Pellissippi State Community College

ADDENDUM

to the

Quality Enhancement Plan

QEP Report for SACSCOC

On-Site Review Team

On-Site Visit: September 27-29, 2011

QEP ADDENDUM—INTRODUCTION

Pellissippi State's QEP Design Team has continued preparing for the QEP launch and the on-site visit since submitting the QEP document in early August. The College, under the new leadership of Dr. Anthony Wise, recognizes and supports the changes in the QEP document as being designed to create more firmly a strong and effective program. While we acknowledge the use of faculty-centered learning as a tool in the classroom, our QEP is designed to develop, pilot, and test student-centered and student-owned learning strategies which we hope to make available across all disciplines for all faculty.

On August 22, 2011, Nancy Pevey accepted the position of QEP Director. This fall semester Ms. Pevey continues her responsibilities as Student Success Coordinator for the Mathematics Department and as Supplemental Instruction Coordinator. These positions are being reassigned to other faculty beginning in spring 2012. Marty Salter, the Implementation Team Coordinator, assists and supports in publishing Team documents and in coordinating Team tasks throughout this fall semester.

Ms. Pevey selected the Implementation Team from within the Design Team membership. The Implementation Team members are Annie Gray, English; Marty Salter and Anita Maddox, Speech; Nancy Pevey, Mathematics; Pat Riddle, Faculty Assessment; and Sharon Yarbrough, Institutional Effectiveness. Interim Vice President of Academic Affairs Lois Reynolds is also assisting with final preparation of the Addendum document. The Team continues to review the initial QEP document and has composed the Addendum in a manner that reflects the ongoing refinement of the QEP.

The chapters in the Addendum correspond to chapters in the original QEP document and provide supplementary or revised information.

Nancy Pevey—QEP Director

Annie Gray, Anita Maddox, Pat Riddle, & Marty Salter—Implementation Team

Figure 2-Assessment Concept Map

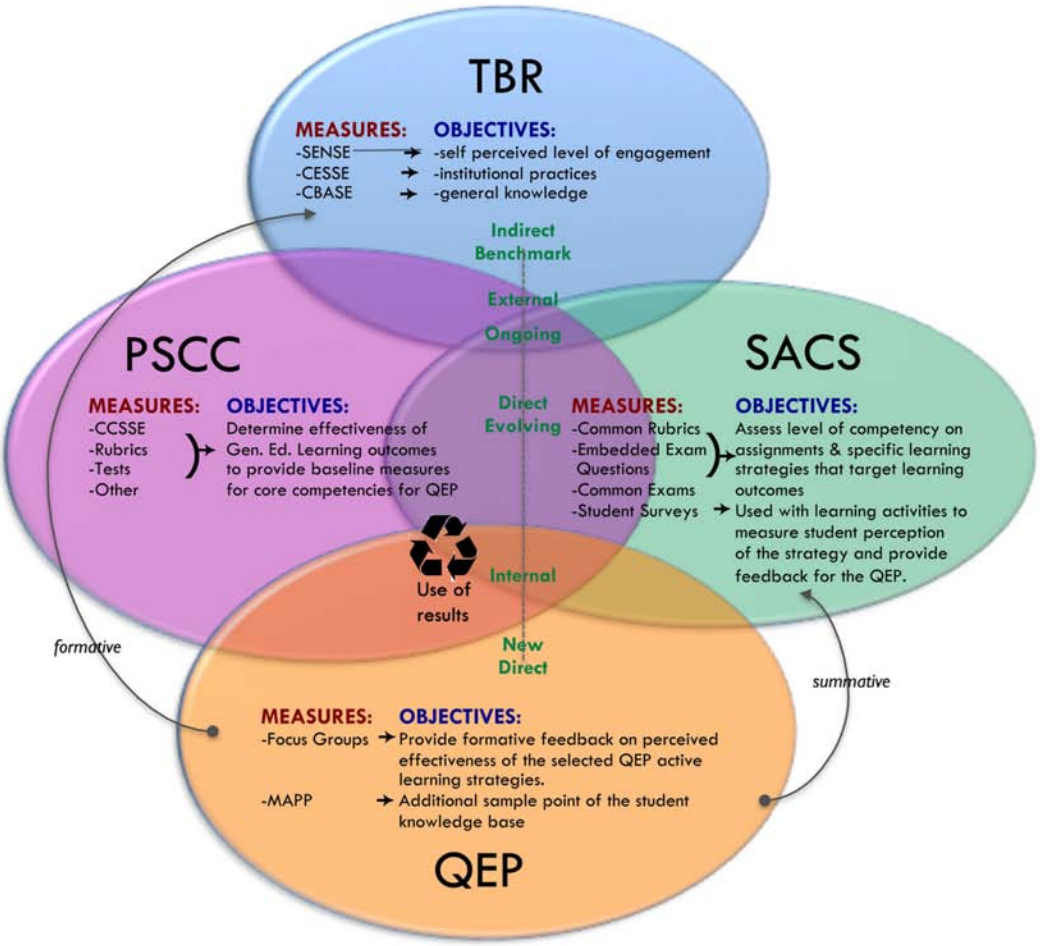
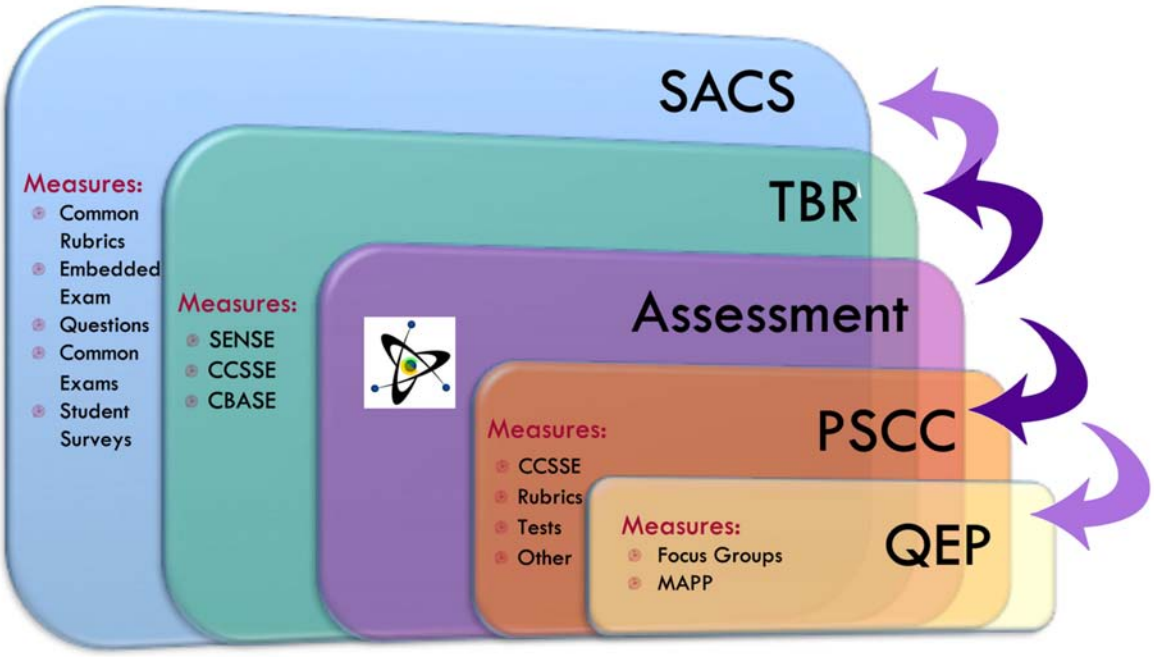


