due to lack of attendance in these courses is 13%. When students leave these required gateway courses, either officially or unofficially, without completing, it is often the end of their college experience.

The high impact instructional strategies of collaborative and problem/project-based learning central to the **Learning in Action Project** have been shown to increase student engagement and a sense of belonging that can be especially beneficial to new students. Thus, the QEP has established a set of <u>student success outcomes</u> to gauge the effectiveness of planned instructional strategies. These outcomes are:

- Increased fall-to-fall retention

- Decreased course withdrawal
- Increased course completion
- Increased gateway course success rate (A, B, C grade)

Preparing students with the knowledge and skills for the "future of work" described in the survey of business executives and hiring managers cited above, however, requires identification of student learning outcomes directly related to the achievement of these competencies. Presenting students with open-ended, real-world problems and projects provides the learning environment that can foster these skills and that can be directly assessed through rubrics aligned with the desired learning outcomes. Faculty from multiple academic disciplines worked together to develop a set of learning outcomes that could be evaluated using a wide variety of student work product while consistently assessing core competencies common to multiple academic and career fields. The learning outcomes established for the **Learning in Action Project** are the following:

Students will be able to:

- Collaborate effectively on class activities/assignments with their peers
- Identify and define central ideas or issues when presented with an open-ended problem, case or question
- Evaluate sources for credibility and relevance
- Select and use appropriate concepts and methods from credible and relevant sources to solve a problem or put forward a thesis
- Produce effective, evidence-based written, visual, or oral reports or presentations

In addition to achievement of these student success and learning outcomes, the college is interested in positively impacting student and faculty perceptions regarding the impact of active and collaborative learning on students' sense of connection, confidence, and ability to learn course concepts. A series of internal and external surveys will be administered to evaluate these additional affective project outcomes:

- Student and faculty positive perception of the impact of active and collaborative learning on sense of engagement, sense of belonging, feelings of anxiety, belief in their preparedness for work and future student, and confidence in learning will increase over the course of the **Learning in Action Project**

- Faculty and student perception of the effect of active and collaborative learning on students' understanding of course concepts will increase over the course of the **Learning in Action Project**

While projected benchmark targets associated with the student success, student learning and perception outcomes listed above are outlined in detail in the Assessment Plan section of this document, the following table shows the most important success indicators which have been established for the final year of the QEP.

Table 1: Learning in Action Project Outcomes Targets

Project Outcome	Outcome Target(s) Year 5
Increased fall-to-fall retention	Fall-to-fall retention of first-time/full-time students will increase from 54% to 61% Fall-fall retention of first-time/part-time students will increase from 46% to 53%
Decreased course withdrawal and "FA" grades (failure due to absence)	Course withdrawal/FA rate in key gateway courses will decrease from 14% to 10%
Increased gateway course success rate (A,B,C grade)	Overall course success rate in top 10 enrollment courses will increase from an average of 69% to 75%
Increased course completion	Course completion rate in top 10 enrollment courses will increase from 75% to 81%
Decreases in the retention gap between low-income (Pell-eligible students) and other students.	The gap in retention rates for low-income (Pell-eligible students) and other students will be reduced from 13.5% to 8%
Decreases in the course success gap in gateway courses for targeted subpopulations.	The average gap in course success in gateway courses between the targeted subpopulations and other students will be reduced from 8% to 5%
Faculty assessment of students' achievement of student learning outcomes associated with collaborative learning	Faculty will rate 85% of students as competent (3) or above in all areas on the Collaborative Learning rubric by the end of the QEP.
Student self-assessment of their achievement of student learning outcomes associated with collaborative learning	85% of students will rate their group as competent (3) or above in all areas on the Collaborative Learning rubric by the final year of the QEP.
Faculty assessment of students' achievement of student learning outcomes associated with problem/project-based learning	Faculty will rate collaborative projects as 75% competent (3) in all areas on the Project Assessment rubric by the final year of the QEP.

V. Development and Implementation of the Plan

Research and Best Practices Supporting the QEP

The first phase of research was conducted to understand the QEP topic in the context of a data-driven picture of the 21st century community college student. The validation for a QEP focus was particularly important in light of the challenges highlighted in a current report by Ruffalo Noel Levitz, the "*2019 National Freshman Motivation to Complete Report*" (Ruffalo Noel Levitz). The findings in this report spelled out characteristics of freshmen at two-year colleges that Roane State faculty had observed anecdotally for several years, especially since the implementation of the TN Promise tuition grant for recent high school graduates. In the survey, respondents from two-year colleges were five percentage points more likely than freshmen at private or public four-year institutions to indicate "societal pressure to attend college and would rather do something different," "many things I would rather do than go to college," and that they "dread school and would like to give it up" (12). Two-year students were less confident about writing clear and well-organized papers and learning new vocabulary. They were also less confident about grasping scientific ideas and solving complex math problems, with 53% percent of respondents stating that "math has always been a challenge" (14). What insights does educational research provide in strategies to reach and teach these students?

Since Arthur Chickering and Zelda Gamson outlined their seven principles for good practice in undergraduate education in 1987 (Chickering and Gamson), research on college teaching and learning has pointed to active and cooperative instructional techniques as beneficial for students from many backgrounds. George Kuh, founding director of the National Survey of Student Engagement (NSSE) and author of extensive works on student engagement and assessment, further identified a set of high impact practices that have been shown to increase student retention and improve outcomes. Among these practices, described in "High Impact Practices: What They Are, Who Has Access to Them, and Why They Matter" (Kuh) are collaborative assignments and projects. Collaborative learning, Kuh maintains, "combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences." Roane State faculty asked: Is this high impact practice an effective strategy for community college students?

To answer that question, faculty planning the QEP looked to the Community College Survey of Student Engagement (CCSSE), the nationally-recognized assessment tool that is targeted to the specific teaching and learning environment of community colleges. Since 2001, CCSSE has gathered data on institutional practices that facilitate student engagement. In spring 2007, CCSSE published the results of validation research (McClenney) that sought to understand the connection between CCSSE benchmarks for engagement and outcome measures such as course completion, GPA, and graduation.

This research utilized data sets from three separate sources over multiple years – the Florida Community College System, the CCSSE Hispanic Student Success consortium, and 24 of the 27 colleges in the first cohort participating in the Achieving the Dream initiative. The findings report notes that, of all the CCSSE benchmarks, active and collaborative learning "was perhaps the most consistent predictor of student success across studies and across measures, suggesting that the impact of active and collaborative learning is pervasive in the college experience. Active and collaborative learning is linked with higher grades and course completion measures as well as long-term persistence and degree completion" (4).

Concurrent with planning for the QEP, the Achieving the Dream Core Team and Data Team were studying Roane State student demographics from an equity perspective to identify achievement gaps among student populations and discuss ways to provide support to increase the success of these students. Because Roane State's service area is highly homogeneous, its ethnic minority population is among the smallest of any community college in the state; however, over 36% of Roane State students are low-income. Not surprisingly, there is overlap among these demographics. Roane State's Achieving the Dream data coach, Linda Serra-Hagedorn, has been working with the college for four years and has become very familiar with its student populations. During her most recent visit, she worked with Roane State's Director of Institutional Research to put together a presentation designed to generate an equity conversation with a focus on the challenges experienced by low income students, many of whom are the first in their family to go to college. Data included as part of this presentation showed a 13% gap in success rate in the top 25 courses between Roane State students with the lowest EFC (expected family contribution) and the highest EFC **[11].**

Although the **Learning in Action Project** was selected as an initiative to improve student success and learning outcomes for all students, the research that continued into the effects of collaborative and problem/project-based learning revealed that these strategies are particularly impactful for historically underserved populations. As George Kuh told the audience

during the keynote address he delivered at a recent student success symposium at East Tennessee State University, these high impact practices “foster belonging by shrinking the psychological size of the institution” (Kuh, “Student Success at ETSU: Creating Conditions that Matter”).

In a 2008 study, (Kuh, “Unmasking the Effects of Student Engagement on First-Year College Grades and Persistence”), Kuh and other researchers from Indiana University Bloomington used NSSE data to determine the relationship between key student behaviors and institutional practices that foster student success. The study concluded that “engagement has a compensatory effect on first-year grades and persistence to the second year of college at the same institution,” (555) and while exposure to educationally engaging activities benefits all students, “the effects are even greater for lower ability students and students of color compared with white students” (555). Although this study centered on university students, the authors describe characteristics of the community college experience in their analysis of the importance of engagement. “The classroom,” they note, “is the only regular venue that most commuting and part-time students have for interacting with other students and with faculty. Thus, using the classroom to create communities of learning must be a high priority in terms of creating a success-oriented campus culture” (556-557).

As early as 1997, Vincent Tinto, Distinguished University Professor at Syracuse University, was promoting the college classroom as community following a study of the Coordinated Studies Program (CSP) at Seattle Central Community College. In his report on this study (Tinto, “Classrooms as Communities: Exploring the Educational Character of Student Persistence”), Tinto notes that most efforts to improve student persistence had been located in the area of student services; whereas the greater impact can be made in the classroom. “For students who commute to college”, Tinto contends, “Especially those who have multiple obligations outside the college, the classroom may be the only place where students and faculty meet, where education in the formal sense is experienced. For those students in particular, the classroom is the crossroads where the social and the academic meet” (599-600). In the study, students enrolled in the CSP had better outcomes for GPA, more hours studied per week, more positive perceptions of faculty, and higher involvement with other students. Tinto credits the collaborative learning at Seattle Central Community College with enhancing a sense of belonging for students, particularly in the first year of college. He points out that meeting people and making friends is highly important for first year students but more difficult to accomplish in commuter settings like community colleges in contrast to residential institutions.

In 2014, responding to the initiation of the TN Promise grant for high school graduates, Tinto applauded Governor Haslam for expanding access but cautioned that, “Access without Support is Not Opportunity” (Tinto). In order to accomplish gains in completion to validate the financial support for access, Tinto maintains, community colleges should focus their efforts on enhancing success in the classroom. This is especially important for low income students whose engagement with the institution is likely limited to class time, since they often are required to work, even with the benefit of the TN Promise grant. Tinto cites the particular benefits of cooperative learning, problem-based and project-based learning as pedagogies that enhance both student learning and college completion. “Indeed the evidence of the impact of shared learning experiences on student success,” he states, “is so compelling that it behooves college to make such experiences the hallmark, not exception, of college, especially during the critical first year when learning and persistence is still so much in question” (37).

Continuing to examine the core strategies of the proposed QEP from an equity lens, the faculty planning the **Learning in Action Project** were introduced to Cia Verschelden’s work at the 2018 Achieving the Dream annual DREAM conference. Verschelden’s keynote address was based on her work *Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization* (Verschelden). She contends that student participation and interaction is key to developing a sense of belonging which is especially important for non-majority and first-generation students. This requires teaching beyond a lecture format. “If all that happens in a class period is that the instructor lectures and the students listen and take notes,” she states, “no relationships are being formed between and among students in the class” (91).

While no one teaching strategy will consistently engage all learners, research into culturally responsive teaching indicates a strong alignment between the **Learning in Action Project** strategies and conditions for learning that have a positive impact on widely diverse and sometimes marginalized student groups. Indeed, two of the conditions Raymond Wlodkowski and Margery Ginsberg cite as necessary for culturally responsive teaching are (1) practices such as cooperative learning which establish inclusion and (2) projects and problem-posing activities that enhance meaning (Ginzberg and Wlodkowski).

Finally, the study phase of the project sought research into best practices in the delivery of collaborative and problem/project-based learning. Roane State first became aware of Patrick Henry Community College’s (PHCC) work with collaborative learning at the 2015 Kick-Off Institute for Achieving the Dream. That year, PHCC was a first place winner of ATD’s Leah

Meyer Austin Award for outstanding achievement in supporting and promoting student success. Having fully integrated cooperative learning into the curriculum for 100% of their student population (minus dual enrollment) over an eleven year period, PHCC saw 3-year completion and transfer rates double across all student groups, including low-income and African-American students. Impressive gains were realized in developmental math and English completion rates, and the achievement gap between African-American and white students was closed by 10 percentage points.

The cooperative learning model adopted by Patrick Henry Community College was that advocated by David W. and Roger T. Johnson. In their monograph published with Karl A. Smith in 2013 for the *Journal on Excellence in University Teaching*, (Johnson, Johnson, & Smith) they note that over 168 studies have been conducted, beginning in the 1960's, demonstrating that cooperative learning promotes higher individual student achievement than either competitive or individualistic learning. Among achievement measures included in these studies are knowledge acquisition, retention, accuracy and creativity in problem solving, and higher-level reasoning (8). Citing social interdependence theory, the Johnson brothers assert that five conditions need to be present for the efficacy of cooperation to work. First among these conditions is positive interdependence -- the perception that every individual's success is dependent upon and benefits from the success of every other member of the group (p. 5).

The second element is individual accountability whereby each group member has a personal responsibility for completing a share of the work and facilitating the work of other group members. "The purpose of cooperative learning," the Johnsons state, "is to make each member a stronger individual in his or her right. Students learn together so that they can subsequently perform higher as individuals" (5-6). The additional three elements critical to effective cooperative learning are promotive interaction (students helping, supporting, and encouraging each other's efforts); appropriate use of social skills (trust-building, communication, and conflict management); and group processing (reflection for improvement). According to the Johnson brothers, understanding and implementing these five elements will enable instructors "to structure any lesson in any subject area with any set of curriculum materials cooperatively" (6).

The 2013 article describes three basic ways in which cooperative learning can be structured in the classroom. *Base groups* are long-term groups with stable membership whose goal is to provide support, encouragement, and assistance over the course of a class to facilitate the academic progress of all group members. Effective base groups tend to improve attendance and build positive personal relationships. *Informal cooperative learning* brings

students together to work on short-term class activities. Informal cooperative groups can consist of anywhere from two students to groups of four or five. Activities can last from a few minutes up to a full class period. *Formal cooperative learning* brings students together to complete more complex projects, from one class period to as much as several weeks. Generally, formal cooperative learning involves more formal types of assessment (11-12). Faculty at Patrick Henry Community College have incorporated all three of these cooperative learning techniques into the curriculum and have become leaders in the field, providing professional development for numerous other higher education institutions through their SCALE Institute training.

The Johnsons suggest that cooperative learning can provide the foundation for other forms of active learning, including problem-based learning (14). The **Learning in Action Project** will augment the concept of formal cooperative learning activities described by the Johnson brothers to facilitate students' achievement of the learning outcomes to be derived from open-ended problems or projects.

Problem/project-based learning, often known simply as PBL, originated in the 1960's at McMaster University School of Medicine as a method for training medical students to develop patient diagnostic skills. Dr. Geoffrey Norman, a member of the Department of Clinical Epidemiology and Biostatistics at McMaster University, writing in the Canadian Medical Association Journal (Norman), describes the methods' "founding fathers" as an "iconoclastic group of physicians and basic scientists" recruited by the dean of the medical school to develop a method better than the one they had experienced as undergraduates (1). Norman notes that the practice expanded rapidly without any convincing evidence of its effectiveness until 2008 when Koh, Khoo, and Wong conducted a comprehensive review of studies in medicine linking problem-based learning to outcomes. According to Norman, this meta-analysis found that, "compared with graduates of traditional curricula, graduates of problem-based learning curricula had better diagnostic and communication skills; had a great appreciation for the cultural aspects of care as well as legal and ethical issues; demonstrated greater responsibility; and were better able to cope with uncertainty" (2).

Over time, problem/project-based learning expanded into different academic disciplines, and the QEP planning team was able to discover demonstrated examples of the pedagogy's effectiveness in STEM (Euefueno), business (Motameni), and critical writing (Kumar & Refaei). In all of these examples, students were challenged to investigate a meaningful, open-ended, real-world problem or issue; engage in some sort of inquiry or research; devise a plan or propose interpretations; and present a product based upon their conclusions. The Center for

Project-Based Learning, a division of the Curriculum and Instruction Department of the College of Education at Sam Houston State University, characterizes PBL activities as involving a task, a process, a product, and a reflection. The description of PBL on the Center's website notes that one of the most important outcomes of the model is the development of 21st century skills. "Skills necessary to the workplace are established such as collaboration and communication. Problem identification and solution are inherent to this model as a pattern of discovery ripens and takes shape" ("Project-Based Learning in Higher Education").

Worcester Polytechnic Institute (WPI) has provided students with a project-based curriculum for decades. Students are immersed in team-centered project work from their first year general education courses through their major program of study. In *Project-Based Learning in the First Year*, editors Kristin Wobbe and Elisabeth A. Stoddard, (Wobbe & Stoddard) cite multiple benefits of the model. Project work at WPI helps students develop professional skills including writing, making presentations, and working effectively on a team. Working on projects based upon authentic, real-world challenges frequently exposes students to more than one discipline and way of thinking, which not only enriches the educational experience, but also demonstrates the value and importance of general education courses. An interdisciplinary mindset has become increasingly valued in the professional world, notably in the sciences as well as engineering and technology workplaces. The WPI editors point to ABET (Accreditation Board for Engineering and Technology) standards that call for schools to go beyond instruction in technical skills and teach engineering students how to understand their ethical responsibilities, communicate effectively, and be able to put their solutions in a societal context (36).

Like Patrick Henry Community College, WPI has developed a comprehensive professional development division to train other institutions in methods for integrating the teaching of academic content with the skills of teamwork, research, writing, presenting, and cultural awareness. Roane State faculty have already begun training with Patrick Henry's SCALE Institute for collaborative learning in the classroom, and the college has initiated planning with WPI's Center for Project-Based Learning to provide training in 2020. **The Learning in Action Project** will greatly benefit from the connection with these exemplary institutions.

(See **Appendix 12**: References for list of all literature review citations.)

Learning in Action Project Initiatives and Activities

Initiative One: Establish a professional development program for faculty that provides training in collaborative and problem/project-based learning.

Roane State Community College (RSCC) is fortunate to have an outstanding corps of faculty, knowledgeable in their respective fields, that has brought deserved recognition to the institution. Like a majority of teachers, however, they generally rely on their own experience as learners to inform their teaching practices. Because they are teaching in a discipline that excites them and most likely posed few difficulties for them to learn themselves, they may not have an awareness of how challenging their subject may be to their students. Despite compelling evidence that collaborative learning enhances student outcomes, a number of faculty members have bad memories of "group work," both as a student and as an instructor. In the case of problem or project-based learning, faculty members may have concerns about "covering" content using that model.

With a focused and sustained program of professional development, provided by leaders in the field of collaborative and project-based learning, RSCC faculty will gain knowledge about strategies that can help their students learn more effectively, with the potential to transform the culture of teaching and learning at the college. The following activities are designed to build the capacity for Roane State faculty members to implement the teaching interventions at the heart of the **Learning in Action Project**.

Initiative One Activities:

- Roane State will provide faculty with training in collaborative and problem/project-based learning from experts in the field.
    - Faculty will attend workshops in "Fundamentals of Cooperative Learning in the Community College Classroom," conducted by Patrick Henry Community College (PHCC), both on-site at Roane State and at the summer SCALE Institute at PHCC.
    - Roane State faculty early adopters will also participate in advanced cooperative learning training from PHCC to become internal "expert" trainers.
    - Worcester Polytechnic Institute (WPI) will bring a two-day, customized workshop on project-based learning to Roane State.
    - A faculty team will participate in additional training from WPI on project-based learning at the Center for Project-Based Learning summer institute.