Figure 3-Assessment and Reporting Cycle



CHAPTER 3—ADDENDUM

Pellissippi State Community College Mission and Vision

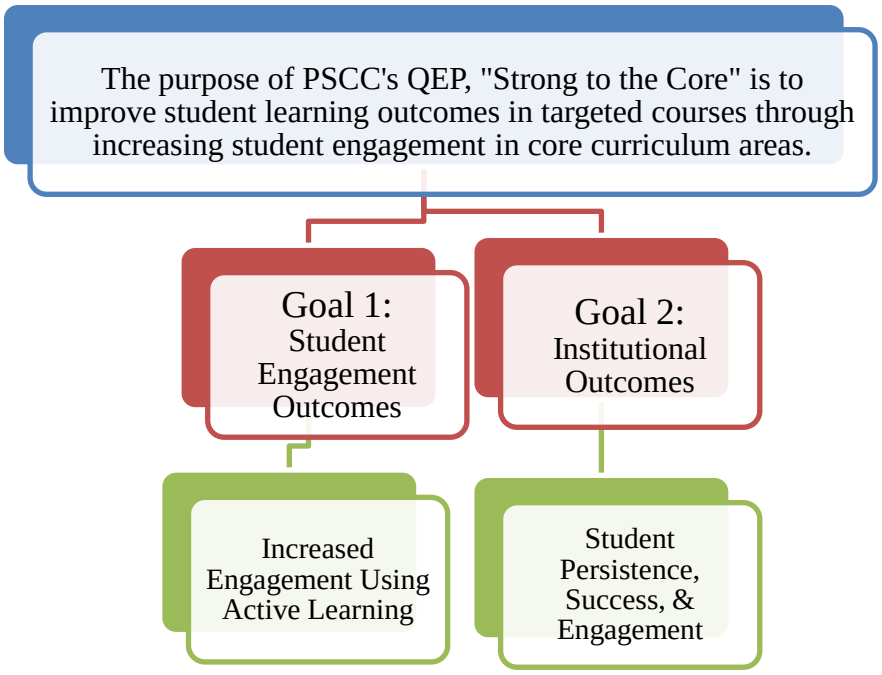
Mission Statement: 2010-2015

The mission of Pellissippi State Community College is to serve its community by providing college-level and non-credit courses and learning support instruction using a variety of delivery methods, including distance learning. The College provides support for teaching and learning, training and workforce development, and opportunities for life, civic and cultural enrichment.

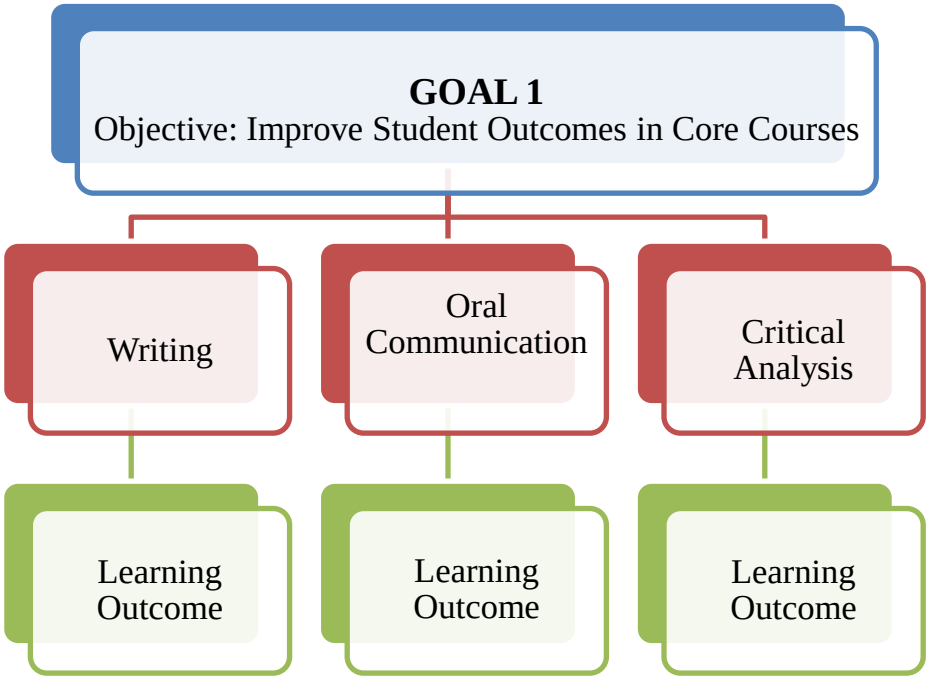
Statement of Vision (Policy 00:02:00)

In providing higher education for its community, Pellissippi State Community College strives to build a climate that supports rigorous and relevant programs of study.

Figure 4-Intended Outcomes of QEP



Figures 5 & 6-Charts for Student Learning Objectives



Refined Student Learning Objectives

Justification for Refining the SLOs

As the Implementation Team began work this fall, they noted that the Student Learning Objectives in the QEP Report (p. 23) were too course-specific for the five- and ten-year QEP process. The stated objectives would not be workable goals for the many discipline areas intended to experience improvements because of the QEP. While the Team agreed that the ones stated would "have the most significant effect on student learning in the core curriculum," they nevertheless wanted a broader spectrum of courses eventually to be positively affected by the teaching and learning practices designed and implemented. The Team requested that the academic deans for the three targeted courses review the Learning Objectives to consolidate them into one slightly broader, attainable objective for each of the three core courses that could then be extended to additional courses as well. Following are the results:

New ENGL 1010 SLO:

Students will, with a minimum of 70% competency, write clear, well-organized and sufficiently-developed analyses.

New SPH 2100 SLO:

Students will, with a minimum of 74% competency, plan, research, and present an effective persuasive speech.

New MATH 1130 SLO:

Students will, with a minimum of 70% competency, develop mathematical problem solving skills by modeling real world behavior in mathematics and other disciplines, and applying mathematical concepts to real-life problems.

The new ENGL 1010 and SPH 2100 objectives were selected by the Dean of the English Department, Kathy Byrd, and the Implementation Team from the existing list (p. 23) that clarified the focus of those courses. None of the remaining objectives in the Student Learning Objectives sections for these two classes will be included in the QEP assessment.

The new MATH 1130 goal was the product of the analysis of departmental data completed by Dr. Catherine Williams, Dean of the Mathematics Department, and Nancy Pevey, QEP Director and the mathematics representative for QEP formulation. Dr. Williams and Ms. Pevey reviewed the MATH 1130 General Education results submitted to TBR for the academic years 2008-10. In those reports a definite weakness was found in Outcome 3 (Old VI.4) of the TBR goals for mathematics. (See charts below.)

In data collected from the imbedded problems in the common final exam for spring 2008, Outcome VI.4 [new VI.3] (Make meaningful connections between mathematics and other disciplines.) showed a clear deficiency of 56% (n = 215) for this objective.

1. (#10) The polynomial $G(x) = -.006x^4 + .12x^3 - 0.53x^2 + 1.79x$ measures the concentration of a dye in the bloodstream x seconds after it is injected. When does the dye leave the bloodstream? **(46% correct)**
2. (#23) How many years will it take for $5000 to double in value if it earns 6% compounded continuously? Round answer to two decimal places. **(54% correct)**
3. (#25) The cost to produce x units of wire is $C(x) = 25x + 600$, while the revenue is $R(x) = 40x$. Choose the interval of units where the wire production will at least break even. **(69% correct)**

The data from spring 2009, Outcome VI.3 showed similar results. The same problems from the same common final exam were given to all sections of MATH 1130, as shown in Table 1.

Table 1 TBR General Education Assessment & Results—Spring 2009

Mathematics MATH 1130 Spring, 2009 Outcome to be Assessed	**Superior** *Number and Percent	**Satisfactory** *Number and Percent	**Unsatisfactory** *Number and Percent
Students are able to use mathematics to solve problems and determine if results are reasonable.		(204/269) 76%	
Students are able to use mathematics to model real-world behaviors and apply mathematical concepts to the solution of real life problems.	(220/269) 82%		
Students are able to make meaningful connections between mathematics and other disciplines.			**(161/269) 60%**
Students are able to use technology for mathematical reasoning and problem solving.		(202/269) 75%	
Students are able to apply mathematical and/or basic statistical reasoning to analyze data and graphs.		(202/269) 75%	

*Average number of correct responses for the three selected test items.

The spring 2010 assessment indicated a continued deficiency in area 3, as shown in Table 2.

Table 2 TBR General Education Assessment & Results—Spring 2010

Mathematics **MATH 1130** **Spring, 2010** Outcome to be Assessed	**Superior** Number and Percent	**Satisfactory** Number and Percent	**Unsatisfactory** Number and Percent
Students are able to use mathematics to solve problems and determine if results are reasonable		**(236/310)** **76%**	
Students are able to use mathematics to model real-world behaviors and apply mathematical concepts to the solution of real life problems.		**(236/310)** **76%**	
Students are able to make meaningful connections between mathematics and other disciplines.			**(193/310)** **62%**
Students are able to use technology for mathematical reasoning and problem solving		**(229/310)** **74%**	
Students are able to apply mathematical and/or basic statistical reasoning to analyze data and graphs.		**(223/310)** **72%**	

The Design Team, the Implementation Team, and the department deans all agreed that the revisions made to the Student Learning Objectives for the QEP moved it in a positive and more attainable direction for the College. The focus of the redefined QEP will establish a more active learning environment that will be more expeditiously expanded across the College. The students will carry their freshly honed and interwoven skills of writing, oral communication, and problem solving into their future classes, and this transference should be reflected in our longitudinal analysis.

CHAPTER 5—ADDENDUM

Faculty Development Plans for the QEP

The most important component for the success of the QEP focus of strengthening the three core courses with the integration of new methods of instruction will be Faculty Development. The development of the core faculty in the areas of instructional excellence and professionalism will help to provide the "support for teaching and learning" that is a significant part of the College's mission. The improvement of the significant learning outcomes addressed by the QEP will also directly impact the advancement of the Pellissippi *Statement of Vision*, which challenges the College to "strive to build a climate that supports rigorous and relevant programs of study."

To this end, the Quality Enhancement Plan will endeavor to meet this challenge in a variety of ways.

Virtual and on-campus workshops led by external consultants will be held during the academic year.

The academic and professional knowledge available through the current faculty and staff will be utilized as a part of our own "best practices."

A physical location for the collection of resources for faculty and staff support called the "Teaching and Learning Center" (TLC) will be created and made available at all four campuses. These Centers will be hubs where faculty and staff stay abreast of new technologies, learn about best practices in their respective fields, or participate in roundtable or expanded Faculty Inquiry Group Sessions (FIGS).

Travel support will be continued for faculty and staff to attend off-campus conferences and training concerning engagement, as funding allows.

In-service sessions and additional training opportunities for adjunct faculty will reflect the active learning strategies and ongoing development of assessments of impact on student learning outcomes. These opportunities will be made available and will count toward professional development for all faculty.

QEP Expanded Core Faculty—Fall 2011

As the initial phase of faculty development begins, the Implementation Team is implementing classroom trials with instructors who are eager to learn and practice active learning strategies in their classrooms. To that end Ms. Pevey met with Ms. Kathy Byrd, Dean of the English Department; Dr. Catherine Williams, Dean of the Mathematics Department; Dr. Jonathan Fowler, Dean of the Liberal Arts Department; and Ms. Anita Maddox, Program Coordinator for Speech to begin this process. To provide the framework, Ms. Pevey outlined the overall QEP direction and the impact and expectations of the faculty within each department, which culminated with each administrator recommending a second-tier group of faculty who would be open to such an adventure.