- Roane State internal faculty “experts” will provide ongoing training to new and adjunct faculty
    - As new full-time faculty join the college, they will receive training in collaborative and problem/project-based learning strategies during dedicated sessions of the New Faculty Academy.
    - Returning adjunct faculty teaching COLS 1010, the freshman learning strategies course, will receive training in collaborative learning strategies during annual summer COLS 1010 training.
    - Returning adjunct faculty will receive training in collaborative learning strategies during the annual fall semester Adjunct Faculty Workshop.
- Roane State faculty will share best practices in collaborative and project/problem-based learning.
    - Faculty will share classroom activities and projects with their colleagues during fall and spring in-service workshops.
    - Roane State faculty will develop a “library” of collaborative and problem/project-based activities that will be posted on a dedicated **Learning in Action Project** webpage.
- The **Learning in Action Project** will collaborate with Roane State’s Center for Teaching Arts and Technology (CTAT) to incorporate project pedagogies into CTAT training and the annual EdTech Academy.
- Roane State’s pool of internal funds for instructional development grants will prioritize 50% of the funds for projects dedicated to collaborative or problem/project-based curriculum development.

Initiative Two: Integrate collaborative learning activities into the classroom to enhance engagement and improve course retention and successful completion.

While faculty in all programs and academic disciplines will be encouraged to harness the power of collaborative learning strategies in their courses, the **Learning in Action Project** will focus special attention on the integration of collaborative activities into eight key foundational courses. Whether a Roane State student is coming to the college straight from high school, returning after a failed start many years ago, or beginning her higher education journey as a “non-traditional” student; that student’s first year is critically important to future completion. Success or failure in that first math class can set the tone and the trajectory for a student’s

entire college experience. Anatomy and Physiology can seem like Mount Everest to a prospective Nursing student.

Although it is widely understood that adult students coming to Roane State have multiple competing priorities of work and family, many younger RSCC students have similar responsibilities and/or personal challenges. Some of Roane State's freshman high school graduates are only attending college because their family insisted they take advantage of TN Promise. How can the faculty encountering these students in their first college classes create a sense of community and an environment for learning that will engage them?

Sarah Cavanagh, in "How to Make Your Teaching More Engaging," an advice guide for the Chronicle of Higher Education (Cavanagh) asserts that engagement is not synonymous with entertainment. Indeed, conflating engagement and entertainment misunderstands the importance of emotion and the psychology and neuroscience underlying how human beings learn. "Engagement is a necessary first step for learning," Cavanagh says, "which is one reason why efforts to enliven your classroom can't be dismissed as empty entertainment. But beyond that, deep engagement in a course actually requires hard work" (4).

The eight courses selected for special focus for integration of collaborative learning are among the courses most often attempted in the first year. Because they also are among the highest enrollment courses each semester, there is strong potential to bring collaborative learning strategies to scale to a significant number of students. The importance of improving engagement and persistence in these courses cannot be overstated, since several of the courses have the lowest outcomes of the top 25 enrollment courses in terms of one or more of the factors of: success rate (A,B,C), withdrawal (W), and failure due to lack of attendance (FA). Probability and Statistics, Composition I, Computer Applications, and Anatomy & Physiology I have average course success rates under 70%. When disaggregated by age, the picture is even bleaker, with success rates in the foundational math, English, and computer literacy courses at 65% or lower for students under age 21.

COLS 1010, the college learning strategies course, and INFS 1010, the Computer Applications course, both have FA grade averages over 6%. Students should be able to succeed in both of these courses through simple effort and persistence. With the highest FA percentage among the top 10 enrollment courses, something outside of academic ability is occurring here. On the other hand, Probability and Statistics at 9.10% and Anatomy & Physiology I at 11.47% have the highest withdrawal rates. College level math is a requirement

for all associate degrees and A&P I is the gateway to the nursing and allied health programs. A number of the students withdrawing from these courses may re-enroll to try for better outcomes, but many will simply consider the challenge too great and never return to college. Encouraged by the improved outcomes experienced by fellow Achieving the Dream institutions that have embraced the power of collaborative learning, Roane State will focus the second major initiative of the QEP on integration of this pedagogical strategy.

Initiative Two Activities:

- Collaborative learning activities will be integrated into key gateway courses.
    - MATH 1530 (Probability and Statistics)
    - MATH 1000 (Algebra Essentials) (This course is the gateway to College Algebra for students in STEM majors with learning support requirements.)
    - ENGL 1010 (English Composition I)
    - BIOL 2010 (Anatomy & Physiology I)
    - INFS 1010 (Computer Applications)
    - COMM 2025 (Fundamentals of Communication) (Although outcomes for completers of the oral communication course are generally good, it is one of the courses that many students fear the most.)
    - HUM 1010 (Early Humanities) (This is one of the college-level co-requisite options for students with Reading learning support requirements and the option with the lower success and completion rate.)
- Collaborative learning activities will be integrated into additional courses in multiple disciplines.
- Faculty will utilize internally developed rubrics to assess the extent to which students demonstrate competence in effective collaboration on class activities and assignments.
- Surveys, both internal and external, will be administered to gauge student and faculty perception regarding collaborative learning.
- Faculty will develop a “library” of collaborative learning activities and post these activities to the **Learning in Action Project** website for use by colleagues in multiple disciplines
- Faculty collaborative learning “mentors” will be identified to provide assistance to colleagues new to the practice and/or struggling with elements of implementation.
- The Assessment Committee will begin analysis of collaborative learning rubrics and surveys as well as quantitative success metrics established in the QEP assessment plan.

Initiative Three: Integrate problem/project-based learning activities into the classroom to enhance engagement and improve learning outcomes required for success in advanced study and the 21st century workplace.

While effective interpersonal communication is a desired outcome of collaboration in the workplace, even more important are better decisions, better processes, and better products. Central to the **Learning in Action Project** is improvement in the learning outcomes that can be derived from engaging in open-ended projects or solving open-ended problems.

In his book *Creating Wicked Students: Designing Courses for a Complex World*, Paul Hanstedt argues that using or applying knowledge after being introduced to information or concepts leads to deeper and longer lasting learning. For students to approach an increasingly complex world with creativity and authority, they need to "get their hands dirty" by acquiring and applying knowledge simultaneously. "While content mastery is crucial," he argues, "we need our students to be able to do something with the content. What's more, we want them to be able to do something not just with the content we cover but with the content we can't prepare them for, that hasn't yet been invented, thought of, or discovered" (44).

The first initiative of the **Learning in Action Project** is to give students multiple opportunities to learn to collaborate effectively on class activities/assignments with their peers. Once students are comfortable working collaboratively on informal class activities, the next step is to introduce them to more complex, open-ended learning activities designed to improve their ability to:

- Identify and define central ideas or issues when presented with an open-ended problem, case or question.
- Evaluate sources for credibility and relevance.
- Select and use appropriate concepts and methods from credible and relevant sources to solve a problem or put forward a thesis.
- Produce effective, evidence-based written, visual, or oral reports or presentations.

In his foreword to Worcester Polytechnic Institute's book, *Project-Based Learning the First Year,* Randall Bass of Georgetown University affirms WPI's argument that the seed for project-based learning should be planted early (viii). If we want students to engage in critical thinking, writing, and inquiry – core outcomes of the general education curriculum – it makes no sense to defer practice in these skills to the end of a student's college education. Through this

third initiative of the QEP, project and problem-based learning activities will be integrated into courses throughout the curriculum, including foundational gateway courses.

An important feature of the QEP is the integration of collaborative and problem/project-based learning into activities that can be accomplished in the classroom. With nine campuses in two time zones and a student population, many of whom regardless of age, have family and work responsibilities competing with their academic tasks, a model requiring students to do collaborative work outside of class would be a burden to students and compromise the overall effectiveness of the project. However, Roane State's Honors Program provides opportunities to extend these learning experiences outside of the classroom.

In order to equitably offer the Honors Program across Roane State's multi-campus environment, eligible students enter into an honors contract with an instructor to work on a project outside of regular class requirements. These projects can be done by individual students or in groups. Because the goal of the Honors Program is to get students engaged in higher level inquiry, the program is an excellent venue for voluntary collaborative and problem/project-based learning activities outside of the classroom.

Initiative Three Activities:

- Problem/project-based learning activities will be integrated into key gateway courses
    - MATH 1530 (Probability & Statistics)
    - MATH 1000 (Algebra Essentials)
    - ENGL 1010 (Composition I)
    - BIOL 2010 (Anatomy & Physiology I)
    - INFS 1010 (Computer Applications)
    - COMM 2025 (Fundamentals of Communication)
    - HUM 1010 (Early Humanities)
- Problem/project-based learning activities will be integrated into additional courses in multiple disciplines.
- Faculty will work with student teams to develop problem/project-based Honors projects.
- Faculty will utilize internally developed rubrics to assess the extent to which students demonstrate competence in collaboration and in the learning outcomes established for problem/project-based assignments.
- Surveys, both internal and external, will be administered to gauge student and faculty perception regarding problem/project-based learning.

- Faculty will develop a “library” of problem/project-based learning activities and post these activities to the **Learning in Action Project** website for use by colleagues in multiple disciplines.
- Faculty problem/project-based learning “mentors” will be identified to provide assistance to colleagues new to the practice and/or struggling with elements of implementation.
- The Assessment Committee will begin analysis of collaborative and project learning rubrics and surveys as well as quantitative success metrics established in the QEP assessment plan.

Learning in Action Project Implementation

As the QEP Implementation Plan Timeline demonstrates, activities associated with the **Learning in Action Project** have already begun. In fact, faculty training in collaborative learning strategies began even before the QEP topic was selected.

In 2017, the business department faculty were awarded a grant from the Tennessee Board of Regents, entitled *Real Business at Work*, to incorporate collaborative learning and business simulation games into the curriculum. The department turned to PHCC’s SCALE Institute to provide 12 faculty members with the institute’s introductory, two-day training for cooperative learning in the classroom. Because so many business courses are delivered online asynchronously or synchronously through interactive delivery, in spring 2018, the department followed up the introductory training with a session on cooperative learning for the distance learning classroom. Originally, funding for this grant was awarded to support a team of four to travel to Patrick Henry Community College in Martinsville, Virginia. Instead, the same dollars were used to bring a SCALE trainer to deliver the workshop on-site at Roane State, where 12 faculty from the business department and other disciplines were able to attend the training.

Once the QEP topic was selected, faculty members involved in planning for the project determined that training for collaborative learning would be the most appropriate first step in their professional development. Their research confirmed that simply putting students in groups without a structure for true cooperation would be counterproductive to the goals of increased engagement and improved learning. The faculty who had participated in the training with PHCC’s Associate Professor of Mathematics, Bronte Miller, highly recommended that she be invited to return to conduct the introductory training for additional faculty. Not only did Bronte conduct a two-day workshop in January 2019, but she also trained COLS 1010 faculty at their

annual summer workshop in June 2019. With the addition of six faculty who traveled to Martinsville, Virginia in July 2019 for PHCC's summer institute in cooperative learning, Roane State currently has over 50 faculty members trained in collaborative activities to incorporate into the classroom.

Faculty members are already using many of these activities in math, English, humanities, biology, and speech courses with positive results. A math instructor points to end-of-course reflection surveys in which almost every student, without prompting, mentioned the group activities as the best part of the class. Even a student who didn't favor the activities stated that they were a good way to learn new material! English and humanities instructors' note that students are much more open and comfortable speaking in whole class discussions because of their experience working on activities with small groups of classmates. These early adopters are planning interactive sessions for their colleagues as the featured professional development component of fall semester 2019 In-Service activities.

Roane State faculty have also recently been awarded grants directly related to **Learning in Action Project** initiatives. Professor George Meghabghab, has received a Course Revitalization Grant from the Tennessee Board of Regents (TBR) to integrate collaborative real-world projects into INFS 1010, the basic computer applications course. Having had good success with this approach in major courses in programming and cyber defense, Meghabghab will seek to improve engagement and outcomes in INFS 1010, one of the key gateway courses in the QEP.

Elizabeth Weaver, the lead faculty member for another key gateway course, MATH 1530, has also received a TBR Course Revitalization grant. The project will incorporate collaborative assignments and projects and use new instructional technologies to focus on interpretation of statistics rather than pure calculation.

The college was also awarded a grant from the National Science Foundation (NSF) for a project titled *Co-Req Mech: Course Pairings for General and Mechatronics Education*. Two general education math courses and a science course will be paired with courses in the mechatronics program and will utilize problem-based learning scenarios to enhance student's understanding of STEM concepts and provide contextualized application for topics in the general education courses. With these preliminary project activities already in place, full-scale implementation of the **Learning in Action Project** will proceed according to the following timeline.

Learning in Action Project Timeline 2019-2022

By year three, all action plans will be underway and continuing, and assessment of the progress of the project and the impact of the project on student learning and success will gain additional focus. Thus, the following project timeline outlines action plans, assignment of responsibility for implementation of those action plans, and targeted timeframes only for the first three years of the project. With all major initiatives and strategies in place, the action plans for years four and five will be a continuation of all activities (with appropriate incremental increases) including ongoing assessment and analysis of project outcomes. During the final year, the QEP Steering Committee will review summative assessment of the project's impact on student learning and success to prepare for submission of the Impact Report in 2024 and to determine the future of the project. The college is committed to institutionalizing successful **Learning in Action Project** strategies after the formal QEP concludes and to studying necessary adjustments to ensure ongoing improvement.

Table 2: Learning in Action Project Timeline

<u>YEAR ONE 2019-2020</u> (includes spring and summer 2019 activities)

Activities	Responsibility	Timeline
Initiative One: Professional Development		
Provide introductory collaborative learning training to 25 full-time faculty at RSCC	QEP Co-chairs; Patrick Henry CC SCALE Institute	January 9-10, 2019 In-Service
Provide introductory collaborative learning training to COLS 1010 faculty at RSCC	COLS 1010 director; Patrick Henry CC SCALE Institute	June 5 and June 11, 2019
Six RSCC faculty to attend introductory collaborative learning training at Patrick Henry CC SCALE Institute	VP Institutional Effectiveness; Patrick Henry CC SCALE Institute	July 12-13, 2019
Conduct concurrent in-service sessions on collaborative classroom activities in multiple academic disciplines	RSCC faculty early adopters	August 20, 2019 In-Service
Share collaborative classroom activities in multiple academic disciplines with New Faculty Academy	VP for Student Learning; RSCC faculty early adopters	Fall semester 2019
Provide introductory collaborative learning training to 35 full-time faculty at RSCC	QEP Co-chairs; Patrick Henry CC SCALE Institute	January 2020 In-service

Activities	Responsibility	Timeline
Collaborate with Center for Teaching Arts and Technology (CTAT) to incorporate active and collaborative teaching/learning techniques into annual EdTech Academy	QEP Co-chairs; CTAT Director; QEP Steering Committee	May 2020
Provide train-the-trainer workshop for core group of RSCC faculty	QEP Co-chairs; Patrick Henry CC SCALE Institute	May or June 2020
Initiative Two: Integration of collaborative learning		
Integrate collaborative learning activities into key gateway courses	QEP Co-chairs; COLS 1010 Director; QEP lead faculty for MATH 1530, MATH 1000, ENGL 1010, BIOL 2010, INFS 1010, COMM 2025, HUM 1010	Fall 2019; spring 2020
Integrate collaborative learning activities into additional courses in multiple disciplines	QEP Co-chairs; participating faculty	Fall 2019; spring 2020
Begin assessment of student learning outcomes using internally-developed rubrics; conduct student and faculty perception surveys	QEP Co-chairs; Participating faculty; QEP Assessment Committee	Fall 2019; spring 2020
Develop "library" of collaborative learning activities; post activities to QEP webpage	QEP Co-chairs; QEP Steering Committee	Fall 2019; spring 2020
Develop and deploy pool of collaborative learning faculty mentors	QEP Steering Committee; Academic Deans	Fall 2019; spring 2020
Begin analysis of SLO assessment, surveys, and quantitative student success outcomes	QEP Assessment Committee	Spring 2020
Hold annual QEP World Café to solicit faculty feedback and insights	VP Institutional Effectiveness, QEP Co-Chairs	Spring 2020

YEAR TWO 2020-2021

Activities	Responsibility	Timeline
Initiative One: Professional Development		
Six RSCC faculty to attend introductory collaborative learning training at Patrick Henry CC SCALE Institute	VP Institutional Effectiveness; Patrick Henry CC SCALE Institute	July 2020
Provide introductory collaborative learning training to COLS 1010 faculty at RSCC	QEP Co-chairs; RSCC faculty trainers	June 2020
Provide instructional development grant funds to faculty developing collaborative and/or project-based course enhancements	VP for Student Learning	Summer 2020
Provide introductory collaborative learning training for adjunct faculty	QEP Co-chairs; RSCC faculty trainers	August 2020 Adjunct Faculty In-service

Activities	Responsibility	Timeline
Provide training in project-based learning	QEP Co-chairs; Center for Project-Based Learning/Worcester Polytechnic Institute	August 2020 Faculty In-service
Share collaborative classroom activities in multiple academic disciplines with New Faculty Academy	VP for Student Learning; RSCC faculty trainers	Fall semester, 2020
Conduct concurrent in-service sessions on collaborative and project-based classroom activities in multiple academic disciplines	RSCC faculty trainers and early adopters	January, 2021 In-Service
Collaborate with Center for Teaching Arts and Technology (CTAT) to incorporate active and collaborative teaching/learning techniques into annual EdTech Academy	QEP Co-chairs; CTAT Director; QEP Steering Committee	May 2021
Initiative Two: Integration of collaborative learning		
Integrate collaborative learning activities into key gateway courses	QEP Co-chairs; COLS 1010 Director; QEP lead faculty for MATH 1530, MATH 1000, ENGL 1010, BIOL 2010, INFS 1010, COMM 2025, HUM 1010	Fall 2020; spring 2021
Integrate collaborative learning activities into additional courses in multiple disciplines	QEP Co-chairs; participating faculty	Fall 2020; spring 2021
Continue assessment of student learning outcomes using internally-developed rubrics; conduct student and faculty perception surveys	QEP Co-chairs; participating faculty; QEP Assessment Committee	Fall 2020; spring 2021
Expand “library” of collaborative learning activities; post activities to QEP webpage	QEP Co-chairs; QEP Steering Committee	Fall 2020; spring 2021
Expand and deploy pool of collaborative learning faculty mentors	QEP Steering Committee; Academic Deans	Fall 2020; spring 2021
Continue analysis of SLO assessment, surveys, and quantitative student success outcomes	QEP Assessment Committee	Spring 2021
Hold annual QEP World Café to solicit faculty feedback and insights	VP Institutional Effectiveness; QEP Co-chairs	Spring 2021
Initiative Three: Integration of problem/project-based learning		
Integrate problem/project-based learning activities into key gateway courses	QEP Co-chairs; COLS 1010 Director; QEP lead faculty for MATH 1530, MATH 1000, ENGL 1010, BIOL 2010, INFS 1010, COMM 2025, HUM 1010	Fall 2020; spring 2021