The faculty members who will be the mini-pilot instructors for the English Department are Trent Eades, Anne Pharr, Tara Lynn, Nick Morgan, Rick Patton, and Sue Yamin. Mathematics faculty who will be participating are Brenda Ammons, Becky Blackwell, Brittany Mosby, Claire Suddeth, and Daryl Thomas. Participating Speech faculty are Carolyn Buttram, Susan Childress, Dorothy Donaldson, Tamera Miller, Robert Schriver, and Kellie Toon. Other faculty members have expressed eagerness to participate as well, but the group selected will be small enough to manage effectively.

Each group will follow a scenario similar to that of the Design Team—i.e., choose an activity or group of activities and incorporate it using one of the selected active learning strategies in Dr. Elizabeth Barkley's book, *Student Engagement Techniques: A Handbook for College Faculty*. Both Barkley books will used in the faculty training beginning in the spring, with additional research into best practices as an ongoing process for at least the immediate five-year QEP period.

To assist in expeditiously collecting the data developed from these trials, Audrey Williams, Director of Instructional Technology, has created a computer support D2L page called the "QEP Café." Pre- and post-active learning pilot data will be collected in the Café, which will serve as a conduit for assessment materials. The website will compile that data behind the scenes for use in assessing the various active learning strategies tested in the classrooms by second-tier pilot instructors. The Café will also house the survey instruments and resources for the pilot instructors (see Surveys 1 and 2 below). The five-year goal is to have an extensive virtual and land library on each campus housing information on active learning strategies that will be readily available to all instructors.

Survey 1

Pre-Activity form to be submitted to the QEP Café prior to the classroom active-learning lesson

Name:
Class:
Section:
Time:
Date:

Check Active Learning Strategy to be used:
(Muddiest Point, Pair and Share, etc from Barkley book)
Course Content to be taught:

Two specific evaluation tools to be used for assessment of the success of the activity:

1.
2.

Dates of each evaluation tool:

Details of trial:

Survey 2

Post-Activity form to be submitted to the QEP Café after the classroom active-learning lesson

Name:
Class:
Section:
Time:
Date:
Number of students in class that day:

Instructor: Rate this active learning strategy:

(Opposite pair descriptors to be added)

___ ___ ___ ___
___ ___ ___ ___
___ ___ ___ ___
___ ___ ___ ___
___ ___ ___ ___
___ ___ ___ ___

Results of in-class activity survey of students:

engaging ___ ___ ___ ___ ___ ___ ___ boring
useless ___ ___ ___ ___ ___ ___ ___ beneficial
easy___ ___ ___ ___ ___ ___ ___ difficult
dull ___ ___ ___ ___ ___ ___ ___ exciting
valuable ___ ___ ___ ___ ___ ___ ___ worthless
complex___ ___ ___ ___ ___ ___ ___ simple

CHAPTER 6—ADDENDUM

Assessment

As Confucius once stated, “I hear and I forget. I see and I remember. I do and I understand.” This statement is as true today as it was over 2500 years ago. Pellissippi State’s QEP “Strong to the Core” seeks to increase student engagement by melding student, instructor, and course content through selected classroom activities. The expectation of the QEP design is that these active learning strategies will ripple outward from the core courses into all other courses that contain an English, Speech, or Mathematics component. Toward this purpose, the QEP plan seeks to use increased student engagement in the learning environment to enhance student learning and to increase student competency in core curriculum courses identified previously. The implementation team and the Institutional Research Director (IRD) will use internal and external metrics to assess, evaluate, and adjust the plan. In addition, they will use other measures to determine the attainment of identified institutional outcomes related to student learning.

Paramount to measuring the outcomes is establishing a valid system of assessment, evaluation, and reporting (see Tables that follow). The College will use the formative data and summative results from each semester to adjust the QEP plan as necessary for flexibility, while keeping the plan focused on the intended student engagement and institutional outcomes. In addition, an end of semester synopsis, an annual report of findings, and an actions report will be distributed and discussed with multiple constituents. Furthermore, the QEP Implementation Team will review with the IRD the number and type of metrics being employed to streamline the process and the data collection requirements without jeopardizing data integrity and study findings.

Assessment and Evaluation Instruments

As shown in Table 3, the College uses a widely accepted variety of metrics to assess and evaluate student learning and competencies. The table references retention rates, success rates, and aggregated grade point averages. Typically, colleges use these for long-range strategic planning. Their summative and indirect nature does not lend itself to short-range change initiatives. However, they can use these measures to establish a baseline and provide a possible longitudinal view of the pre- and post-QEP experience. CCSSE and SENSE are nationally normed instruments that seek data concerning both short- and long-range student perceptions of engagement. Institutions use selected areas and question responses to assess and evaluate student engagement and faculty perceptions of engagement activities. The CBASE exam presents a broad measure of student learning in the identified areas of improvement. However, CBASE is an indirect measure referenced to a national norm. This outcome links directly with one of the College’s primary goals: The students will achieve or exceed the national means. The Implementation Team and IRD will use the MAPP as a direct measure on a biannual basis for decision-making. Additionally, MAPP will be used as a pre- and post-course indicator of student success in achieving learning outcomes.

The three rubric-based Tennessee Board of Regents (TBR) General Educational Assessments (GEA), which have been piloted in Math, English, and Speech, are the foundation by which we determine whether learning has occurred. These are summative assessments, which have the advantage of established use and directly relate to the designated core courses. The English courses use post-semester administered rubrics to collect summative, direct data. The Speech Program uses a common rubric administered by all instructors. This allows for formative and summative, direct data collection. The Mathematics instructors use a departmental developed exam with embedded measures each semester. They link each problem on this exam to an expected learning outcome for a particular course. These assessments provide for a strong, direct measure of student attainment for the selected learning outcomes. Their expanded adaptation to other areas of study should have a ripple effect on increased student engagement and increased competency.

Faculty focus groups, student focus groups, and the Semantic Differential will be used on a semester-to-semester basis to adapt course content and student engagement. The Semantic Differential metric provides paired responses on a seven-point Likert-type scale providing immediate response from students regarding the active learning strategy employed in the learning environment. Preliminary data suggest that an institutional mean of 4 or better is the minimum target. Instructors and students like the simplicity of the Semantic Differential and the readily available results for use as viable feedback. Student and faculty focus group studies will yield summative, direct data that parallels the other summative but indirect metrics. These data serve as a means of analysis, which can indicate the need for short-term decisions and adjustments to keep the QEP focused. The Implementation Team, with advice from the IRD, will look for ways to streamline the sampling techniques, types, and number of measures. The Team and the IRD will run a study on the validity and veracity of the assessment procedures and measurement tools in use.