Activities	Responsibility	Timeline
Integrate problem/project-based learning activities into courses in multiple disciplines	QEP Co-chairs; participating faculty	Fall 2020; spring 2021
Begin assessment of student learning outcomes using internally-developed rubrics; conduct student and faculty perception surveys	QEP Co-chairs; Participating faculty; QEP Assessment Committee	Fall 2020; spring 2021
Develop "library" of problem/project-based learning activities; post activities to QEP webpage	QEP Co-chairs; QEP Steering Committee	Fall 2020; spring 2021
Develop and deploy pool of project/problem-based learning faculty mentors	QEP Steering Committee; Academic Deans	Fall 2020; spring 2021
Integrate collaborative problem/project-based contracts into Honors program	QEP Co-chairs; Honors Program sponsors	Fall 2020; spring 2021
Begin analysis of SLO assessment, surveys, and quantitative student success outcomes	QEP Assessment Committee	Spring 2021
Hold annual QEP World Café to solicit faculty feedback and insights	VP Institutional Effectiveness; QEP Co-chairs	Spring 2021

YEAR THREE 2021-2022

Activities	Responsibility	Timeline
Initiative One: Professional Development		
Provide introductory collaborative learning training to COLS 1010 faculty at RSCC	QEP Co-chairs; RSCC faculty trainers	June 2021
Provide training in project-based learning (at RSCC or team travel to WPI Summer Institute)	QEP Co-chairs; Center for Project-Based Learning/Worcester Polytechnic Institute	Summer 2021
Provide instructional development grant funds to faculty developing collaborative and/or project-based course enhancements	VP for Student Learning	Summer 2021
Provide introductory collaborative learning training for adjunct faculty	QEP Co-chairs; RSCC faculty trainers	August 2021 Adjunct Faculty In-service
Conduct concurrent in-service sessions on project-based classroom activities in multiple academic disciplines	RSCC faculty early adopters	August 2021 In-Service
Share collaborative and project-based classroom activities in multiple academic disciplines with New Faculty Academy	VP for Student Learning; RSCC faculty trainers	Fall semester, 2021
Conduct concurrent in-service sessions on project-based classroom activities in multiple academic disciplines	RSCC faculty trainers	January 2022 In-Service
Initiative Two: Integration of collaborative learning		

Activities	Responsibility	Timeline
Continue Integration of collaborative learning activities into key gateway courses;	QEP Co-chairs; COLS 1010 Director; QEP lead faculty for MATH 1530, MATH 1000, ENGL 1010, BIOL 2010, INFS 1010, COMM 2025, HUM 1010	Fall 2021; spring 2022
Continue Integration of collaborative learning activities into additional courses in multiple disciplines	QEP Co-chairs; participating faculty	Fall 2021; spring 2022
Continue assessment of student learning outcomes using internally-developed rubrics; conduct student and faculty perception surveys	QEP Co-chairs; Participating faculty; QEP Assessment Committee	Fall 2021; spring 2022
Expand "library" of collaborative learning activities; post activities to QEP webpage	QEP Co-chairs; QEP Steering Committee	Fall 2021; spring 2022
Expand and deploy pool of collaborative learning faculty mentors	QEP Steering Committee; Academic Deans	Fall 2021; spring 2022
Continue analysis of SLO assessment, surveys, and quantitative student success outcomes	QEP Assessment Committee	Spring 2022
Hold annual QEP World Café to solicit faculty feedback and insights	VP Institutional Effectiveness; QEP Co-chairs	Spring 2022
Initiative Three: Integration of problem/project-based learning		
Integrate problem/project-based learning activities into key gateway courses	QEP Co-chairs; COLS 1010 Director; QEP lead faculty for MATH 1530, MATH 1000, ENGL 1010, BIOL 2010, INFS 1010, COMM 2025, HUM 1010	Fall 2021; spring 2022
Continue integration of problem/project-based learning activities into courses in multiple disciplines	QEP Co-chairs; participating faculty	Fall 2021; spring 2022
Continue assessment of student learning outcomes using internally-developed rubrics; conduct student and faculty perception surveys	QEP Co-chairs; Participating faculty; QEP Assessment Committee	Fall 2021; spring 2022
Expand "library" of problem/project-based learning activities; post activities to QEP webpage	QEP Co-chairs; QEP Steering Committee	Fall 2021; spring 2022
Expand and deploy pool of project/problem-based learning faculty mentors	QEP Steering Committee; Academic Deans	Fall 2021; spring 2022
Continue integration of collaborative problem/project-based contracts into honors program	QEP Co-chairs; Honors Program sponsors	Fall 2021; spring 2022
Continue analysis of SLO assessment, surveys, and quantitative student success outcomes	QEP Assessment Committee	Spring 2022

Activities	Responsibility	Timeline
Hold annual QEP World Café to solicit faculty feedback and insights	VP Institutional Effectiveness; QEP Co-chairs	Spring 2022

VI. Learning in Action Assessment Plan

The **Learning in Action Project** has been designed to be a data-informed improvement plan, utilizing direct and indirect assessment measures to evaluate the effectiveness of project strategies on student success and student learning outcomes. An Assessment Committee has been formed to provide leadership for the development, implementation, and analysis of the assessment components of the project. The committee is composed of the two QEP co-chairs; the VP/IEPSSI; the Director of Institutional Research; the coordinator of the college learning strategies course; and faculty members from four academic disciplines. The Office of Institutional Effectiveness and Research will be responsible for maintaining the data for the QEP assessment plan.

The QEP assessment measures and outcomes will be monitored by establishing the **Learning in Action Project** as a planning unit in Strategic Planning Online™ (SPOL), Roane State's online system for documenting ongoing institutional effectiveness. Using the protocol of the SPOL system, project objectives along with assessment measures will be documented annually, the results of assessment will be reported, and the system will also document the ways in which the results of assessment are used for ongoing improvement of the plan and of student learning and success. Since data entered into SPOL is available to all Roane State users, this web-based reporting method will augment other communication strategies for reporting QEP progress within the college community. The VP/IEPSSI will be the planning unit manager for the **Learning in Action Project** in SPOL.

The assessment plan for the **Learning in Action Project** is based upon a set of research questions designed to help the college determine the effectiveness of the QEP across multiple dimensions of impact. Ultimately, the answers to these questions will provide guidance for institutionalizing **Learning in Action Project** strategies, beyond the QEP project period, for ongoing improvement of student success.

The assessment plan seeks to measure outcomes in four broad categories:

1) The fidelity of the QEP plan implementation (process measures)
2) The impact of the QEP on overall student success
3) The student learning outcomes associated with the QEP

4) The impact of the QEP on the culture of teaching and learning at the institution

These assessments utilize mixed methods and will include data collected directly from classrooms, data from the institution's student information system, and survey data.

The results of the assessments will be used both formatively and summatively. At the end of each year, a summary of the assessment results will be shared at a faculty forum. These forums will be an opportunity for the institution to reflect on the progress made each year and plan for continuous improvement of the QEP.

At the end of the QEP project, the data collected in the four categories will allow the institution to tell a complete story about the institutional support of the QEP, the impact of the QEP on student success, student achievement of the project's student learning outcomes, and how the project has affected the overall culture of teaching and learning at Roane State Community College.

Fidelity of Implementation (Process Measures)

For the **Learning in Action Project** to be successful, it will require full-time and part-time faculty to attend training in collaborative and problem/project-based teaching and learning strategies and to commit to implementing the strategies in the classroom. For this reason, process measures are critical to evaluating the fidelity of the QEP's implementation.

The process outcomes table contains targets broken down by project year, faculty classification (full-time or part-time), implementation of collaborative and problem/project-based learning activities in key gateway courses, and implementation of collaborative and problem/project-based learning activities in other courses. Targets for the training of full-time faculty are higher than part-time faculty due to the differing capacities in the ability to engage full and part-time faculty. Training and implementation targets are higher for collaborative learning than project-based learning because faculty will be incorporating a wider range of informal collaborative activities in their classes. Additionally, training in problem/project-based learning will not be held until the second year of the QEP.

Yearly targets will be used to provide feedback to all QEP stakeholders about the level of participation and to keep the institution on track for meeting its implementation goals. At the end of the QEP, these process measures will serve as an important measure of the overall institutional support for the QEP and changes to the culture of teaching and learning at RSCC.

QEP Impact on Student Success (Student Success Outcomes)

One of the overarching goals of the QEP is to improve students' academic outcomes. This project posits that collaborative and problem/project-based learning will improve student engagement, which in turn will lead to higher levels of student retention, lower course withdrawals and failures due to absences, and higher course success and completion rates. The QEP is also grounded in research that shows that these approaches can help disadvantaged populations of students be more successful. Success among populations that struggle at RSCC as compared to the more successful population will be an important measure of the impact on the QEP on the college's existing equity gaps.

The student success outcomes table includes measures of fall-to-fall retention and measures of course withdrawals and "FA" grades (failure due to absence), course success (percent A, B, C, P grades), and course completion (percent A, B, C, D, P grades). These outcomes are further disaggregated by populations of students with noted achievement gaps. For RSCC, non-white, low-income, academically underprepared, and traditional-age students have struggled as compared to their counterparts. It is anticipated that with increased student engagement, student retention and course level outcomes will improve over the course of the QEP.

Additionally, student success outcomes will be compared based on engagement in the QEP. Retention rates of students enrolled in multiple courses utilizing collaborative and problem/project-based learning will be compared to students that enrolled in none or very few courses utilizing these teaching methods. Course level outcomes will also be compared by courses that are identified as participating in the QEP and those that are not participating. Course outcomes for instructors using collaborative and problem/project-based activities will also be compared to their own historical course outcomes.

Yearly targets will be used formatively to identify subjects, courses, and instructors that appear to be having higher levels of success. At the end of the QEP, the student success outcomes will be central to answering the question of whether or not collaborative and problem/project-based learning resulted in better outcomes for students at RSCC. As a student-centered institution, student success is at the heart of everything the college does and the QEP is no exception.

Measurement of QEP Student Learning Outcomes (Direct Measure of the QEP)

The student learning outcomes described earlier in this QEP plan will be directly assessed through internally developed rubrics: two for collaborative learning and one for problem/project-based learning **[13].** These rubrics were developed by the Assessment Committee, based upon research into existing rubrics utilized by other institutions implementing these strategies. In order for these rubrics to have the greatest utility for faculty and the most consistency for the purposes of overall project evaluation, they have been designed to assess a set of common learning outcomes that can be applied to a wide variety of student work product across multiple disciplines.

The student learning outcomes table sets targets for the percent of instructors' rating students as competent (3) on items in the collaborative learning rubric and the problem/project-based learning rubric. The target for collaborative learning is higher than problem/project-based learning because of the perceived level of difficulty of the skills being assessed.

In addition to targets for ratings of instructors' evaluation of individual student competency, targets for students' self-assessment of their collective abilities to collaborate have been set. Because the skills related to collaboration are more related to process than to product, the institution wanted students to be a part of the ongoing assessment of the collaborative learning process. Students will not be asked to assess their individual skills related to the project because it was felt that faculty were more equipped to assess these outcomes.

The rubric for assessing student learning outcomes associated with completing an effective collaborative project has been designed to evaluate competencies critical to success in multiple disciplines. Whether students are working on solving a problem utilizing the scientific method or analyzing the thematic elements of a work of literature, the rubric can be used to evaluate the effectiveness of the project and its key components. The rubric is intended to be used to evaluate the competencies achieved for the overall project in order to encourage students' individual accountability and social interdependence.

Yearly targets will help the institution gauge changes in the quality of collaboration over time, provide faculty with a sense of which collaborative and problem/project-based activities are being implemented, measure the extent to which students are achieving the learning outcomes, and identify areas of weakness that can be addressed as the QEP evolves over the project period. At the end of the QEP, results will be utilized to describe the extent to which students achieved the student learning outcomes, summarize the range of activities that were

implemented, and document improvements in the ability of students to demonstrate the learning outcomes from the beginning to the end of the QEP.

QEP Impact on the Culture of Teaching Learning (Affective Measures of the QEP)

Understanding the affective impact of the **Learning in Action Project** will be important in assessing the QEP's impact on student learning and institutional culture. The changes in attitudes and perceptions that the institution seeks to measure were derived from research on collaborative and problem/project-based learning and an internal survey of students' perceived benefits of working with others. Specifically, the college seeks to measure changes in the sense of engagement in course work, belonging, confidence, anxiety, preparedness for further study and work, and understanding of course concepts.

These changes in perceptions will be measured through a combination of internal surveys and the nationally normed CCSSE and SENSE surveys. The affective perception outcomes table provides targets for the CCSSE and SENSE surveys and student and faculty responses on internal surveys. The college took the opportunity presented by the spring 2019 administration of the CCSSE survey to gather some baseline data on students' perception of working with other students in class **[14].** While approximately 29% of respondents indicated a preference for working alone, 35% "preferred" or "strongly preferred" to work with one or more classmates. With the remaining 36% indicating no preference, the institution is encouraged about the response from students to the planned interventions, especially since 72% of survey respondents also indicated that working with others would be "important" or "very important" for success in their chosen career. As the QEP is implemented, the college hopes to see incremental increases in student and faculty positive perceptions of the benefits of engaging in collaborative and problem/project-based learning.

Table 3: Learning in Action Project Assessment Plan Matrix

Fidelity of Implementation (Process Measures)

<table>
<tr><th>Evaluation Questions</th><th>Instrument/Data Source</th><th>Assessment Methods</th><th>Process Outcome Target</th></tr>
<tr><td>To what extent have full-time faculty been trained in collaborative and/or problem/project-based learning?</td><td>Training sign-in sheets</td><td>Sign-in sheets from training conducted by Patrick Henry Community College on collaborative learning and by Worcester Polytechnic Institute on project-based learning will be collected to document the number of faculty attending these training sessions.

Sign-in sheets will also be collected for full-time faculty participating in training during New Faculty Academy.</td><td>80% (N=91/114) of full-time faculty will receive training in collaborative and or problem/project-based learning by the end of the QEP.

The target for percent of faculty trained each year is as follows:
<table><tr><td>Year 1</td><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td></tr><tr><td>60%</td><td>65%</td><td>70%</td><td>77%</td><td>80%</td></tr></table>
(Full-time faculty count is based on the number reported to IPEDS for the 2017/18 year. This number may vary depending on retirements, enrollment, and state appropriations. The final measure for each year will be based on the actual number of full-time faculty employed during that year).</td></tr>
<tr><td>To what extent have adjunct faculty been trained in collaborative and/or problem/project-based learning?</td><td>Training sign-in sheets</td><td>Sign-in sheets from training conducted by Patrick Henry Community College on collaborative learning and by Worcester Polytech Institute on project-based learning will be collected to document the number of faculty attending these training.

Additionally, sign-in sheets from training conducted by full-time faculty during adjunct faculty workshops will be collected to document the training of adjunct faculty.</td><td>40% (N=101/253) of adjunct faculty will receive training in collaborative and or problem/project-based learning by the end of the QEP.

The target for percent of faculty trained each year is as follows:
<table><tr><td>Year 1</td><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td></tr><tr><td>15%</td><td>25%</td><td>30%</td><td>35%</td><td>40%</td></tr></table>
(Part-time faculty count is based on the number reported to IPEDS for the 2017/18 year. This number may vary depending on retirements, enrollment, and state appropriations. The final measure for each year will be based on the actual number of full-time faculty employed during that year).</td></tr>
<tr><td>To what extent has collaborative learning been integrated into key gateway courses? (Gateway courses are critical first-year courses. These have been defined as COLS</td><td>Direct Measure: Survey of faculty indicating which course sections have implemented collaborative learning activities.</td><td>Before the start of each semester, division deans, using a standard form, will collect information from faculty about which courses they plan to use to implement collaborative or project-based learning activities.</td><td>Due to the differences in the capacity to train full-time and part-time faculty, separate targets have been established for courses taught by full and part-time instructors:

80% of gateway course sections taught by full-time faculty will integrate collaborative learning techniques by the end of QEP.</td></tr>
</table>

<table>
<tr>
<td>1010, ENGL 1010, MATH 1530, Math 1000, HUM 1010, INFS 1010, PSYCH 1030, BIOL 2010)</td>
<td></td>
<td></td>
<td>
<table>
<tr><td>Year 1</td><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td></tr>
<tr><td>66%</td><td>70%</td><td>74%</td><td>78%</td><td>80%</td></tr>
</table>

40% of gateway course sections taught by part-time faculty will integrate collaborative learning techniques by the end of QEP.
<table>
<tr><td>Year 1</td><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td></tr>
<tr><td>10%</td><td>20%</td><td>25%</td><td>35%</td><td>40%</td></tr>
</table>
</td>
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<tr>
<td>To what extent has collaborative learning been integrated into other courses in the curriculum?</td>
<td>Survey of faculty indicating which course sections have implemented collaborative learning activities.</td>
<td>Before the start of each semester, division deans, using a standard form, will collect information from faculty about which courses they plan to use to implement collaborative learning activities.</td>
<td>Due to the differences in the capacity to train full-time and part-time faculty, separate targets have been established:

50% of non-gateway course sections taught by full-time faculty will integrate collaborative learning techniques by the end of QEP.
<table>
<tr><td>Year 1</td><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td></tr>
<tr><td>30%</td><td>35%</td><td>40%</td><td>45%</td><td>50%</td></tr>
</table>

25% of gateway course sections taught by part-time faculty will integrate collaborative learning techniques by the end of QEP.
<table>
<tr><td>Year 1</td><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td></tr>
<tr><td>5%</td><td>10%</td><td>15%</td><td>20%</td><td>25%</td></tr>
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<tr>
<td>To what extent has problem/project-based learning been integrated into the curriculum</td>
<td>Survey of faculty indicating which course sections have implemented problem/project-based</td>
<td>Before the start of each semester, division deans, using a standard form, will collect information from faculty about which courses they plan to use to implement problem/project-based learning activities.</td>
<td>Due to the differences in the capacity to train full-time and part-time faculty, separate targets have been established:

50% of course sections taught by full-time faculty will integrate problem/project-based learning techniques by the end of QEP.
<table>
<tr><td>Year 1</td><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td></tr>
<tr><td>5%</td><td>15%</td><td>35%</td><td>45%</td><td>50%</td></tr>
</table>

20% of course sections taught by part-time faculty will integrate problem/project-based learning techniques by the end of QEP.
<table>
<tr><td>Year 1</td><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td></tr>
<tr><td>0%</td><td>0%</td><td>10%</td><td>15%</td><td>20%</td></tr>
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Measurement of Student Success (Quantitative Indirect Measures of QEP Impact)

<table>
<tr><th>Evaluation Questions</th><th>Instrument/Data Source</th><th>Assessment Methods</th><th>Student Success Outcome Target</th></tr>
<tr><td>What is the effect of collaborative and problem/project-based learning activities on fall-to-fall retention?

• Are students that take more courses that integrate collaborative and project-based learning retained at a higher rate?</td><td>Student enrollment data in Banner, the college's student information system.</td><td>First-time, full-time and part-time freshmen enrolling in the fall of each year will be tracked to see if they enrolled in the following fall term or graduated. Fall 2017 to fall 2018 retention rate will be used as the baseline retention rate.

Using data gathered from instructors about which courses integrated collaborative or problem/project-based learning, correlations between the numbers of courses students enrolled in that used collaborative or project-based activities and student retention will be examined for statistical significance using standard statistical tests.</td><td>Fall-to-fall retention of first-time, full-time students will increase from 54% to 61% by the end of the QEP.

Fall-to-fall retention of first-time, part-time students will increase from 46% to 53%

<table><tr><td>Cohort</td><td>Baseline Retention %</td><td>Y1</td><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td></tr><tr><td>First-time, full-time</td><td>54%</td><td>56%</td><td>57%</td><td>59%</td><td>60%</td><td>61%</td></tr><tr><td>First-time, part-time</td><td>46%</td><td>48%</td><td>49%</td><td>51%</td><td>52%</td><td>53%</td></tr></table>
Students enrolled in three or more courses integrating collaborative or problem/project-based activities will be retained at a higher percentage compared to students enrolled in two or fewer courses that integrate collaborative activities.</td></tr>
<tr><td>What is the effect of collaborative and project/problem teaching and learning activities on the course withdrawal rate and failure due to absence (FA)?

• How do these results compare to non-participating sections?

• How do these results compare to participating faculty members' baseline?</td><td>Student enrollment data in Banner, the college's student information system.</td><td>Each term, course withdrawal and FA rates for the gateway courses will be calculated. (Dual enrollment students, because of their relatively high success rates will be excluded from this calculation). These rates will be compared to the average rate between summer 2017 and spring 2019.

Withdrawal and FA rates will also be calculated by course and subject area. This data will be used to compare sections integrating collaborative and project/problem-based learning to those sections that have not.</td><td>Overall course withdrawal/FA rates in gateway courses will decrease an average of .8% per year or from 15% to 10% by the end of the QEP.

<table><tr><td>Baseline W/FA%</td><td>Y1</td><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td></tr><tr><td>15%</td><td>14%</td><td>13.5%</td><td>12.5%</td><td>11.0%</td><td>10%</td></tr></table>
To achieve the goal above, individual courses will show decreases as follows:

<table><tr><td>Course</td><td>Baseline W/FA%</td><td>Y1</td><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td></tr><tr><td>Math 1530</td><td>18.0%</td><td>17%</td><td>15%</td><td>14%</td><td>13%</td><td>12%</td></tr><tr><td>Math 1000</td><td>15.1%</td><td>14%</td><td>13%</td><td>12%</td><td>11%</td><td>10%</td></tr><tr><td>ENGL 1010</td><td>15.25%</td><td>14%</td><td>13%</td><td>12%</td><td>11%</td><td>12%</td></tr><tr><td>HUM 1010</td><td>13.41%</td><td>12.5%</td><td>12%</td><td>11.5%</td><td>11%</td><td>10%</td></tr><tr><td>INFS 1010</td><td>19.24%</td><td>18%</td><td>16%</td><td>14%</td><td>13%</td><td>11%</td></tr><tr><td>BIOL 2010</td><td>16.34%</td><td>15%</td><td>14%</td><td>13%</td><td>12%</td><td>11%</td></tr></table></td></tr>
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<td>Additionally, for faculty participating in the QEP, withdrawal and “FA” rates will be calculated. This data will be used to track withdrawal and “FA” rates before the QEP and throughout the QEP’s development.</td>
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<table>
<tr><td>COMM 2025</td><td>12.73%</td><td>12%</td><td>11.5%</td><td>11%</td><td>10%</td><td>9%</td></tr>
<tr><td>COLS 1010</td><td>10.82%</td><td>10%</td><td>9.5%</td><td>9%</td><td>8.5%</td><td>8%</td></tr>
</table>
The withdrawal rate and “FA” for all courses implementing collaborative and project/problem-based activities will be 3% lower than courses that do not.
Faculty that implement collaborative and project/problem-based activities will see a decrease of 3% in their withdrawal and FA rate in individual courses compared to before the start of the QEP.
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<td>What is the effect of collaborative and project/problem teaching and learning activities on course success (% A, B, C, P) and completion rates (% A, B, C, D, and P) rates?
• What is the overall change in gateway courses?
• What is the overall change to other courses?
• How do these results compare to non-participating sections?
• How do these results compare to participating faculty members’ baseline?</td>
<td>Student enrollment data in Banner, the college’s student information system.</td>
<td>Each term, course success rates for the gateway courses will be calculated. (Dual enrollment students, because of their relatively high success rates and the number taught by adjunct instructors will be excluded from this calculation.) These rates will be compared to the average rate between fall 2017 and spring 2019.
Success rates will also be calculated by course and subject area. This data will be used to compare sections integrating collaborative and project/problem-based learning to those sections that have not.
Additionally, for faculty participating in the QEP, success rates will be calculated. This data will be used to track course success rates before the QEP and throughout the QEP’s development.</td>
<td>
Overall course success rates in the gateway courses will increase an average of 1.2% per year from 69% to 75%.
Overall course completion rates in the gateway courses will increase an average of 1.2% per year from 75% to 81%
To reach the above goals, individual courses will show increases as follows (the difference between the baseline and target is greater for courses with lower success and completion rates because it is more difficult to improve on relatively high rates):
<table>
<tr><th>Course</th><th>Baseline Success% & Completion%</th><th>Y1</th><th>Y2</th><th>Y3</th><th>Y4</th><th>Y5</th></tr>
<tr><td rowspan="2">Math 1530</td><td>59.08% (success)</td><td>61%</td><td>62%</td><td>64%</td><td>65%</td><td>66%</td></tr>
<tr><td>68.3% (completion)</td><td>70%</td><td>72%</td><td>73%</td><td>74%</td><td>75%</td></tr>
<tr><td rowspan="2">Math 1000</td><td>56.59% (success)</td><td>58%</td><td>59%</td><td>61%</td><td>62%</td><td>64%</td></tr>
<tr><td>68.47% (completion)</td><td>69%</td><td>70%</td><td>71%</td><td>72%</td><td>73%</td></tr>
<tr><td rowspan="2">ENGL 1010</td><td>68.06% (success)</td><td>70%</td><td>72%</td><td>73%</td><td>74%</td><td>75%</td></tr>
<tr><td>72.92% (completion)</td><td>74%</td><td>75%</td><td>77%</td><td>78%</td><td>79%</td></tr>
<tr><td rowspan="2">HUM 1010</td><td>66.91% (success)</td><td>69%</td><td>70%</td><td>71%</td><td>72%</td><td>73%</td></tr>
<tr><td>72.83% (completion)</td><td>74%</td><td>75%</td><td>76%</td><td>77%</td><td>78%</td></tr>
<tr><td rowspan="2">INFS 1010</td><td>67.54% (success)</td><td>69%</td><td>71%</td><td>73%</td><td>74%</td><td>75%</td></tr>
<tr><td>70.5%</td><td>72%</td><td>74%</td><td>76%</td><td>77%</td><td>78%</td></tr>
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<table>
<tr><td></td><td>(completion)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">BIOL 2010</td><td>64.83% (success)</td><td>65%</td><td>66%</td><td>67%</td><td>68%</td><td>69%</td></tr>
<tr><td>74.31% (completion)</td><td>75%</td><td>76%</td><td>78%</td><td>79%</td><td>80%</td></tr>
<tr><td rowspan="2">COMM 2025</td><td>79.42% (success)</td><td>80%</td><td>80.5%</td><td>81.%</td><td>81.5%</td><td>82%</td></tr>
<tr><td>83.6% (completion)</td><td>84%</td><td>84.5%</td><td>85%</td><td>85.5%</td><td>86%</td></tr>
<tr><td rowspan="2">COLS 1010</td><td>78.49% (success)</td><td>80%%</td><td>81%</td><td>82%</td><td>83%</td><td>84%</td></tr>
<tr><td>82.7% (completion)</td><td>84%</td><td>85%</td><td>86%</td><td>87%</td><td>88%</td></tr>
</table>

The course success rate for courses implementing collaborative and project/problem-based activities will be an average of 5% higher than courses that do not.

Faculty that implement collaborative and project/problem-based activities will see an average increase of 5% in their course success and completion rates courses compared to before the start of the QEP.
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</tr>
<tr>
<td>What is the effect of collaborative and project/problem teaching and learning activities on equity gaps between the following: age, gender, income levels, academic preparedness (students who need developmental learning support)?

What is the overall change in the retention gap for certain populations of students?</td>
<td>Student enrollment data in Banner, the college's student information system.</td>
<td>The above measures of student success (retention, course W/FA%, course success%, and course completion %) will be disaggregated by the areas where the college has seen persistent gaps in performance. These areas include:
• Traditional (under 21) and Non-traditional age students (over 24)
• Male (equity concern) and Female students
• Low income, as defined as Pell eligible (equity concern) and Non-Low Income.
• Academically unprepared, defined as requiring a learning support class, (equity concern) and Academically prepared</td>
<td>The targets for decreasing the gaps in retention are the following for each of the four identified equity populations. (First-time, part-time is excluded in this metric due to low numbers of students when they are broken out into sub populations):
<table>
<tr><th>Equity population</th><th>Baseline Gap Retention%</th><th>Y1</th><th>Y2</th><th>Y3</th><th>Y4</th><th>Y5</th></tr>
<tr><td>Trad/ Non-Trad</td><td>12% (full-time)</td><td>11%</td><td>10%</td><td>9%</td><td>8.5%</td><td>8%</td></tr>
<tr><td>Male /Female</td><td>4% (full-time)</td><td>3.5%</td><td>3%</td><td>2.5%</td><td>2.25%</td><td>2%</td></tr>
<tr><td>Low income/ Non-Low Income</td><td>13.5% (full-time)</td><td>13%</td><td>12%</td><td>11%</td><td>10%</td><td>9%</td></tr>
<tr><td>Unprepared/ Prepared</td><td>19% (full-time)</td><td>18%</td><td>17%</td><td>15%</td><td>14%</td><td>13%</td></tr>
<tr><td>White/ Non-white</td><td>4% (full-time)</td><td>3.5%</td><td>3%</td><td>2.5%</td><td>2.25%</td><td>2%</td></tr>
</table>
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</table>

What is the overall change in the gap of the % of withdrawal/FA grades for certain populations of students?

What is the overall change in the gap of the course success/completion for certain populations of students?

The targets for decreasing the gaps in W/FA% are the following for each of the four identified equity populations:

Equity population	Baseline Gap W/FA%	Y1	Y2	Y3	Y4	Y5
Trad/ Non-Trad	3% (Gateway)	2.5%	2%	1.5%	1.25%	1%
	4% (Other Courses)	3.5%	3%	2.5%	2.25%	2%
Male /Female	1% (Gateway)	1%	.5%	.25%	.1%	0%
	2% (Other Courses)	1.5%	1.25%	1%	.5%	0%
Low income/ Non-Low Income	4% (Gateway)	3.5%	3%	2.5%	2.25%	2%
	3% (Other Courses)	2.5%	2%	1.5%	1.25%	1%
Unprepared / Prepared	4% (Gateway)	3.5%	3%	2.5%	2.25%	2%
	3% (Other Courses)	2.5%	2%	1.5%	1.25%	1%
White/ Non-white	5% (Gateway)	4.5%	4%	3.5%	3.25%	3%
	2% (Other Courses)	1.5%	1.25%	1%	.5%	0%

The targets for decreasing the gaps in the course success% are the following for each of the four identified equity populations:

Equity population	Baseline Gap Success%	Y1	Y2	Y3	Y4	Y5
Trad/ Non-Trad	12% (Gateway)	11%	10%	9%	8.5%	8%
	9% (Other Course)	8%	7%	6.5%	6.25%	6%
Male /Female	4% (Gateway)	3.5%	3%	2.5%	2.25%	2%
	5% (Other Course)	4.5%	4%	3.5%	3.25%	3%

Low income/ Non-Low Income	7% (Gateway)	6.5%	6%	5.5%	4.5%	4%
	5% (Other Course)	4.5%	4%	3.5%	3.25%	3%
Unprepared/ Prepared	12% (Gateway)	11%	10%	9%	8.5%	8%
	6% (Other Course)	5.5%	5%	4.5%	4.25%	4%
White/ Non-white	7% (Gateway)	6.5%	6%	5.5%	5.25%	5%
	4% (Other Course)	3.5%	2%	3.5%	3.25%	3%

The targets for decreasing the gaps in course completion% are the following for each of the four identified equity populations:

Equity population	Baseline Gap Completion%	Y1	Y2	Y3	Y4	Y5
Trad/ Non-Trad	8% (Gateway)	7.5%	6.5%	5.5%	5.25%	5%
	7% (Other Course)	6.5%	6%	5.5%	5.25%	5%
Male /Female	4% (Gateway)	3.5%	3%	2.5%	2.25%	2%
	4% (Other Course)	3.5%	3%	2.5%	2.25%	2%
Low income/ Non-Low Income	7% (Gateway)	6.5%	6%	5.5%	5.25%	5%
	5% (Other Course)	2.5%	2%	1.5%	1.25%	3%
Unprepared / Prepared	10% (Gateway)	9%	8%	7.5%	7.25%	7%
	5% (Other Course)	4.5%	4%	3.5%	3.25%	3%
White/ Non-white	6% (Gateway)	5.5%	5%	4.5%	4.25%	4%
	4% (Other Course)	3.5%	3%	2.5%	2.25%	2%

Measures of Student Learning Outcomes (Direct Measures of QEP Impact on Student Learning)

<table>
<tr><th>Evaluation Questions</th><th>Instrument/Data Source</th><th>Assessment Methods/Data Collection Process</th><th>Learning Outcome Target</th></tr>
<tr>
<td>To what extent do students demonstrate competence in effective collaboration on class activities/assignments with their peers?</td>
<td>Collaborative Learning rubric.</td>
<td>Faculty integrating collaborative learning activities will use the collaborative learning rubric to assess individual group member’s ability to:
1) Contribute their ideas in a group setting as a means of completing a task or activity
2) Listening to their peer's ideas in a group setting and ensuring that all group members participate
3) Stay focused on the task or activity and ensure that other group members are focused
4) Express their thoughts, questions, and feelings openly in a group setting in a constructive and respectful manner

Students will be assessed on their ability to collaborate on a specific activity twice during the term: once close to the middle of the term and once toward the end of the term.

In addition to faculty using the rubric, students will use the rubric to assess how well the group worked together for the collaborative process. The student assessment will also have space for open-ended comments about the student’s perception of their own contribution as well as other observations about the process.

Faculty will submit rubric data along with a list of the activities they implemented to the Office of Institutional Research and Effectiveness for analysis.

The rubric will be made available by electronic and hard copy submission.</td>
<td>Faculty will rate 85% of students as competent (3) or above in all areas on the Collaborative Learning rubric by the end of the QEP.

85% of Students will rate their group as competent (3) or above in all areas on the Collaborative Learning rubric by the end of the QEP.

The yearly target for percent of students rated by faculty and students rating themselves as competent (3) or above each year are:
<table>
<tr><td>Y1</td><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td></tr>
<tr><td>60%</td><td>70%</td><td>75%</td><td>80%</td><td>85%</td></tr>
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<tr>
<td>As it relates to completed student projects:

1. To what extent do students demonstrate competence in identifying and defining central ideas or issues when present with an open-ended problem or case?

2. To what extent do students demonstrate competency in evaluating sources for credibility and relevance?

3. To what extent do students demonstrate competence in selecting and using appropriate concepts and methods from credible and relevant sources to solve a problem or put forward a thesis?

4. To what extent do students demonstrate competence in producing effective, evidence-based written, visual, or oral reports or presentations?</td>
<td>Project-based Learning rubric.</td>
<td>Faculty integrating problem/project-based learning activities will use the project rubric to assess the following SLO's associated with problem/project-based learning:
1) Identify and define central ideas or issues when presented with an open-ended problem, case or question.
2) Evaluate sources for credibility and relevance
3) Select and use appropriate concepts and methods from credible and relevant sources to solve a problem or put forward a thesis.
4) Produce effective, evidence-based written, visual, or oral reports or presentations

Faculty will assess at least one group project using the rubric. Only one rubric will need to be completed per group.

Additionally, the faculty will assess the overall quality of individual student collaboration on the project through the collaborative learning rubric.

Faculty will submit the rubrics along with a short description of the project students completed.

The rubric will be made available by electronic and hard copy submission.</td>
<td>Faculty will rate collaborative projects as 75% competent (3) in all areas on the project rubric.

<table>
<tr><td>Y1</td><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td></tr>
<tr><td>55%</td><td>60%</td><td>65%</td><td>70%</td><td>75%</td></tr>
</table>

Faculty will rate 85% students as competent (3) in all areas on the Collaborative Learning rubric as applied to group projects.

<table>
<tr><td>Y1</td><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td></tr>
<tr><td>60%</td><td>70%</td><td>75%</td><td>80%</td><td>85%</td></tr>
</table>
</td>
</tr>
</table>

Measures of QEP Impact on Student Learning and Institutional Culture (Qualitative Measures of QEP Impact)			
Evaluation Questions	**Instrument/Data Source**	**Assessment Methods/Data Collection Process**	**Affective Perception Outcome Target**
What is the effect of collaborative and problem/project-based learning activities in the classroom on students' sense of engagement in learning?	Internal student survey Internal faculty survey Related items in CCSSE and SENSE surveys	An internal survey will be developed to measure students' sense of engagement in the classroom as a result of collaborative and problem/project-based activities. These survey questions will be delivered at the end of each term through Survey Monkey, the college's survey tool. A faculty survey will be developed to measure faculty perceptions about students' levels of engagement in course work as a result of collaborative and problem/project-based activities. It will be delivered through Survey Monkey, the college's survey tool. The CCSSE (spring terms 2021, 2023) and SENSE surveys (fall 2020, 2022) will be delivered to students.	There will be incremental improvement over the course of the QEP in the percent of students who are in courses with collaborative or problem/project-based activities that rate their level of engagement as "high" or "very high". There will be incremental improvement over the course of the QEP in the percent of faculty who use collaborative or problem/project-based activities that rate students' level of engagement in courses as "high" or "very high". Students will rate themselves on questions in the CCSSE and SENSE surveys related to classroom engagement at levels that exceed state and national mean scores.
What is the effect of collaborative and problem/project-based activities in the classroom on students' sense of belonging at the college?	Internal student survey Internal faculty survey Related items in CCSSE and SENSE surveys	An internal survey will be developed to measure students' sense of belonging at the college as a result of collaborative and problem/project-based learning. These survey questions will be delivered at the end of each term through Survey Monkey, the college's survey tool. A faculty survey will be developed to measure faculty perceptions about the creation of a classroom community as a result of collaborative and problem/project-based	There will be incremental improvement over the course of the QEP in the percent of students who are in courses that use collaborative or problem/project-based activities that rate their sense of belonging at the college as "high" or "very high". There will be incremental improvement over the course of the

		activities. It will be delivered through Survey Monkey, the college's survey tool. The CCSSE (spring terms 2021, 2023) and SENSE surveys (fall 2020, 2022) will be delivered to students.	QEP in the percent of faculty who use collaborative or problem/project-based activities that rate the sense of community in their classrooms as "high" or "very high". Students will rate themselves on questions in the CCSSE and SENSE surveys related to sense of belonging at levels that exceed state and national mean scores.
What is the effect of collaborative and problem/project-based learning activities in the classroom on students' confidence in learning course material?	Internal student survey Internal faculty survey Related items in CCSSE and SENSE surveys	An internal survey will be developed to measure students' sense of self-confidence in learning course material, as a result of collaborative and problem/project-based learning. These survey questions will be delivered at the end of each term through Survey Monkey, the college's survey tool. A faculty survey will be developed to measure faculty perceptions about students' levels of confidence in learning course material. It will be delivered through Survey Monkey, the college's survey tool. The CCSSE (spring terms 2021, 2023) and SENSE surveys (fall 2020, 2022) will be delivered to students.	There will be incremental improvement over the course of the QEP in the percent of students who are in courses with collaborative or problem/project-based activities that rate their level of confidence in learning course material as "high" or "very high". There will be incremental improvement over the course of the QEP in the percent of faculty who use collaborative or problem/project - based activities that rate students' levels of confidence in learning course material as "high" or "very high". Students will rate themselves on questions in the CCSSE and SENSE surveys related to self-confidence at levels that exceed state and national mean scores.