Table 3 Assessment and Evaluation Instruments

ASSESSMENT DOCUMENTATION	ASSESSMENT USAGE	ASSESSMENT TYPE
Retention rates	Semester to semester persistence	Summative, Indirect
Success rates	Annual graduation rate	Summative, Indirect
Aggregate GPAs	Annual composite grade point average; baseline only	Summative, Indirect
CCSSE: Student	Biannual , sections used for engagement	Summative, Direct
CCFSSE: Faculty	Biannual , sections used for engagement	Summative, Direct
SENSE	Biannual , sections used for engagement	Summative, Direct
CBASE	Annual, used to determine student success/ competency	Summative, Indirect
MAPP	Biannual, writing, mathematics, critical thinking	Summative, Direct
TBR: GEA, ENGL	Per semester and academic year, writing	Formative, Summative, Direct, Indirect
TBR: GEA, MATH	Per semester and academic year, critical analyses	Formative, Summative, Direct, Indirect

ASSESSMENT DOCUMENTATION	ASSESSMENT USAGE	ASSESSMENT TYPE
TBR: GEA, SPCH	Per semester and academic year, oral communications	Formative, Summative, Direct, Indirect
Semantic Differential	Immediate response to active learning strategy	Formative, Summative, Direct, Indirect
Student & Faculty Focus Groups	Response to active learning strategy	Formative, Summative, Direct, Indirect

Data Collection and Evaluation Cycle

Table 4 summarizes the measurement methods along with their cyclic administration, collection, evaluation, and reporting.

Table 4 Data Collection, Evaluation, and Reporting Cycle

Cycle Metric	Year 1* 2011 2012	Year 2** 2012 2013	Year 3 2013 2014	Year 4 2014 2015	Year 5*** 2015 2016
Retention rates	●	●	●	●	●
Success rates	●	●	●	●	●
Aggregate GPAs	●				
CCSSE: Student	●		●		●
CCFSSE: Faculty	●		●		●
SENSE	●	●		●	●
CBASE	●	●	●	●	●
MAPP	●		●	●	●
TBR: GEA, ENGL	●	●	●	●	●
TBR: GEA, MATH	●	●	●	●	●
TBR: GEA, SPCH	●	●	●	●	●
Semantic Differential	●	●	●	●	●
Student & Faculty Focus Groups	●	●	●	●	●

Note: * QEP Design Team Analysis & Baseline development
** Baseline development & Plan implementation
*** Summative Reports to constituents

Assessment Implementation Plan

Implementation of the plan is in its preliminary stages. The QEP Design Team is verifying and adding baseline data to the QEP plan. The following narrative gives a phase-by-phase description of the assessment activities the Implementation Team plans to deploy and monitor. In addition, Table 5 provides a tabulated summary of the QEP assessment process.

Phase 1: New Beginnings, Baseline, Evaluation, Adjustment, and Reporting

With the academic year 2011-2012 of the five-year evolution for the QEP, the College has chosen a set of baseline measures and a process to collect data for formative evaluation with later inclusion in the annual and the QEP summative studies. A range of nationally recognized and accepted assessment measures are in use that establish baseline data for evaluation of the current levels of engagement. The Implementation Team will use other formative, direct measures in support of external findings. Selected instructors will continue to pilot student engagement exercises in fall 2011. The MAPP assessments will begin in spring 2012, providing an external, nationally normed, pre- and post-test for formative evaluation. In addition, the QEP Implementation team will conduct focus group sessions with students and instructors of the selected courses. During the summer semester, the QEP Leadership Team and the QEP Implementation Team, along with other stakeholders, will meet to discuss the findings and results. They will develop an action plan to effect required adjustments to this continuous improvement process. The compilation and distribution of the results during the fall semester will ensure involvement of all QEP constituents. These processes are ongoing.

Phase 2: Evaluation, Adjustment, Expansion, and Reporting

In the second semester of the first year and beyond, assessments continue to use a variety of formative and summative measures. The Implementation Team expects to collect enough data to ascertain trends and make needed adjustments to the student engagement activities and metrics. Expansion in the number of core course sections will entail closer attention to the results from this phase to facilitate a valid comparison to the baseline measures from the first year. Again, the compilation and distribution of the results during the fall semester will ensure involvement of all QEP constituents.

Phases 3 & 4: Continuation, Expansion, Evaluation, Adjustment, and Reporting

Continued use of these assessment tools through the five-year cycle provides a continuum of data for evaluating the QEP process annually. The selected assessments yield direct and indirect measures that the College will use to develop formative and summative evaluations of the QEP outcomes. The evaluation should start to show definitive trends and areas for adjustment, enhancement, or removal. This is the full level of the assessment plan

where strong formative and strengthening summative data should result. Minor adjustments and fine-tuning will be sparse at this juncture in the assessment routine. At the end of the fourth phase measures should indicate areas of definite success or improvement.

In the spring semester of year four of the QEP cycle, faculty from within English, Speech, and Mathematics will be paired with faculty outside those core courses who teach selected capstone courses. This pairing will allow the capstone instructor to become aware of the details and methods used in the core courses, so that close collaboration will improve sections. Rubrics developed within the core courses will be applied in the capstone courses. These common rubrics will provide a data stream to analyze the impact of the QEP initiative. The control for this group will be the assessment of previous capstone courses in these same areas.

Phase 5: Evaluation, Adjustment, Expansion, and Summative Reporting

In the fifth and final phase, the summative evaluation of the data should either confirm or deny the intended learning and institutional outcomes, the effectiveness of the QEP Plan, and the overall effect on students and their College. In addition, the Implementation Team, along with the IRD, will share the results of the study with all identified constituencies.

Table 5 Planned Assessment Matrix

Pellissippi State Community College
Strong to the Core QEP

Goal 1: Improve student learning outcomes in targeted courses through increasing student engagement in core curriculum areas.