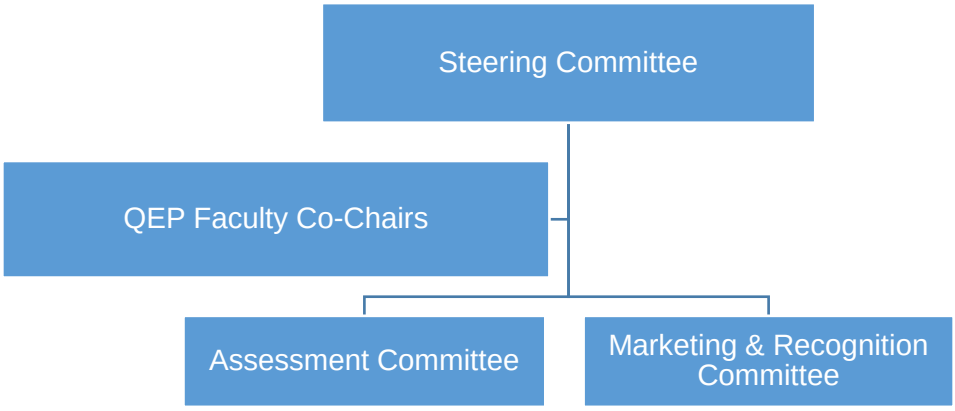
What is the effect of active and collaborative and project/problem based activities in the classroom on students' anxiety about course work?	Internal student survey Internal faculty survey	An internal survey will be developed to measure students' levels of anxiety with course work. These survey questions will be delivered at the end of each term through Survey Monkey, the college's survey tool. A faculty survey will be developed to measure faculty perceptions about students' anxiety with course work. It will be delivered through Survey Monkey, the college's survey tool.	There will be incremental improvement over the course of the QEP in the percent of students who are in courses with collaborative or project/problem-based activities that rate their level of anxiety with course work as "low" or "very low". There will be incremental improvement over the course of the QEP in the percent of faculty who use collaborative or problem/project - based activities that rate students' level of anxiety with course work as "low" or "very low".
What is the effect of collaborative and project/problem based activities on student' interpersonal skills?		An internal survey will be developed to measure students' perceptions of improvements in their own interpersonal skills as a result of collaborative and problem/project-based learning. These survey questions will be delivered at the end of each term through Survey Monkey, the college's survey tool. A faculty survey will be developed to measure faculty perceptions about improvement in students' interpersonal skills. It will be delivered through Survey Monkey, the college's survey tool.	There will be incremental improvement over the course of the QEP in the percent of students who are in courses with collaborative or problem/project-based activities that rate their improvement in interpersonal skills as "somewhat" or "greatly improved". There will be incremental improvement over the course of the QEP in the percent of faculty who use collaborative or problem/project-based activities that rate students' improvement in interpersonal skills as "somewhat" or "greatly improved".
What is the effect of collaborative learning and problem/project-based learning activities in the classroom on students' perceptions about the importance of collaborative and problem/project-based activities on	Internal student survey Internal faculty survey	An internal survey will be developed to measure students' perception of the importance of collaborative and problem/project-based learning for work and further academic study. These survey questions will be delivered at the end of each term through Survey Monkey, the college's survey tool.	There will be incremental improvement over the course of the QEP in the percent of students who are in courses with collaborative or problem/project-based activities that rate the importance of such activities

their success in their chosen career or in further study at a 4-year school?		A faculty survey will be developed to measure their perception of students' awareness of the importance of collaborative and problem/project -based learning for work and further academic study. It will be delivered through Survey Monkey, the college's survey tool.	to their future success in a career or further study at a 4-year school as "important" or very "important". There will be incremental improvement over the course of the QEP in the percent of faculty who use collaborative or problem/project-based activities that rate students' perception of these activities for future success in a career or further study as "important" or very "important".
What is the effect of collaborative learning and problem/project-based learning activities in the classroom on students' understanding of course concepts?	Internal student survey Internal faculty survey	An internal survey will be developed to measure students' sense of their understanding of course concepts as a result of collaborative and problem/project-based activities. These survey questions will be delivered at the end of each term through Survey Monkey, the college's survey tool. A faculty survey will be developed to measure faculty perceptions about students' understanding of course concepts. It will be delivered through Survey Monkey, the college's survey tool.	Students, who are in courses with collaborative or problem/project-based activities, will rate their understanding of course concepts as "high" or "very high". Faculty who use collaborative or problem/project-based activities will rate their perception of students' understanding of course concepts as "high" or "very high".

VII. Institutional Capacity

Organizational Structure and Support

Roane State Community College has developed an organizational structure designed to provide highly-qualified leadership to ensure effective implementation of **Learning in Action Project** initiatives.



QEP Steering Committee

Roane State's QEP Steering Committee consists of the faculty co-chairs, the VP/IEPSSI, the Vice President for Student Learning, an academic division dean, a Faculty Senate representative, one faculty member from the Assessment Committee, and a student. The president and the Vice President for Business and Finance are ex-officio members of the committee.

Because the committee includes senior administrators in the areas of academic affairs, institutional effectiveness and student success, and financial services, the members bring consideration of the full range of institutional issues and priorities to bear on decisions regarding the **Learning in Action Project**, including organizational and financial capacity. The committee includes substantial faculty representation and a permanent student voice. The Steering Committee will meet quarterly to assess the progress of the QEP and make any necessary decisions about adjustments to the plan, including financial adjustments.

QEP Co-Chairs

Based upon institutional experience with the previous QEP and the strong academic focus of the **Learning in Action Project**, a decision was made early in the planning stages to recruit two well-respected faculty members to serve as co-chairs to provide leadership for all of

the activities involved in the project. The college is extremely fortunate to have Associate Professor of Business Brad Fox, and Assistant Professor of Communication Deborah Magill, as QEP co-chairs. Brad Fox has been Associate Professor of Business at Roane State since 2004 and served as Faculty Senate President from 2015-2017. Fox was the recipient of the Sarah Ellen Benroth Award for Outstanding Teaching for the 2016-17 academic year. This is a peer-selected award and the institution's most prestigious faculty award. Deborah Magill is chair of the speech communication department. She is an alternate Faculty Senate representative and serves on the Middle College Advisory Board and the Roane State Physical Therapy Assistant Advisory Board. She has recently served as Interim Chair of the college's General Education Committee. In 2014, when Magill was an adjunct faculty member, she was the outstanding adjunct nominee for the Humanities Department.

With the assistance of the VP/IEPSSI, the co-chairs will be responsible for overall coordination and timely implementation of project initiatives, including:

- Planning and implementation of QEP faculty professional development activities
- Faculty recruitment and selection of courses and sections for participation in collaborative and problem/project-based learning activities
- Implementation of project assessment activities
- Ongoing communication with the campus community on **Learning in Action Project** progress
- Ongoing monitoring of updates to **Learning in Action Project** website and "library" of best practice collaborative and problem/project-based learning strategies

In light of their shared responsibilities, Mr. Fox and Ms. Magill receive 3 hours release time per semester from their teaching load. In order to fully share the experience of the QEP with fellow faculty members, their continued substantial time in the classroom was determined to be critical to the effectiveness of their leadership.

QEP Assessment Committee

As noted earlier in this document, a sub-committee of the QEP Planning Committee identified a set of desired outcomes by which to gauge the effectiveness of the **Learning in Action Project.** These outcomes were presented to the full committee for discussion, revision, and consensus. Based on this consensus, the project will be evaluated through analysis of progress on implementation of project initiatives, student success metrics, a set of student learning outcomes, and impact on faculty and student perception. A critical element of the

discussions regarding the desired student learning outcomes was the development of a set of rubrics by which to directly assess those outcomes. Having a set of rubrics, vetted by a multi-disciplinary group of faculty members, will put the QEP assessment plan on a strong footing from the outset.

Moving forward, the official project Assessment Committee will be a standing committee responsible for monitoring and studying the results of all the project evaluation measures included in the assessment plan and making recommendations for adjustments that may be necessary for improvement. The Assessment Committee is composed of faculty highly regarded by their peers and with teaching experience in the gateway courses in their respective disciplines. The committee will be guided and assisted by the Office of Institutional Effectiveness and Research.

Table 4: QEP Assessment Committee

Name	Position
Brad Fox	Co-Chair; Associate Professor of Business
Deborah Magill	Co-Chair; Assistant Professor of Communication
Karen Brunner	Vice President, Institutional Effectiveness, Planning, & Student Success Initiatives
Jeffrey Tinley	Director of Institutional Research
Nancy Hamilton	COLS 1010 (College Learning Strategies) Coordinator
Jillian Miller	Assistant Professor of Mathematics
Mary Ann Sexton	Assistant Professor of Biology
Krysten Anderson	Assistant Professor of English
Stacie Bradshaw	Associate Professor of Education

QEP Marketing and Recognition Committee

With over 50 faculty members, including both full-time and adjunct, trained in collaborative learning activities, the **Learning in Action Project** has already begun to be implemented in classrooms across the college. One math faculty member told the planning committee that, as she was explaining the “rules” for a collaborative activity for the day, a student said, “Oh, we’re doing that in English class, too!” However, despite this strong “shadow start,” the Planning Committee began to discuss ways to use communication and recognition to help scale up the project.

With multiple opportunities for professional development in both collaborative and problem/project-based learning planned for the project, committee members began to discuss ways of recognizing faculty for participation in training, implementation of project strategies, sharing of best practices, mentoring colleagues, etc. They also discussed the importance of

finding appropriate venues for publicizing to the entire college community the benefits of participation as well as positive progress and outcomes of the project.

As a result of these discussions, the idea for a Marketing and Recognition Committee was initiated. Members of this committee include two of the college's communication experts. Associate Professor of Mass Communication Matt Waters, teaches video production courses and leads the college's operation of local television station, Channel 15. In these roles, Waters gives students a wide variety of opportunities to engage in collaborative, real-world projects, including the video interview they produced to introduce the **Learning in Action Project** as the QEP topic. Jeremy Pulcifer is one of the college webmasters and a gifted artist. Not only can his expertise guide the development of the QEP webpage, but he can also help in the creation of a QEP logo to capture the spirit of the project and add a unifying visual element to publicity materials. Additional committee members include the following:

Table 5: Marketing and Recognition Committee

Name	Position
Brad Fox	Co-Chair; Associate Professor of Business
Deborah Magill	Co-Chair; Assistant Professor of Communication
Karen Brunner	Vice President, Institutional Effectiveness, Planning, & Student Success Initiatives
Matt Waters	Associate Professor of Mass Communication
Jeremy Pulcifer	Webmaster
	Two additional faculty members
	Coordinator of Student Engagement
	Student member

The committee will meet monthly during the first year to develop plans for student awareness, faculty participation and recognition. Once plans are in place the committee will meet quarterly to monitor implementation and make improvements as needed.

Other Institutional Support for the Project

Although, as the QEP moves from the development phase to full-scale implementation, the Planning Committee will be replaced by the committee structure described above, members of the original planning groups will continue to provide support for the project based upon their participation in the classroom and their ongoing enthusiasm and commitment to the **Learning in Action Project** goals. Several members of the Planning Committee are also members of the General Education Committee, which will make participation in the QEP a major initiative of their work.

Institutional Effectiveness and Research

As one of the standards of the SACSCOC Principles of Accreditation, the QEP requires and deserves the same level of attention as any of the other requirements and standards demonstrating compliance. Even more importantly, the potential of a well-planned and implemented Quality Enhancement Plan to positively impact the culture of teaching and learning at an institution makes the QEP a working laboratory for ongoing institutional effectiveness. The **Learning in Action Project** is also an integral element of Roane State's overarching completion agenda, as outlined in its Achieving the Dream implementation plan for student success.

Providing leadership for these institutional priorities is VP/IEPSSI, Karen Brunner. In these roles, and as accreditation liaison, Brunner has provided direction to ensure that the process of QEP topic selection was broad-based and comprehensive and has, subsequently, worked closely with the faculty co-chairs to support development of the plan. As the project moves forward, Vice President Brunner will continue to play a major leadership role to support the faculty and monitor implementation, assessment, and ongoing improvement of the plan. In order to give the faculty co-chairs the required freedom to maintain significant time in the classroom, she will also take responsibility for management of the QEP budget.

The **Learning in Action Project** is also supported by standing assistance from the Director of Institutional Research who is a key member of the Assessment Committee and has been instrumental in helping to develop the QEP assessment plan. Jeffrey Tinley has extensive experience assisting faculty with a variety of evaluation projects and serves as chair of the faculty evaluation committee, the college's IRB committee, and the Achieving the Dream Data Committee. The Office of Institutional Effectiveness and Research (OIER) also supports the QEP through ongoing clerical support provided by the OIER administrative assistant.

Grants Development

Roane State Community College has two grant specialists who report to the VP/IEPSSI. Through their efforts, as noted earlier in this document, the college has already been awarded several grants that are directly aligned with **Learning in Action Project** initiatives. Additionally, a U.S. Department of Education Title III grant, which runs through September 2021, is an ongoing source of financial support for professional development, since the QEP is an integral part of the college's Achieving the Dream completion plan and is tied to the outcomes of that grant project.

While the college is fully supporting the **Learning in Action Project's** multi-year budget from institutional funds, the grant specialists are also actively engaged in the identification of resources for the development of grant proposals that would enable the college to augment its planned activities or use alternative sources of funding to defray some project expenses.

Faculty

Faculty involvement in the **Learning in Action Project** will take many forms. Instructors for the eight designated gateway courses will, of course, play a pivotal role in integrating collaborative and problem/project-based learning into class activities. By the final year of the QEP project, it is anticipated that over 65% of these classes will be incorporating these strategies. Although these foundational courses are a special focus of the QEP, the **Learning in Action Project** will also see incremental increases in other courses throughout the curriculum as well. With a target of 80% of full-time faculty and 40% of part-time faculty trained by the final year of the project, students will have many opportunities to engage in collaborative and problem/project-based learning throughout their program of study.

Successful implementation of the **Learning in Action Project** will require preparatory training and ongoing professional development as well as sharing of best practices. The QEP plan provides a variety of ways for full-time and part-time faculty to participate in these learning opportunities. Although external training resources will be utilized to introduce faculty to these teaching and learning strategies, the **Learning in Action Project's** professional development initiative will thrive on the sharing of best practices by Roane State's own internal "experts."

A corps of faculty early adopters who have participated in enhanced professional development will serve as trainers for adjunct faculty and for new full-time faculty as they come on board. In addition to face-to-face training, these faculty will develop a series of video modules. Although these resources will be available on the **Learning in Action** webpage for all faculty, they will be especially helpful for adjunct faculty who are not able to attend in-person training. Expanding upon this group will be additional faculty who will serve as mentors for their colleagues who want to implement these strategies for the first time. In addition to face-to-face training, the QEP co-chairs will coordinate the development of a "library" of collaborative and problem/project-based activities that faculty can use in their classrooms. Having a selection of tried-and-true activities and techniques will help to jumpstart participation by faculty who are new to the project. These resources will be published on the **Learning in Action** webpage.

Although the committee structure to provide leadership for the QEP has substantial faculty participation, feedback from all faculty participants is critical to the ongoing improvement of the project. Thus, annually, a gathering of all faculty engaged in **Learning in Action Project** activities will be held to discuss, in a candid and collegial fashion, what's working and what needs to be improved with respect to all aspects of the QEP.

Financial Support

Planning Expenditures

Since the earliest stages of planning for the QEP, financial and human resources have been committed to support project activities. Faculty co-chairs for the project were identified early and release time provided for their service. This, of course, also required designation of adjunct faculty to replace their teaching load for the 3-credit hours of release. Preliminary work to solidify the focus of the QEP began in summer 2018. A group of faculty members worked with the VP/IEPSSI throughout the summer and received stipends for their service. While meetings conducted during fall 2018 and spring 2019 were scheduled in rooms with interactive capabilities, travel funds were allocated in order to compensate faculty members who wished to meet in person with one of the larger groups at Harriman or Oak Ridge.

The college was also fortunate to be able to tap into grant funding to provide training in collaborative learning for the first 50 early adopters. As noted earlier, a grant from the Tennessee Board of Regents brought Bronte Miller from Patrick Henry Community College's SCALE Institute to Roane State in spring 2018 to train a small group of faculty in collaborative learning activities for the classroom. This introductory training was so successful that another workshop, funded by the college's U.S. Department of Education Title III grant, was conducted for a larger group of faculty in January 2019. Title III funds were also accessed to send a group of six additional faculty to Martinsville, Virginia for Patrick Henry's summer institute.

During annual budget hearings in March 2019, the VP/IEPSSI submitted a budget for QEP expenses for the 2019-20 fiscal year. Additionally, she provided the Budget Committee a copy of the proposed budget for the five-year QEP period for their approval and in order for the Vice President for Business and Finance to plan for future expenditures. President Chris Whaley has made the QEP one of the institution's highest priorities and is committed to allocating the resources necessary for the **Learning in Action Project** to have the maximum positive benefit to improve student learning and success. To honor that commitment and

demonstrate to the college community that funds will be spent effectively and efficiently, the QEP budget has been developed according to the following priorities.

QEP Budget Priorities

Personnel

In order to ensure effective and ongoing leadership for the **Learning in Action Project**, Associate Professor of Business Brad Fox and Assistant Professor of Communication Deborah Magill will serve as project co-chairs. Because the **Learning in Action Project** is driven by a focus on teaching and learning strategies in the classroom, a decision was made early in the planning for the project to designate shared leadership that would permit these faculty members to retain a significant amount of time as classroom teachers. Thus, they will each receive 3 hours release time, and adjunct faculty will be identified to replace that one class teaching load. As the project progresses, a core group of up to 7 faculty trainers will receive stipends to compensate them for preparation and delivery of training to their peers.

Professional Development and Training

Another major priority of the QEP budget is to provide adequate resources to prepare faculty to integrate collaborative and problem/project-based learning into their classes. Through the duration of the Title III grant, funds will be allocated to support external training by two institutions expert in their respective areas of focus: Patrick Henry Community College for collaborative learning and Worcester Polytechnic Institute for problem/project-based learning. Following this external training during the first two years of the project, Roane State faculty will take leadership to provide professional development for their colleagues, as noted above. Institutional funds allocated annually for instructional development grants for faculty will prioritize projects aligned with QEP teaching strategies for the award of 50% of the fund pool.