Engagement Baseline Assessment Question	Type of Assessment		Assessment Methods	Frequency	Baseline Performance	First Results	Reporting Calendar
	Form/Summ	Direct/Indirect					
To what extent has the College investigated the current trends regarding student attainment of learning outcomes in the core courses of writing, oral communication, and problem analysis?	S	D	Retention rates	Baseline, then annual	As calculated and reported	2010-11 1st year	2011-12 Spring
	S	D	Success rates	Baseline, then annual	As calculated and reported	2010-11 1st year	2011-12 Spring
	S	I	Aggregate GPAs	Baseline only	As calculated and reported	2010-11 1st year	2011-12 Spring
	S	D	CCSSE Student	Baseline, then biannual	As reported	2010-11 1st year	2011-12 Spring Biannual

	S	D	CCSSE Faculty	Baseline, then biannual	As reported	2010-11 1st year	2011-12 Spring Biannual
	S	D	SENSE	Baseline, then biannual	As reported	2010-11 1st year	2011-12 Biannual
	S	I	CBASE	Baseline, then annual	As reported above national norm	2010-11 1st year	2011-12 Annual Summer
	S	D	MAPP	Each spring semester	As reported	2011 End of spring semester	2011-12 Biannual
	F & S	D & I	TBR: GEAs	Baseline, then annual	As reported	2010-11 1st year	2011-12 Annual
	F & S	D	Semantic Differential	Pilot, Baseline, then every engagement exercise	As calculated; end of exercise, end of semester	2010-11 1st year	2011-12 Annual
	F & S	D	Course Sections' Student Focus Groups	Pilot, Baseline, then each semester	As reported	2011 End of fall semester	2011-12 Semester
	F & S	D	Course Sections' Faculty Focus Group	Pilot, Baseline, then each semester	Faculty Engagement Rubric means	2011 End of fall semester	2011-12 Semester
Student Engagement Assessment Questions	**Type of Assessment**		**Assessment Methods**	**Frequency**	**Baseline Performance**	**First Results**	**Reporting Calendar**
	Form/Summ	**Direct/indirect**					
To what extent has the engagement strategy increased academic performance of students in targeted core courses?	F	I	Retention rates	Each semester	As reported	2011 End of fall semester	2011-12 Annual End fall 2015
	S	D	MAPP	Each spring semester	As reported	2011 End of fall semester	2011-12 Annual End fall 2015
	S	D	CCSSE Student	Baseline, then biannual	As reported	2010-11 1st year	2011-12 Spring Biannual
	S	D	CCSSE Faculty	Baseline, then biannual	As reported	2010-11 1st year	2011-12 Spring Biannual

	S	I	CBASE	Baseline, then annual	As reported above national norm	2010-11 1st year	2011-12 Annual Summer
English: To what extent has the engagement strategy increased students' competency to write clear, well-organized, and sufficiently developed analyses with a minimum of 70% competency?	F & S	D	Semantic Differential	Each engagement exercise	Collected 2010-2011	2010-11 1st year	2011-12 Semester
	F	D	MAPP	Each semester	As reported	2011 End of fall semester	2011-12 Biannual
	S	D	CCSSE Student	Baseline, then biannual	As reported	2010-11 1st year	2011-12 Spring Biannual
	S	D	CCSSE Faculty	Baseline, then biannual	As reported	2010-11 1st year	2011-12 Spring Biannual
	S	I	CBASE	Baseline, then annual	As reported above national norm	2010-11 1st year	2011-12 Annual Summer
	F & S	D & I	TBR: GEAs	Baseline, then annual	As reported	2010-11 1st year	2011-12 Annual
Public Speaking: To what extent has the engagement strategy increased students' competency to plan, research, and present an effective persuasive speech with a minimum of 74% competency?	F & S	D	Semantic Differential	Each engagement exercise	Collected 2010-2011	2010-11 1st year	2011-12 Annual
	F	D	MAPP	Each semester	As reported	2011 End of fall semester	2011-12 Annual End fall 2015
	S	D	CCSSE Student	Baseline, then biannual	As reported	2010-11 1st year	2011-12 Spring Biannual
	S	D	CCSSE Faculty	Baseline, then biannual	As reported	2010-11 1st year	2011-12 Spring Biannual
	S	I	CBASE	Baseline, then annual	As reported above national norm	2010-11 1st year	2011-12 Annual Summer
	F & S	D & I	TBR: GEAs	Baseline, then annual	As reported	2010-11 1st year	2011-12 Annual

College Algebra: To what extent has the engagement strategy increased students' competency to develop mathematical problem solving skills by modeling real world behavior in mathematics and other disciplines and applying mathematical concepts to real-life problems with a minimum of 70% competency?	F & S	D	Semantic Differential	Each engagement exercise	Collected 2010-2011	2010-11 1st year	2011-12 Annual
	F	D	MAPP	Each semester	As reported	2011 End of fall semester	2011-12 Annual End fall 2014
	S	D	CCSSE Student	Baseline, then biannual	As reported	2010-11 1st year	2011-12 Spring Biannual
	S	D	CCSSE Faculty	Baseline, then biannual	As reported	2010-11 1st year	2011-12 Spring Biannual
	S	I	CBASE	Baseline, then annual	As reported above national norm	2010-11 1st year	2011-12 Annual Summer
	F & S	D & I	TBR: GEAs	Baseline, then annual	As reported	2010-11 1st year	2011-12 Annual
Goal 2: Improve student persistence, success, and engagement at an institutional level.							
Institutional Outcomes Assessment Questions	**Type of Assessment**		**Assessment Methods**	**Frequency**	**Baseline Performance**	**First Results**	**Reporting Calendar**
	Form/Summ	**Direct/indirect**					
To what extent has engagement increased in targeted courses?	S	D	Retention rates	Baseline, then annual	As calculated	2010-11 1st year	2011-12 Annual
	S	D	Success rates	Baseline, then annual	As calculated	2010-11 1st year	2011-12 Annual
	S	D	CCSSE Student	Baseline, then biannual	As reported	2010-11 1st year	2011-12 Spring Biannual
	S	D	CCSSE Faculty	Baseline, then biannual	As reported	2010-11 1st year	2011-12 Spring Biannual
	S	I	CBASE	Baseline, then annual	As reported above national norm	2010-11 1st year	2011-12 Annual Summer

	S	D	Semantic Differential	Pilot, Baseline, then every engagement exercise	As calculated; end of exercise, end of semester	2010-11 1st year	2011-12 Annual
	F & S	D & I	TBR: GEAs	Baseline, then annual	As reported	2010-11 1st year	2011-12 Annual
	S	I	Course Sections' Student Focus Groups	Pilot, Baseline, then each semester	As reported	2011 End of fall semester	2011-12 Annual
	S	I	Course Sections' Faculty Focus Group	Pilot, Baseline, then each semester	Faculty Engagement Rubric means	2011 End of fall semester	2011-12 Annual
To what extent has the engagement strategy increased student success in the three core courses?	S	D	Retention rates	Baseline, then annual	As calculated	2010-11 1st year	2011-12 Annual
	S	D	Success rates	Baseline, then annual	As calculated	2010-11 1st year	2011-12 Annual
	S	D	CCSSE Student	Baseline, then biannual	As reported	2010-11 1st year	2011-12 Spring Biannual
	S	D	CCSSE Faculty	Baseline, then biannual	As reported	2010-11 1st year	2011-12 Spring Biannual
	S	I	CBASE	Baseline, then annual	As reported above national norm	2010-11 1st year	2011-12 Annual Summer
	F & S	D & I	TBR: GEAs	Baseline, then annual	As reported	2010-11 1st year	2011-12 Annual
	S	D	Semantic Differential	Pilot, Baseline, then every engagement exercise	As calculated; end of exercise, end of semester	2010-11 1st year	2011-12 Annual
	S	I	Course Sections' Student Focus Groups	Pilot, Baseline, then each semester	As reported	2011 End of fall semester	2011-12 Annual
	S	I	Course Sections' Faculty Focus Group	Pilot, Baseline, then each semester	Faculty Engagement Rubric means	2011 End of fall semester	2011-12 Annual

To what extent has the engagement strategy increased academic performance of students overall?	S	D	Retention rates	Baseline, then annual	As calculated	2010-11 1st year	2011-12 Annual
	S	D	Success rates	Baseline, then annual	As calculated	2010-11 1st year	2011-12 Annual
	S	D	CCSSE Student	Baseline, then biannual	As reported	2010-11 1st year	2011-12 Spring Biannual
	S	D	CCSSE Faculty	Baseline, then biannual	As reported	2010-11 1st year	2011-12 Spring Biannual
	S	I	CBASE	Baseline, then annual	As reported above national norm	2010-11 1st year	2011-12 Annual Summer
	F & S	D & I	TBR: GEAs	Baseline, then annual	As reported	2010-11 1st year	2011-12 Annual
	S	D	Semantic Differential	Pilot, Baseline, then every engagement exercise	As calculated; end of exercise, end of semester	2010-11 1st year	2011-12 Annual
	S	I	Course Sections' Student Focus Groups	Pilot, Baseline, then each semester	As reported	2011 End of fall semester	2011-12 Annual
	S	I	Course Sections' Faculty Focus Group	Pilot, Baseline, then each semester	Faculty Engagement Rubric means	2011 End of fall semester	2011-12 Annual

Learning and Institutional Outcomes Measurement

The following table collates the measures used in this study and the College's efforts and attainments for this QEP subject and cycle.

Table 6 QEP Attainment Values

ASSESSMENT MEASURES	BASELINE* 2010-2011	ANNUAL 2011-12	ANNUAL 2012-13	ANNUAL 2013-14	ANNUAL 2014-15	QEP RESULTS
Retention rates % of total	ENGL 1010 92% MATH 1130 85.2% SPH 2100 86.9%	**%**	**%**	**%**	**%**	**%**
Success rates % of total	ENGL 1010 66.88% MATH 1130 56.1% SPH 2100 75.7%	**%**	**%**	**%**	**%**	**%**
Aggregate GPAs	ENGL 1010 2.3 MATH 1130 3.0 SPH 2100 2.1	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
CCSSE Student Selected items: 5a-5f	See attached Table		**X**		**X**	
CCSSE Faculty Selected items: 5a-5f	See attached Table		**X**		**X**	
SENSE Selected items: 18a, 18b, 18r, 19a, 19o	See attached Table	**X**		**X**		**X**
CBASE PSCC means (IM) at or above National norm (NN)	**IM=280 NN=275**	**IM= NN=**	**IM= NN=**	**IM= NN=**	**IM= NN=**	**IM= NN=**
MAPP Selected items: TBD	To be collected Spring 2011		**X**		**X**	
TBR: GEA English	To be reported Fall 2011 for Spring 2010	**X**	**X**	**X**	**X**	**X**

TBR: GEA Math	To be reported Fall 2011 for Spring 2010	**X**	**X**	**X**	**X**	**X**
TBR: GEA Speech	To be reported Fall 2011 for Spring 2010	**X**	**X**	**X**	**X**	**X**
Semantic Differential IM of 4-7	**IM=**	**IM=**	**IM=**	**IM=**	**IM=**	**IM=**
Student Focus Groups Rubric 3.5/5 or better	**IM=**	**IM=**	**IM=**	**IM=**	**IM=**	**IM=**
Faculty Focus Groups Rubric 3.5/5 or better	**IM=**	**IM=**	**IM=**	**IM=**	**IM=**	**IM=**

Note: * See Addendum Appendix for raw baseline data
IM: Institutional Mean
NN: National Norm

Measure of Academic Proficiency and Progress (MAPP) Survey

The MAPP is a survey of general education skills designed to assist colleges and universities in assessment of outcomes of general education programs. The MAPP measures reading, writing, mathematics, and critical thinking skills, representing subject matter that is normally taught in the first two years of college. Pellissippi State will administer the MAPP assessment to students who have completed their first thirty hours of coursework in selected English, Math and Speech courses. The combination of the MAPP assessment and, later, CBASE will provide pre- and post-test data for the QEP. The College will use the 2011-2012 academic year to baseline the MAPP test and determine the targets for improvement from MAPP assessment.

CHAPTER 7—ADDENDUM

Correction

With respect to the boxes on pages 45, 46, and 47 of the original QEP document and the narrative in those boxes which references 25, 50, and100 percent of course sections in the core courses, the language in those boxes will be replaced with the following:

> Expand the use of the active learning strategies and assessment of their impact on student learning outcomes to a broader spectrum of faculty with the goal of doubling the number of sections in each discipline each year.

ADDENDUM to APPENDIX G

Additional Evaluation Rubrics for SPH 2100

TBR Assessment Gen. Ed. Goal	Fails to meet Expectations	Almost meets expectations	Meets Expectations	Does Better than Meet Expectations	Exceeds Expectations
1. Students able to distill a primary purpose into a single compelling statement.	No topic specified.	Topic is so general as to functionally lack a topic.	Topic clearly stated somewhere in speech.	Topic explicitly stated at an appropriate time.	Clearly expressed topic guides entire speech as a coherent whole.
2. Students are able to order major points in a reasonable and convincing manner based on that purpose.	Main points are missing.	Main points are difficult to distinguish because they are out of order or undifferentiated or lack transitions.	Steps for the appropriate persuasive organizational pattern are clear and in order.	Steps are easily distinguished, and transitions compel audience members in the direction of the persuasive purpose.	The persuasive organizational pattern is effectively used to move the audience to act.
3. Students are able to develop their ideas using appropriate rhetorical patterns (e.g., narration, example, comparison/contrast, classification, cause/effect, definition)while demonstrating speaking skills from process to product.	Rhetorical strategies nonexistent.	Rhetorical strategies not related to steps in the persuasive process.	Rhetorical strategies appropriately develop each step.	Strategies clarify and/or prove associated step.	Each step is appropriately developed and supported to achieve purpose.
4. Students are able to employ correct diction, syntax, usage, grammar, and mechanics.	Repetitive, distracting vocalizations; language use or structure obscures the message or is	Vocalizations, language use or structure distracts from the message.	Uses language appropriate to audience, topic, and context; avoids	Uses clear, vivid, concrete language.	Uses clear, vivid, concrete language appropriate to the audience,