Marketing and Recognition

Although many students have begun to experience the QEP in action in their classes in multiple disciplines and across multiple campuses, a wholesale marketing campaign to raise awareness has not yet been implemented. A committee has been established, including a student member, to identify the most effective means of sharing information about the strategies and accomplishments of the **Learning in Action Project**. Funds have been allocated in the QEP budget for costs associated with that marketing campaign. Additionally, a modest pool of funds has been designated to annually recognize faculty who complete training, integrate QEP

strategies in their classes, and share effective practices with their peers. The Marketing and Recognition Committee is charged with developing plans for the utilization of these funds.

General Support

The faculty members who participated in collaborative learning training in January 2019 left the workshop with numerous great ideas for integrating these strategies into their classes. Some of these ideas included the use of instructional supplies such as colored markers and chart paper, fun educational (or edible!) items for prizes for competitive activities, etc. In order to support the equitable purchase of such items, the QEP budget includes a pool of dollars that faculty members can access for this purpose. The budget also includes funding for faculty travel to attend meetings and professional development events outside their primary campus location.

These priorities for funding **Learning in Action Project** activities are outlined in the following table:

Table 6: Quality Enhancement Plan Budget

YEAR ONE
July 1, 2019 – June 30, 2020

QEP Budget Category	Funds Approved	Source of Funds	Justification
Personnel	$7,620	Institutional	(1) Adjunct pay to replace QEP co-chairs teaching load (2 @ 3 hours per semester release) = $7,080 (2) Adjunct benefits = $540
Professional Development	$15,400	Title III	(1) Collaborative learning training at PHCC SCALE Institute, July 12-13, 2019; workshop registration and travel for team of six faculty = $8,000 (2) Collaborative learning training by PHCC at RSCC, January 2020; training cost and travel = $3,700 (3) Train the trainer workshop in collaborative learning by PHCC at RSCC, June 2020; training cost and travel = $3,700
General Operating	$4,500	Institutional	(1) Inter-campus travel = $1,500 (2) instructional supplies = $3,000
Total for Year One	**$27,520**		

YEAR TWO
July 1, 2020 – June 30, 2021

QEP Budget Category	Funds Approved	Source of Funds	Justification
Personnel	$11,387	Institutional	(1) Adjunct pay to replace QEP co-chairs teaching load (2 @ 3 hours per semester release) = $7,080 (2) Adjunct benefits = $540 (3) Stipends for faculty trainers: 7 faculty @ $500 per faculty member (14 hours prep & delivery @$35 per hour) = $3,500 (4) Benefits for faculty trainers = $267
Professional Development	$27,500	Title III: $20,000 Institutional: $7,000	(1) Collaborative learning training at PHCC SCALE Institute, July 12-13, 2019; workshop registration and travel for team of six faculty = $8,000 (2) Project-based learning training by Worcester Polytechnic Institute (WPI) at RSCC, August 2020; training cost and travel = $12,000 (3) Instructional Development Grant pool for faculty to develop collaborative or project-based courses = $7,000 (4) Stipends for faculty to attend MATH 1530 collaborative/Pearson workshop: 10 faculty @$50 per person = $500
Marketing and Recognition	$5,500	Institutional	(1) QEP-logo-ed promotional items for student awareness = $4,000 (2) Faculty recognitions and awards = $1,500
General Operating	$8,600	Institutional	(1) Inter-campus travel = $2,000 (2) Instructional Supplies = $6,000 (3) Refreshments for workshops = $600
Total for Year Two	**$52,987**		

YEAR THREE
July 1, 2021 – June 30, 2022

QEP Budget Category	Funds Approved	Source of Funds	Justification
Personnel	$10,850	Institutional	(1) Adjunct pay to replace QEP co-chairs teaching load (2 @ 3 hours per semester release) = $7,080 (2) Adjunct benefits = $540 (3) Stipends for faculty trainers: 6 faculty @ $500 per faculty member (14 hours prep & delivery @$35 per hour) = $3,000 (4) Benefits for faculty trainers = $230
Professional Development	$19,000	Institutional : $7,000 Title III: $12,000	(1) Instructional Development Grant pool for faculty to develop collaborative or project-based courses = $7,000 (2) Project-based training by Worcester Polytechnic Institute (WPI) at RSCC or team to travel to WPI for summer institute, June 2021: training cost and travel = $12,000
Marketing and Recognition	$4,500	Institutional	(3) QEP-logo-ed promotional items for student awareness = $3,000 (4) Faculty recognitions and awards = $1,500
General Operating	$8,600	Institutional	(1) Inter-campus travel = $2,000 (2) Instructional Supplies = $6,000 (3) Refreshments for workshops = $600
Total for Year Three	**$42,950**		

YEAR FOUR
July 1, 2022 – June 30, 2023

QEP Budget Category	Funds Approved	Source of Funds	Justification
Personnel	$10,850	Institutional	(1) Adjunct pay to replace QEP co-chairs teaching load (2 @ 3 hours per semester release) = $7,080 (2) Adjunct benefits = $540 (3) Stipends for faculty trainers: 6 faculty @ $500 per faculty member (14 hours prep & delivery @$35 per hour) = $3,000 (4) Benefits for faculty trainers = $230
Professional Development	$7,000	Institutional	(1) Instructional Development Grant pool for faculty to develop collaborative and/or project-based courses = $7,000
Marketing and Recognition	$4,500	Institutional	(5) QEP-logo-ed promotional items for student awareness = $3,000 (6) Faculty recognitions and awards = $1,500
General Operating	$8,600	Institutional	(1) Inter-campus travel = $2,000 (2) Instructional supplies = $6,000 (3) Refreshments for workshops = $600
Total for Year Four	**$30,950**		

YEAR FIVE
July 1, 2023 – June 30, 2024

QEP Budget Category	Funds Approved	Source of Funds	Justification
Personnel	$10,850	Institutional	(1) Adjunct pay to replace QEP co-chairs teaching load (2 @ 3 hours per semester release) = $7,080 (2) Adjunct benefits = $540 (3) Stipends for faculty trainers: 6 faculty @ $500 per faculty member (14 hours prep & delivery @$35 per hour) = $3,000 (4) Benefits for faculty trainers = $230
Professional Development	$7,000	Institutional	(1) Instructional Development Grant pool for faculty to develop

			collaborative and/or project-based courses = $7,000
Marketing and Recognition	$4,500	Institutional	(7) QEP-logo-ed promotional items for student awareness = $3,000 (8) Faculty recognitions and awards = $1,500
General Operating	$8,600	Institutional	(1) Inter-campus travel = $2,000 (2) Instructional supplies = $6,000 (3) Refreshments for workshops = $600
Total for Year Five	**$30,950**		

Total Learning in Action Budget

Year One	$27,520
Year Two	$52,987
Year Three	$42,950
Year Four	$30,950
Year Five	$30,950
Five Year Total:	**$185,357**

Appendices

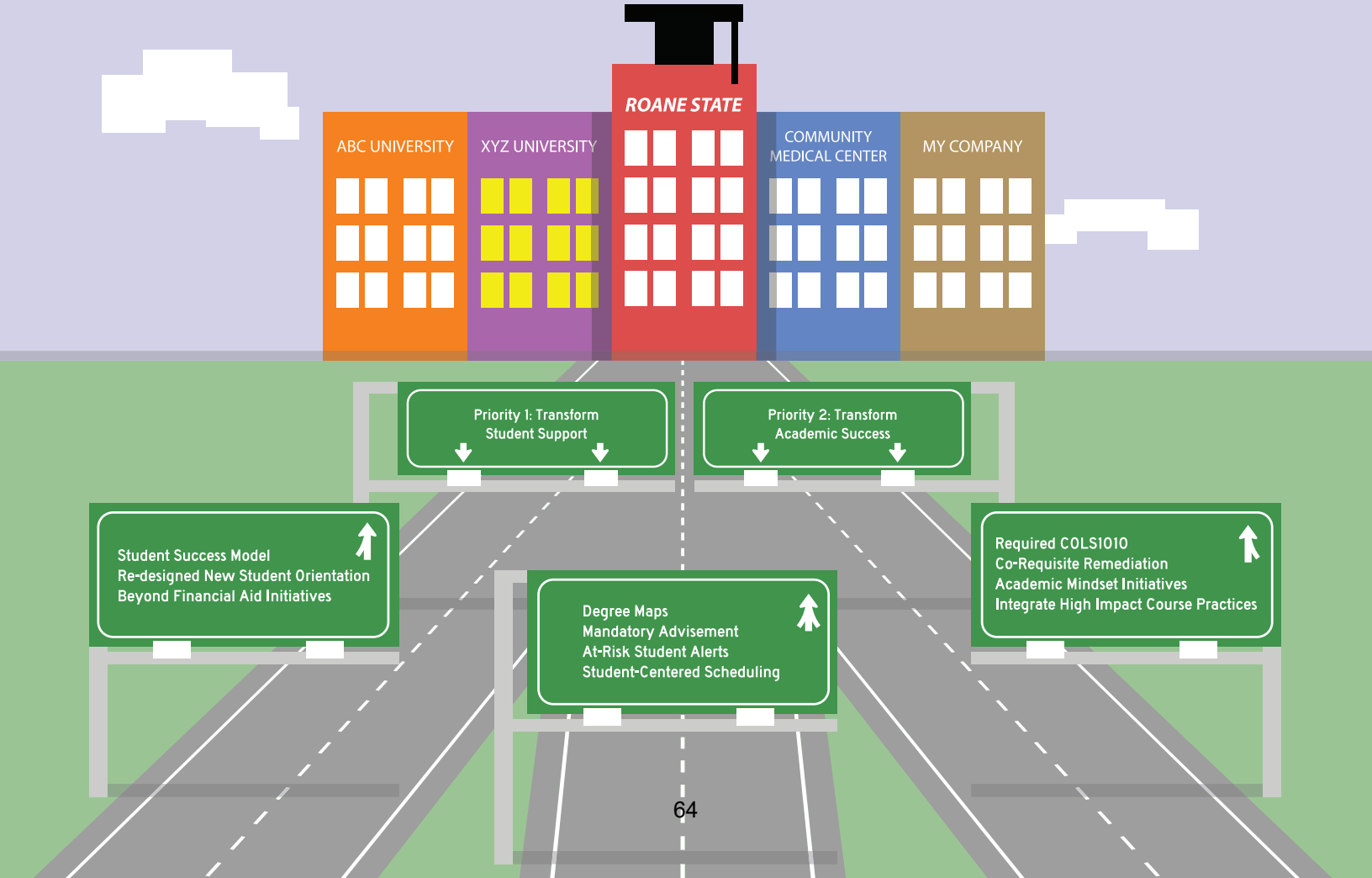
Appendix 1

ATD Plan Visualization

ROANE STATE

STUDENT SUCCESS VISION

Students entering Roane State Community College will persist to completion and attainment of their educational goals, achieving the competence and confidence needed to proceed and succeed at the educational and career endeavors for which their college experience was designed to prepare them.



Appendix 2

College Strategic Plan, Objective 2.1.5

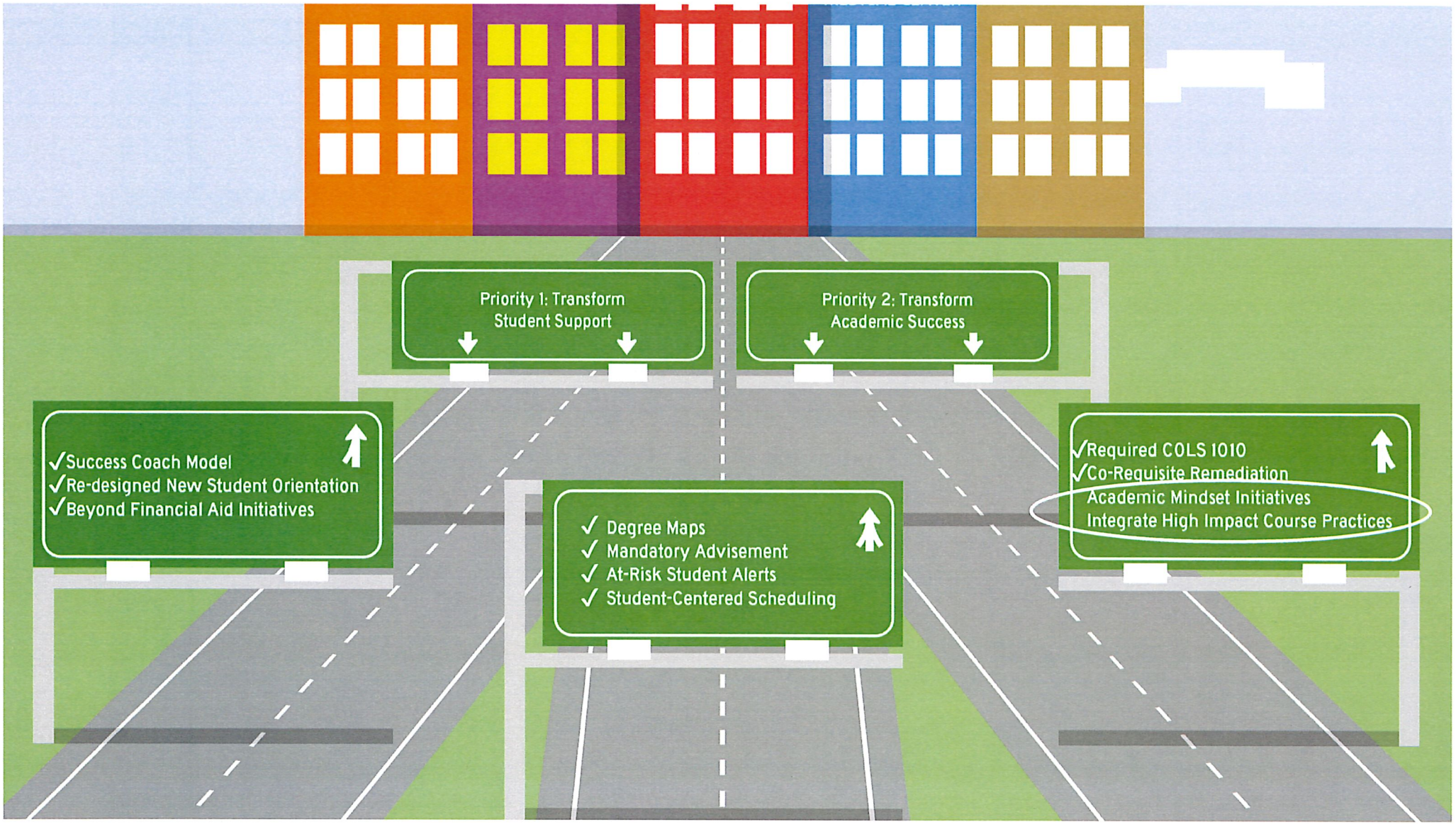
RSCC Strategic Plan Objective 2.1.5

Student Success Objective #2.1 RSCC will increase student retention and persistence through targeted initiatives to enhance the first-year experience and academic advisement and improve scheduling and delivery options to facilitate timely completion.		
Strategy 2.1.5: Develop and implement student success/completion plan per Achieving the Dream best practices/templates		
Owners: Completion Committee, ATD Data Committee, ATD Core Team Leader, President, President's Cabinet		
Indicator: Implementation plan on track per established timelines; ATD coach recommendations implemented as appropriate; Percent students with academic plan/major at 24 credit hours; increased progression, awards (10%), awards per FTE and graduation rate (disaggregated by sub-population; compared to "traditional" students);		
Baseline: Core ideas discusses with ATD Coaches at Kick-off Institute		
Year	**Benchmark**	**Progress**
2015/16	Complete Achieving the Dream Implementation Plan per April 2016 due date	Roane State's ATD Implementation Plan was completed and submitted on schedule. Two overarching goals, Transforming Student Support and Transforming Academic Success, provide the foundation for the plan. Strategies include the success coach model, mandatory advisement, required COLS 1010, co-requisite model for remediation, student-centered course scheduling
2016/17	Incremental achievement of strategies per ATD Implementation plan and Title III grant objectives	RSCC was selected to present a webinar on our first-year ATD Experience. 2016-17 Reflection Report was submitted on schedule. Additional success coaches were hired and trained for a total of eleven; a model for mandatory advisement for all students was developed and preparations made for faculty training; the parameters were established for making COLS 1010 an aid-eligible requirement for first-time students; revisions to the co-requisite model of remediation were instituted for students with ACT scores below 15; Infosilem scheduling software was purchased; and Title III grant funds were allocated for faculty to enhance courses with high impact instructional practices. Additionally, the college administered ATD's newest tool, the ICAT (Institutional Capacity Assessment Tool) in March, 2017.RSCC remains #1 community college in awards per 100 FTE at 27.3. IPEDS data for 2016-17 shows 150% graduation rate of 19%. THEC data on 6-yr. graduation rate shows RSCC at 32%. Progression benchmarks for 12ch and 24ch declined; increased for 36ch.
2017/18	Conduct World Café to engage in college-wide conversation about ICAT results; implement mandatory advisement per plan; select QEP topic that will align with student success plan and support high impact instructional practices.	RSCC continued to implement its ATD plan per schedule, including hiring additional success coaches, implementing mandatory advisement, installing Infosilem, making COLS 1010 a requirement, and increasing utilization of Academic Alerts. Title III funds were used to send additional faculty to the ATD DREAM conference. A "2-in-20" session on RSCC program maps was presented at the conference. Roane State's coaches encourage the college to apply for Leader College status. A World Café was conducted and brought over 100 faculty and staff members together to discuss the results of the ICAT survey. Improved communication and further identification of strategies to define and develop equity strategies emerged from those discussions. Over the course of the year, the equity issue emerged as a need to provide additional assistance to low-income students, particularly those with food insecurity. Numerous communication venues were utilized to select a topic for the SACSCOC Quality Enhancement Plan (QEP). Following faculty forums and surveys, a student

		survey, discussions with program advisory boards, a World Café-style faculty conversation, and a college-wide vote, the Learning in Action project was selected. The plan is to enhance the classroom experience with collaborative and real-world, problem/project based learning.Roane State continued to have the highest awards per FTE rate of any community college in the state; TBR data dashboard shows RSCC 150% graduation rate at 28%, the 2nd highest among community colleges. IPEDS data for 150% graduation rate calculates RSCC at 25%, three percentage points above the cohort (TN community colleges) median. Disaggregated by ethnicity, RSCC meets or exceeds cohort rate with slight exception of Hispanic.
2018/19	Apply for Leader College status; continue implementation of ATD plan; develop QEP Learning in Action project	RSCC was awarded Leader College status and recognized at the DREAM conference in February, 2019. Continuing implementation of our ATD plan, this year's focus was on continuous improvement of the transition process from success coach to faculty advisor, utilization of Infosilem for course scheduling, and exploration of equity issues. With a highly homogeneous student population, the college would be remiss to solely focus our understanding of equity barriers on minority students. Our data coach, Linda Serra Hagedorn, helped us explore the issue of poverty as a major factor impacting equity for a significant percentage of our students. With her guidance we have begun preparations for a data summit using an equity lens to study student retention and academic success. The college has also taken significant steps to address student food insecurity, with the establishment of full-service food pantries at two campuses and cabinets with shelf-stable snacks at smaller, satellite campuses. The two pantries have community partners to give us access to Second Harvest food; the Oak Ridge Branch Campus has similar plans for implementation fall 2019.The Learning in Action QEP plan is in development for submission to SACSCOC in September, 2019. So far, approximately 30 faculty have been trained to integrate collaborative learning activities into their classrooms and are having very positive results. Roane State was first introduced to the SCALE Institute at Patrick Henry Community College at the 2015 ATD Kick-off Institute, and our relationship with PHCC has been one of the most beneficial aspects of ATD membership. Training will continue this summer for all faculty teaching the freshman learning strategies course, COLS 1010. Roane State continued to have the highest awards per FTE rate of any community college in the state; TBR data dashboard shows RSCC 150% graduation rate at 29.2%, the 2nd highest among community colleges. IPEDS data for 150% graduation rate calculates RSCC at 30%, seven percentage points above the cohort (TN community colleges) median. Disaggregated by ethnicity, RSCC meets or exceeds cohort rate with slight exception of Asian.
2019/20	Hold official grand opening of main campus food pantry, continue plans for Oak Ridge Branch campus pantry; conduct series of data summits; submit and implement year 1 of QEP.	
2024/25 Target	Maintain Awards per FTE rate above threshold; 150% graduation rate of 22.9%; 300% at 32.1% per TBR targets; credit hour progression benchmarks met (12=1,900; 24=1,503; 36=1,284); continuation of Leader College status	

Appendix 3

ATD Plan Visualization with accomplishments (checked) and challenges (circled)


Priority 1: Transform Student Support
Priority 2: Transform Academic Success
✓Success Coach Model
✓Re-designed New Student Orientation
✓Beyond Financial Aid Initiatives
✓ Degree Maps
✓ Mandatory Advisement
✓ At-Risk Student Alerts
✓ Student-Centered Scheduling
✓Required COLS 1010
✓Co-Requisite Remediation
Academic Mindset Initiatives
Integrate High Impact Course Practices

Appendix 4

Faculty QEP Topic Selection Survey

Faculty Survey
Upcoming Teaching and Learning QEP

As part of the process of selecting a SACS Quality Enhancement Plan (QEP) topic that will have the greatest potential to enhance the teaching and learning environment and to improve student outcomes, the QEP Planning Team is attempting to develop a comprehensive profile of the Roane State students who would benefit the most from QEP initiatives.

In this survey you will be asked to reflect candidly on your students' degree of academic preparedness and engagement.

- **Student behavior can often manifest differently in different classes. In other words, you might complete one survey regarding student attitudes in MATH 1530 (Introductory Statistics) and a very different survey for MATH 1910 (Calculus I) -- or you might have a different experience of students in online versus live classes.**
- **With that in mind, it might be appropriate to complete two surveys. Please identify the course(s) and method (traditional, Web, Hybrid, etc.) for which your survey responses are applicable and complete a separate survey for any course(s) in which your responses would be significantly different.**

At the conclusion of the survey, you will also be given the opportunity to suggest a QEP topic.

Course(s) _____
Instructional Method: Traditional __ **Web** __ **Hybrid** __ **Other** __

Please rate your students' level of academic preparedness for your course according to the following scale:
Inadequate; barely adequate; adequate; more than adequate; n/a

1. My students have the reading skills they need to succeed in my course.
2. My students have the writing skills they need to succeed in my course.
3. My students have the speaking skills they need to succeed in my course.
4. My students have the researching skills they need to succeed in my course.
5. My students have the technology skills they need to succeed in my course.
6. My students have the interpersonal skills they need to succeed in my course.

7. For the skills you identified as weak, how do you believe this weakness will impact graduates as they move into further education or the workplace?_____

8. Would you be interested in a QEP to strengthen students' skills in one or more of these areas?
    a. Yes No
    b. Which skills(s)?

9. Do you incorporate group work into your classes? No____Yes____
    a. If yes, please describe_____
    b. How would you rate group activities' impact on your students' learning? (very positive, positive; no particular impact; somewhat negative; negative; don't know)

10. Do you incorporate writing assignments in your classes? No____Yes____
    a. If yes, please describe_____
    b. How would you rate the impact of writing assignments on your students' learning? (very positive, positive; no particular impact; somewhat negative; negative; don't know)

11. Do you incorporate speaking assignments/presentations in your classes? No____Yes____
    a. If yes, please describe_____
    b. How would you rate the impact of speaking assignments/presentations on your students' learning? (very positive, positive; no particular impact; somewhat negative; negative; don't know)

12. Do you incorporate research assignments in your classes? No____Yes____
    a. If yes, please describe_____
    b. How would you rate the impact of research assignments on your students' learning? (very positive, positive; no particular impact; somewhat negative; negative; don't know)

13. Do you incorporate "hands-on or "real world" activities in your classes? No____Yes____
    a. If yes, please describe_____
    b. How would you rate the impact of "hands-on or "real world" activities on your students' learning? (very positive, positive; no particular impact; somewhat negative; negative; don't know)

Please complete the following statements based upon your teaching experience:

14. My students seem the most dis<u>engaged</u> when I _____.

15. My students seem the most engaged when I _____.

16. My students learn the most when they _____.

17. My students learn the most when I _____.

18. In your view, what teaching or learning activity seems to motivate students the most? _____

19. Do you believe that your course is suitable for some type of online delivery?
    a. Yes: No:
    b. If not, please explain_____

The least preferred method of instructional delivery, by both students and faculty, is via the IDEA rooms, yet they are an important access resource for our satellite campus students.

20. Have you experimented with any other distance learning technologies as an alternative or enhancement to the IDEA rooms?
    a. If yes, please describe_____
    b. How would you rate the impact of this instructional method on your students' learning? (very positive, positive; no particular impact; somewhat negative; negative; don't know)

21. Would you be interested in learning more about alternative distance learning technologies?
    a. Yes: No:

22. Would you be interested in a QEP focused on improving the teaching and learning environment for distance learning delivery?
    a. Yes No:

There are many definitions of "soft skills" in the context of learning. Here are two insights, (#1) from a 1996 report by the International Commission on Education; #2 from the TN Department of Labor and Workforce Development.

#2 The Top 5 Most Required Skills 2014-2024

- **Active Listening**
- **Speaking**
- **Reading Comprehension**
- **Critical Thinking**
- **Social Perceptiveness**

Active listening tops the list, increasing in importance through 2024. Active listening is an especially important skill in more diverse workplaces focusing on team building and collaboration to increase productivity. Along with listening, speaking skills are important to confirm what has been heard; good speaking skills improve customer service. Reading comprehension and critical thinking will aid in incumbent worker skills upgrading; and in additional to social perceptiveness, will aid worker adaptation to an every-changing work environment.

23. Do you believe that there is a place in your curriculum to reinforce these skills?
    a. Yes No
    b. If yes, which 3 do you believe are the most important? _____
        i. Ii. III.

24. Would you be interested in a QEP to strengthen students' skills in one or more of these areas?
    a. Yes No

Roane State wants your feedback to help identify additional topic ideas for the Quality Enhancement Plan (QEP).

25. What topic, idea, or issue should be the focus for a five-year project to help make students' learning experience more effective?

Based upon the feedback from these surveys, the conversation regarding possible QEP topics will continue during faculty forums in November.

Appendix 5

Student QEP Topic Selection Survey

Upcoming Teaching and Learning Project
Student Feedback Survey

Roane State Community College is in the planning stages for a multi-year project called the QEP (Quality Enhancement Plan) that is designed to increase student learning and success. We want your feedback to help us identify an area of teaching and learning that would have the greatest positive impact to improve your knowledge and skills and better prepare you for life and work in the complex 21st century world.
All responses will be strictly confidential, so please answer the following questions as honestly and completely as possible.

1. For you to be successful in your chosen career, how important do you think the following knowledge and/or skills will be? **(very important; important; somewhat important; not very important; not important at all, don't know)**
    a. Writing
    b. Speaking/oral communication
    c. Critical thinking/problem solving
    d. Interpersonal Communication
    e. Working with others
    f. Technology
    g. Other _____ (please describe)

2. What types of activities help you learn best in your courses?

3. What has been your best learning experience at Roane State?

4. What factor or factors have hindered your learning at Roane State?

5. Have you taken a distance learning class at Roane State?
    a. Online
        i. Yes: No:
    b. IDEA Room
        i. Yes: No:
    c. Adobe Connect, High Five, Zoom
        i. Yes: No:
    d. Hybrid
        i. Yes: No:
    e. If you answered "yes" to any of the above, please describe how the technology impacted your learning, either positively or negatively._____

What is your age? _____ What is your gender? ___M ___F

What is your current or intended major? _____

Roane State wants your feedback to help choose a topic for the Quality Enhancement Plan (QEP).

What topic, idea, or issue should be the focus for a five-year project to help make your learning experience more effective?

Appendix 6

Student Survey Response Summary

QEP Student Survey Notes

Student demographic shift:
Fall 2014: 57% under age 21

Fall 2017: 65% under age 21

Student Survey Demographics:

- **666 responses**
- **58% under age 21 (41% age 18-19)**
- **81% female (fall 2017: 67% female)**

Knowledge or skill important to be successful in chosen career:

- Highest ranked "very important" = "working with others" (81%)
- 2nd highest ranked "very important" = "critical thinking/problem solving" (80%)
- 3rd highest ranked "very important" = "speaking/oral communication" (76.5%)

Other skills?

- Time management
- People skills
- Empathy/patience
- Listening/communication
- Leadership

What types of activities help you learn best?

- 238 of 580 said "hands on." (Hands on projects and working with others to learn.)
- 78 cited group work (I believe that group activities help in getting other students' viewpoints on subjects and also help you think in different ways.) (Teaching the material to other people.) (I learn better from having to help someone else understand the assignment.)
- 20 cited "real world" (A number of students combined "hands on" and "real world") (When a new idea is explained in ways that are relatable to real world experiences.)
- "Every class should have its own version of a lab."

What has been your best learning experience?

- 62 cited labs
- 32 cited group work
- 32 cited speech ("I was terrified; very hard, but so worth it.")
- 22 cited Learning Center
- 10 cited COLS 1010
- Also mentioned: math, science, and writing classes; service learning; online class
- Lots and lots of praise for specific faculty members

What factors have hindered your learning?

- Time management/self-motivation
- Lack of evening services
    - Learning Center
    - Help Desk
- Work schedule
- Distance
- Lack of interest in classes outside of career interest
- Lack of responsiveness in online classes
- Professors speaking too fast/too soft
- Lack of home internet

Have you taken a distance learning class at Roane State?

- 56% online
- 21% IDEA room
- 11% Adobe Connect, High Five, Zoom
- 27% Hybrid

Describe how technology impacted your learning:

- Love/hate relationship with online; but some absolutely love it/have had a great experience
- Not so much love for IDEA room; but surprisingly, some very positive comments
- Adobe Connect is getting some love.

Ideas for a QEP

- Hands on
- Applying learned skills in real world settings. Have people in career fields come in and talk to students; integrating real life scenarios into course material; ways to see how course content is used in the workplace
- (Hands on designing for a company or business.) (My idea would be to have a mini-business setting. Take a room and turn it into a corporate office or classroom for Education students.) (The topic that should be addressed is "Power in Preparation." This topic would reflect on ideas on how the faculty could better the students' preparation before entering their specific workforce.)
- Communication/people skills: Many of us feel we don't have time to work on this or even the need, but effective communication is a vital asset in becoming successful in school, career and relationships. If this is something we can excel in, I believe our lives will be impacted for the better. (I need to really focus on improving my social skills. Criminal Justice requires me to be more included in the community and getting along with others while also helping them and being understanding.)
- "An emphasis on soft skills. A lot of community college students show up to the school without any ideas about how to properly conduct themselves in a classroom. Group work/class interaction (I like having a group that you can join for any class that's available to help improve in the classes you're taking.)
- More group study (Maybe there could be clubs or groups of students with similar majors who could meet each other for support and study help.) (also several suggestions for more quiet study spaces)

Appendix 7

QEP Topic Mini-White Papers

Issues for Consideration
QEP Topic #1

1. **The Learning in Action Project**
    a. Themes and issues related to learning:
        i. Active, hands-on learning
        ii. Life and workplace readiness and relevance
        iii. Learning and studying with others
    b. Background/Rationale:
        i. Issues highly ranked in importance by students and faculty
        ii. Educational and business leaders promote active, relevant, collaborative learning activities as key for success in 21st century global workplace; internal faculty survey indicates increased student engagement through these teaching methods
        iii. Project aligns with TN Board of Regents High Impact Practices initiative
        iv. Student surveys included numerous requests for additional "hands-on" and group study opportunities
    c. Potential teaching and learning activities:
        i. Faculty study of best practices and implementation of case-based, applied learning activities and other active, collaborative learning strategies
        ii. Learning communities based upon student major and/or career exploration
        iii. Career-related assignments in selected fundamental courses
        iv. Projects reflecting real-world problems/questions that promote transference of learning
        v. Increased options for group study
        vi. International education, internships, and service learning opportunities
        vii. "Professionalization" of campus employment to enhance relevance and skills development of campus work study
    d. Potential learning outcomes/success indicators
        i. Improved retention across all age groups
        ii. Improved grades across all age groups
        iii. Increased engagement of students and faculty in new learning modalities
        iv. Increased engagement of students in cooperative learning and study options
        v. Achievement of established learning outcomes/soft skills for campus jobs
        vi. Enhanced level of readiness for further college study and/or the workplace
    e. Potential assessment methods
        i. Project assessment rubric that evaluates:
            1. How students apply reasoning/problem solving to arrive at conclusions
            2. Students' ability to work in cooperation with others
            3. Students' ability to evaluate the project as a whole; not just its individual parts
        ii. Group presentation evaluated by volunteer outside professionals in the discipline
        iii. Structured interview of internship/service learning/workstudy in which student is challenged to articulate the personal and professional meaning of the experience

*For additional reading see: "The CASE Project" article on case-based learning for Statistics and PPT on Experiential Learning (in Zip folder attached)

Issues for Consideration
QEP Topic #2

2. The Curiosity Project – Information Literacy and Intellectual Engagement Across the Curriculum

a. Themes and issues related to learning:
   i. Improved critical reading, thinking, and research
   ii. Learning how to evaluate information
   iii. Learning how to avoid plagiarism
   iv. Learning how to learn

b. Background/Rationale:
   i. Issues highly ranked in importance by students and faculty
   ii. Students demonstrate significant weakness in critical thinking skills and social science context-based questions as measured by ETS Profile graduate exit exam
   iii. National studies of students' civic online reasoning find major gaps in ability to make judgments of credibility
   iv. Information Age requires students to be able to manage, interpret, validate, and make informed choices and decisions

c. Potential teaching and learning activities:
   i. Faculty study of best practices and implementation of techniques for teaching information literacy
   ii. Increased emphasis on reading and research across the curriculum
   iii. Class projects that combine multiple disciplines, perspectives
   iv. Individual and group problem-solving and analysis activities
   v. Instruction in evaluation of evidence and avoidance of plagiarism
   vi. Success coaching for informed decision-making

d. Potential learning outcomes/success indicators
   i. Achievement of benchmarked competency for information literacy
   ii. Increased engagement of students and faculty in critical reading and research activities
   iii. Improved grades in learning assessments involving complex, integrated skills
   iv. Reduction in incidence of plagiarism

e. Potential assessment methods
   i. Rubric to assess students' ability to
      1. Find information
      2. Identify sources behind information
      3. Evaluate the reliability of information
   ii. Development of definition and standards for identifying/evaluating plagiarism

*For additional reading see: "Bigger Challenge than Fake News" article and PPT on Experiential Learning (in Zip folder attached)

Issues for Consideration
QEP Topic #3

3. The 21st Century Skills for Success Project—Speak, Listen, Relate

a. Themes and issues related to learning:
   i. Improved oral communication skills
   ii. Improved interpersonal skills
   iii. Improved presentation of self
b. Background/Rationale:
   i. Issues highly ranked in importance by faculty and students; interpersonal skills highly ranked by program advisory boards
   ii. Reduction of credit-hour maximum for majority of Associate degree programs led to deletion of Speech requirement in some programs
   iii. Use of speaking assignments/presentations in class ranked lowest percentage of "yes" responses in 2017 faculty survey
   iv. Below CCSSE state and national median scores for item: "Made a class presentation."
   v. TN Dept. of Labor and Workforce Development projects Active Listening and Speaking to be the top required job skills through 2024.
c. Potential teaching and learning activities:
   i. Faculty development of standards/rubrics for speaking across the curriculum activities
   ii. Faculty engage in study of best practices for collaborative learning activities and oral presentation skills
   iii. "Free" Present Yourself workshops—presenting a professional image (interviews, appearance, résumés, email etiquette)
   iv. Increased case-based and collaborative learning activities
   v. Capstone projects integrating speaking and interpersonal relations in a professional setting
d. Potential learning outcomes/success indicators
   i. Achievement of benchmarked competencies for active listening and speaking
   ii. Increased engagement in oral communication learning activities
   iii. Increased engagement of students and faculty in new learning modalities
   iv. Enhanced level of readiness for further college study and/or the workplace
e. Potential assessment methods
   i. Rubric(s) to evaluate
      1. General oral communication competencies
      2. Group presentations
      3. Interview skills

*For additional information see TN Dept. of Labor and Workforce Development chart and PPT on Experiential Learning (in Zip folder attached)

Appendix 8

Final QEP Topic Selection Vote Results

Final QEP Voting Results

Table 1 – QEP Topic Choice by RSCC Faculty & Staff

RSCC Employee Type by QEP Topic (First Choice)	Full-Time Faculty	Adjunct Faculty	Faculty Combined*	Administrative Professional Staff	Support Staff	Total
QEP TOPIC						
Topic #1: The Learning in Action Project	**33**	**13**	**46 (38.3%)**	**26**	**9**	**81 (40.7%)**
Topic #2: The Curiosity Project	26	9	35 (29.2%)	13	2	50 (25.1%)
Topic #3: 21st Century Skills for Success Project	36	3	39 (32.5%)	16	13	68 (34.2)
Totals	95 (47.7%)	25 (12.6%)	120 (100%)	55 (27.6%)	24 (12%)	199 (100%)

*Note: Full-time and adjunct faculty responses were combined to display the collective faculty response for each QEP topic.

Approximately 137 full-time faculty were employed at RSCC during fall 2017. This means roughly 69% of the full-time faculty voted.

Approximately 278 adjunct faculty were employed at RSCC during fall 2017. This means roughly 9% of the adjuncts voted.

Table 2 – Most Frequently Suggested QEP Topics: Fall 2017 Student Survey Responses

Suggestions were "all over the place" – some were appropriate; others not at all applicable; i.e. good feedback but not necessarily QEP project ideas.

Here are the ideas that really rose to the top:

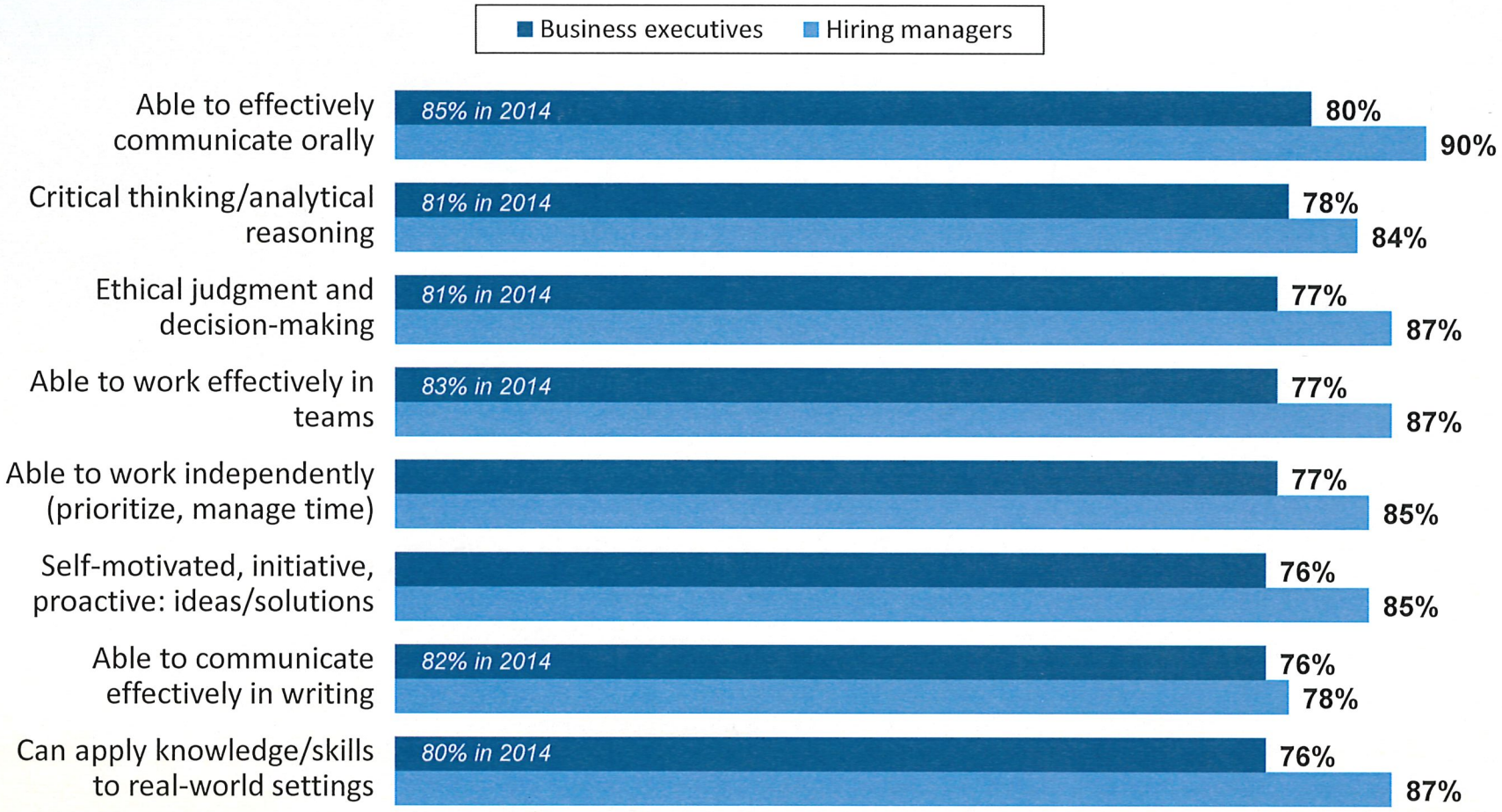
Rank	TOPIC	# of Responses
#1	**(Tied for 1st Place) Hands-on learning/real-world application of learning**	**25 each**
#2	**More opportunities for groups work, group study**	**18**
#3	**Communication/soft skills**	**10**
#4	**Technology**	**8**

Appendix 9

AAC&U Executives/Hiring Managers Highly Rated Skills

The learning priorities that executives and hiring managers value most highly cut across majors.

Very Important Skills for Recent College Graduates We Are Hiring*



* 8-10 ratings on a 0-to-10 scale; 15 outcomes tested

Appendix 10

AAC&U Executives/Hiring Managers Educational Practices

EMPLOYER RESEARCH SUPPORTS

INQUIRY AND ENGAGED LEARNING PRACTICES

Employer Endorsement of Select Practices

Seven existing and emerging educational practices were tested and employers believe that these practices have the potential to improve the education of today's college students and prepare graduates to succeed in the workplace. These include:

More likely to hire employees with these experiences:	Executives	Hiring Managers
Internship/apprenticeship with a company/organization	93%	94%
Project in community with people from diverse backgrounds	72%	83%
Multiple courses requiring significant writing assignments	82%	72%
Research project done collaboratively with peers	81%	81%
Advanced, comprehensive senior project/thesis	80%	76%
Service learning project with community organization	71%	78%
Study abroad program	54%	47%

*Employer-Related Civic Engagement**

(Company currently does this or is considering doing it)

	Executives	Hiring Managers
Organize opportunities for employees to volunteer	71%	72%
Give employees time off to volunteer	62%	63%
Provide in-kind donations of equipment/supplies to charitable organizations	62%	63%
Provide pro-bono services to charitable organizations	56%	49%

Source: Hart Research Associates. *Fulfilling the American Dream: Liberal Education and the Future of Work* (Washington, DC: AAC&U, 2018) www.aacu.org/leap/public-opinion-research.

*Hart Research Associates (unpublished data, 2018)

Association of American Colleges and Universities

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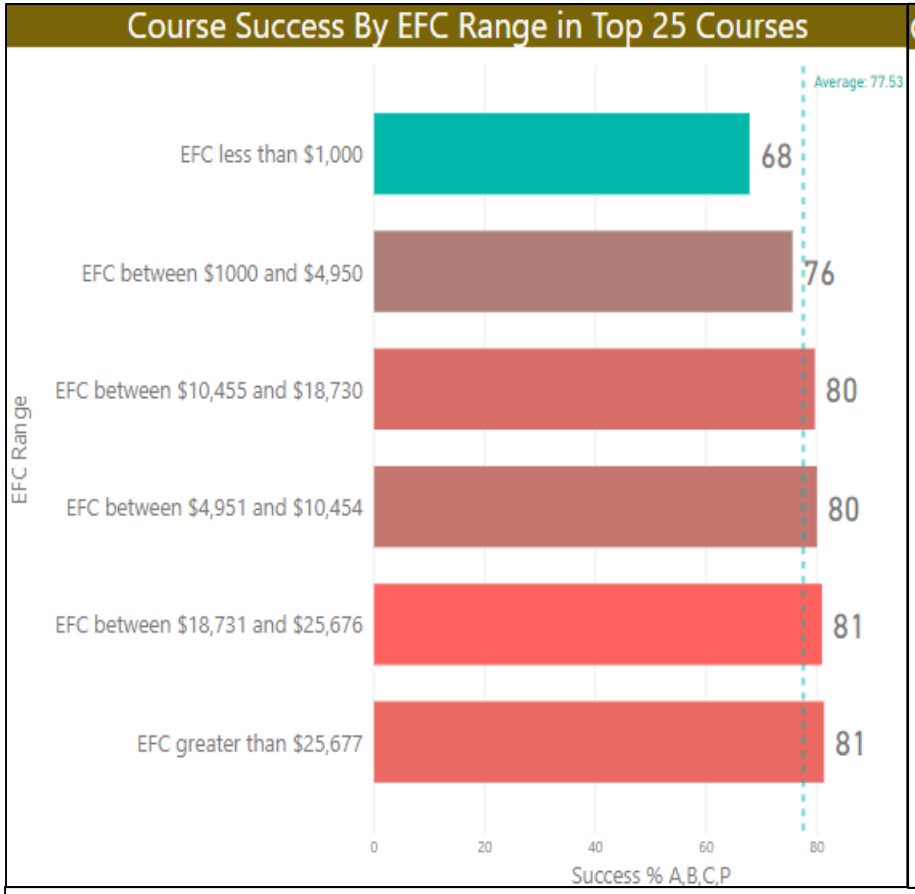
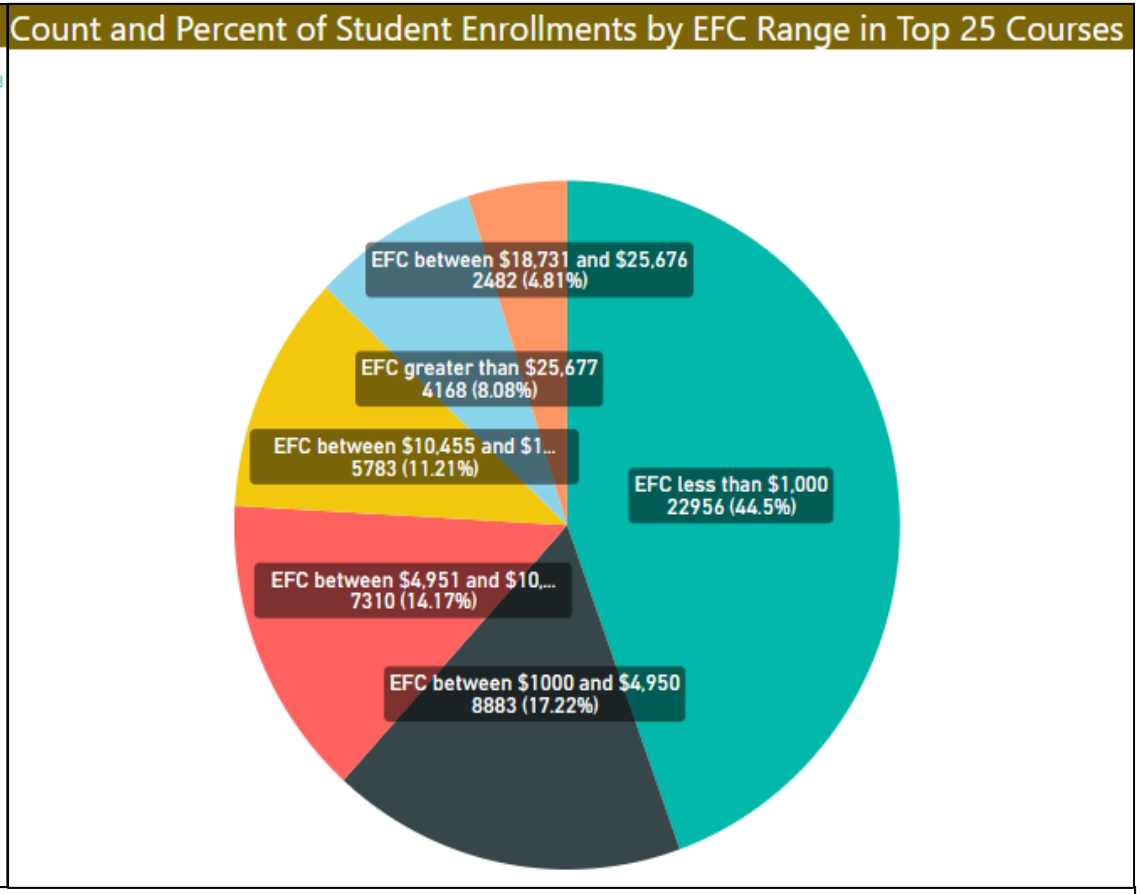
Appendix 11

Student Success by EFC





Parameters for these charts are:

- Courses taken during Academic Years 2015-2018 (Summer 15-Spring 18)
- Student is degree or certificate-seeking (***student had to matriculate to RSCC).***

Appendix 12

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Appendix 13

Rubrics

Collaboration Rubric (for instructor to rate individual students)

Category	Exemplary (4)	Competent (3)	Developing (2)	Unsatisfactory (1)
Contributions	Routinely provides useful ideas that contribute to the activity. (A leader who contributes a lot of effort.)	Usually provides useful ideas that contribute to the activity. (A strong group member who puts forth effort.)	Sometimes provides useful ideas that contribute to the activity. (A satisfactory group member who does what is required.)	Rarely or never provides useful ideas that contribute to the activity. (A group member who is reluctant to contribute or participate.)
Working with Others	Consistently listens to others, supports the efforts of others and the participation of everyone.	Almost always listens and supports the efforts of others; participates without dominating	Usually listens and supports the efforts of others but may not always work in the best interests of the team	Rarely participates or tends to dominate discussion without listening to others
Focus on Task	Consistently focuses on the purpose of the activity and helps the group stay on task.	Usually focuses on the purpose of the activity and stays on task.	Sometimes focuses on the purpose of the activity but sometimes needs to be reminded to stay on task.	Is frequently distracted from the purpose of the activity or lets others do the work.
Social Interaction (Contribution)	Inspires trust by always expressing thoughts and feelings openly and making others comfortable to do the same.	Usually expresses thoughts and feelings openly; does not make others uncomfortable to do the same.	Sometimes expresses thoughts and feelings openly; can sometimes make others uncomfortable to do the same.	Rarely or never expresses thoughts and feelings and Or, Conversely, often makes others uncomfortable about expressing thoughts, feelings, or opinions.
Social Interaction (Listening)	Welcomes differences of opinion without being critical of others; asks questions for clarification and to build on the comments of others without being confrontational.	Listens to the opinions of others without being critical and asks questions without being confrontational.	When listening to the opinions of others or asking questions can sometimes seem critical.	Rarely interacts with others by listening actively or asking questions

Collaboration Rubric (for students to rate their group)

Category	Exemplary (4)	Competent (3)	Developing (2)	Unsatisfactory (1)
Contributions	We all provided useful ideas that contributed to the activity.	Most of us provided useful ideas that contributed to the activity.	Some of us provided useful ideas that contributed to the activity.	Only one of us provided useful ideas that contributed to the activity.
Working with Others	Everyone in the group consistently listened to others and made sure that everyone participated equally.	Most of the group members listened to others and almost everyone participated.	Some of the group members listened to others, but some of the group members tended to dominate the discussion	Group members had difficulty listening to each other without interruption; one or more person tried to dominate the conversation.
Focus on Task	The group consistently focused on the purpose of the activity and everyone stayed on task.	The group mostly focused on the purpose of the activity and stayed on task.	The group had some difficulty focusing on the purpose of the activity and had to be reminded to stay on task.	The group had a lot of difficulty focusing on the purpose of the activity; either only one person kept us focused or we needed the instructor to get us on task.
Social Interaction (contribution)	Everyone was open to expressing their thoughts and feelings openly and felt comfortable doing so.	Almost everyone was open to expressing their thoughts and feelings openly and felt comfortable doing so.	Most group members were not really open to expressing their thoughts and feelings openly.	Group members didn't take any opportunities to express their thoughts or feelings.
Social Interaction (listening)	We all listened respectfully to the different opinions of group members and asked questions for clarification or to build on the ideas of others without being critical. There was a lot of trust among group members.	Almost everyone listened respectfully to the different opinions of group members and asked questions for clarification or to build on the ideas of others without being critical. Group members made an effort to avoid or stop any criticism or negativity and to build trust.	There was a lack of active or respectful listening to different opinions of group members and some questions seemed critical or negative. We had some trouble supporting and trusting each other to accomplish this activity.	The discussion tended to be negative and there was a lack of respect for different opinions of group members. There was little mutual support or trust among members which made it very hard to accomplish this activity.

QEP Project Assessment Rubric

Learning Outcome	Exemplary	Competent	Developing	Inadequate
Students will identify and define central ideas or issues when presented with an open-ended problem or case.	The central idea(s) or issue(s) is clear and focused. It provides a strong structure for the project.	The central idea(s) or issue(s) is clear and helps to focus the structure of the project.	The central idea(s) or issue(s) is evident but may lack focus for structuring the project.	There is no evidence of clear or focused central idea(s) or issue(s).
Students will evaluate and select sources for credibility and relevance.	Students selected credible and highly appropriate sources in a variety of formats; the research strongly supports understanding of the topic/issue.	Students selected credible and mostly appropriate sources; formats are somewhat varied; the research is relevant to understanding of the topic/issue.	Students selected a few appropriate sources but there was little balance in format; the credibility of some sources might be questionable; not all of the research is relevant to understanding of the topic/issue.	Students did not select credible or varied sources; relevance of sources to the topic was not evident.
Students will select and use appropriate concepts and methods from credible and relevant sources to solve a problem or put forward a thesis.	Students used sources to identify one or more credible approaches to solving a problem or putting forth a clearly articulated thesis/argument. Conclusions demonstrate a logical progression of ideas and effective use of supporting evidence. Students provided compelling explanation of how/why concepts or methods presented are	Students used sources to identify at least one credible approach to solving a problem or putting forth a thesis/argument. Most conclusions demonstrate a logical progression of ideas based upon supporting evidence. Students adequately explained how/why concepts or methods presented are relevant to the problem or issue.	Students identified at least one approach to solving a problem or putting forth a thesis/argument but the connection between the approach and the sources selected may be weak. The progression of ideas to reach conclusions may be weak or illogical. Students' explanation of how/why concepts or methods chosen relate to the problem/issue may be lacking.	Students presented a conclusion or solution unsupported by logic or use of credible or relevant sources. Students are not able to demonstrate the relevance of concepts or methods chosen to the problem or issue.

Learning Outcome	Exemplary	Competent	Developing	Inadequate
	relevant to the problem or issue.			
Students will produce effective, evidence-based written, oral, or visual reports or presentations.	Students presented the topic in a manner that generates and maintains interest and attention from the audience; the topic was clearly presented and developed in a manner that is highly organized, demonstrating well-researched evidence and insightful conclusions.	Students presented the topic in a manner that maintains the attention of the audience; the topic was clearly presented and developed in a manner that is sufficiently organized to demonstrate how the evidence supports their conclusions.	Students' presentation of the topic does not always maintain the attention of the audience; the topic was presented and developed in a manner that is not consistently organized in a way to demonstrate how the evidence support the conclusions	Students' presentation does not keep the attention of the audience; the topic was disorganized in presentation and development and it is unclear how or if the evidence relates to the conclusions.

Appendix 14

2019 Baseline Perception Survey Results

1. How many classes at RSCC have included in-class activities where you worked with one or more students?

Response Choices	# of Responses	% of Responses
None	21	2.61%
One or two	267	33.17%
More than two	201	24.97%
About half	145	18.01%
More than half	171	21.24%
Grand Total	805	100.00%

2. What is your preference for in-class activities?

Response Choices	# of Responses	% of Responses
I strongly prefer to work alone	65	8.07%
I prefer to work alone	172	21.37%
I have no preference	287	35.65%
I prefer to work with one or more classmates	216	26.83%
I strongly prefer to work with one or more classmates	65	8.07%
Grand Total	**805**	**100.00%**

3. How important do you think working with others will be for success in your chosen career?

Response Choices	# of Responses	% of Responses
Very important	337	41.86%
Important	246	30.56%
Somewhat important	165	20.50%
Not very important	34	4.22%
Not Important At All	9	1.12%
Don't Know	14	1.74%
Grand Total	**805**	**100.00%**

4. For me, working in groups… (check all that apply)

Response Choices	# of Responses	% of Respones
Brings different perspectives to a problem or question	647	80.27%
Helps me meet people	529	65.63%
Helps me understand course material	501	62.16%
Makes me feel more comfortable participating in class	445	55.21%
Motivates me to do well in class	321	39.83%
Makes me uncomfortable or anxious	162	20.10%
Has no particular impact	72	8.93%
Makes course material more confusing	54	6.70%
Other	47	5.83%
Makes me more likely to withdraw from a class	35	4.34%