	inappropriate to audience and/or topic and/or context.		repetitive distracting vocalizations.		speaker, occasion, and purpose.
5. Students are able to manage and coordinate basic information gathered from multiple sources for the purposes of problem solving and decision-making.	Speech is composed of mostly unsupported assertions; sources are irrelevant and/or unrelated and/or unreliable and/or unrepresentative.	Speaker uses mostly secondary source material.	Orally cites source's author, source, and date; uses sufficient evidence; evidence establishes credibility; sources are relevant, reliable, and varied.	Students utilize the best material available from primary sources; the source material relates directly to the assertions and proves what is claimed; uses a variety of source material; sources orally cited with author, source, date; sufficient evidence; evidence establishes credibility.	In addition to previous criteria, students cite and qualify sources in a conversational manner and tie them to the speaker's and audience's experience and knowledge with relevant examples and analogies.
6. Students adapt the use of evidence, analysis, and persuasive strategies to the audience, purpose, and occasion of the speech, making basic distinctions among opinions, facts, and inferences.	Speech consists mostly of the speaker's opinions unsupported by evidence of any kind.	Student confuses facts, opinions, and inferences.	Student marshals researched materials in a way that connects with the audience via facts, but may not use inferences and expressed opinions effectively, or may confuse inference and opinion.	Student clearly includes consideration of audience, occasion, and speech purpose when crafting rhetorical strategies, and clearly delineates facts, inferences, and opinion.	Student effectively appeals to audience via relevant and clearly delineated facts, inferences, and opinions in light of the occasion and speech purpose in such a way as to move audience to action. Speaker may inoculate

					against audience mispercepti ons, opinions, or predispositi ons.
7. Students effectively utilize a variety of oral presentation skills in a conversational style that includes eye contact; variety in rate, pitch, and volume; appropriate pauses; distinct articulation; correct pronunciation; effective gestures and movement; appropriate language choices; and effective note, lectern, and presentation aid uses.	Student delivery leaves audience completely disconnected, uninvolved, and bored with topic.	Delivery is wooden and monotonous; eye contact is lacking; vocal variety is limited, making it difficult for audience to connect with information. This is the paper out loud.	Student maintains intermittent and unsustained eye contact; no audience-directed movement or gestures; maintains enough vocal variety and conversationa l presence to hold at least mild audience attention.	Student maintains sufficient eye contact, vocal variety, appropriate gestures and movements, and conversational style to aid audience understanding and comprehensio n of material.	Student uses conversatio nal presentatio n skills, including the stage, voice, movement, and body tensiveness to engage audience at an emotional level so they are naturally and enthusiasti cally moved to act.

Motivated Sequence Checklist

G=good enough N=not good enough

All *good enoughs* with some being exceptional equals an A
All *good enoughs* assure you of a B
Several *not good enoughs*, your grade will be a C
Many *not good enoughs*, your grade will be a D or F

While this scale is not scientific, it does indicate your strengths and weaknesses.

Step 1—Attention:

- **G N** ◆ Gains attention and creates a desire to listen

Step 2—Need

- **G N** ◆ Provides clear statement of the need/problem
- **G N** ◆ Illustrates and develops the need/problem
- **G N** ◆ Addresses only the need/problem in the step (no mention of satisfaction)
- **G N** ◆ Relates need to listener

Step 3—Satisfaction:

- **G N** ◆ Provides statement of solution or proposed action
- **G N** ◆ Shows how solution or proposed action will alleviate (or help to)
- **G N** ◆ Backs up solution or action by example, illustration, testimony, or other
- **G N** ◆ Addresses only the satisfaction—no statement of new needs/problems

Step 4—Visualization:

- **G N** ◆ Vividly describes the future if solution/action is carried out (or the negative).

Step 5—Action:

- **G N** ◆ Clearly states what action audience should take and how

Delivery:

- **G N** ◆ Uses extemporaneous style (does not read or recite speech)
- **G N** ◆ Uses note card discretely

ADDENDUM—Miscellaneous

QEP Marketing Strategies - Fall 2011

Preparations for initial marketing of the QEP to the students, faculty and staff began early in summer 2011 with the adoption of a logo for "Strong to the Core" and the design and making of logo buttons for distribution at in-service sessions. A second logo will be incorporated into promotions as the audience becomes saturated with the current one.

The marketing of the QEP got into full swing during the fall 2011 semester with pre-service activities that focused on the QEP and its components. The first gathering of the College faculty on August 17 was keynoted by a presentation by Dr. Anthony Wise entitled "The State of the College—And a Few Other Things You Should Know," one of which was the coming SACS accreditation visit and its focus on the QEP. Bookmarks were distributed with the "Strong to the Core" logo; durable notebooks with the QEP purpose statement imprinted on the front cover were handed out with a Pellissippi State pen tucked into the front cover of the notebook.

On the second day of in-service, Dr. Barbara Jones presented a keynote address about "Practical Academic Assessment." A session followed that continued the conversation concerning assessment in the classroom and at the departmental level. The Design Team held an afternoon roundtable session about "Active Learning and Student Success" to better acquaint interested faculty with strategies that will be implemented in the QEP courses.

After Nancy Pevey was designated as QEP Director, publicizing of the QEP "Strong to the Core" began to gather momentum. The College Marketing Department designed posters that students and staff in the Student Life area printed. Five new buttons have been designed to appeal to students and expand the "Strong to the Core" components and message and have been distributed to all campuses for students, staff and faculty to wear.

Consecutive signs at the entrances at all four campuses with the "Strong to the Core" message have gotten the attention of everyone entering the campuses. The QEP descriptor "Strong to the Core" is a reminder that is appearing on the marquee sign in front of the buildings on the Parkway Campus. The intercampus TV monitors display serial screens of the purpose statement, followed by the courses designated as the Core of Pellissippi.

The college homepage includes a logo button and link to the specific QEP webpage where with two clicks students will be able to connect to QEP announcements and an upcoming contest which will appear later during the 2011-12 academic year.

The very creative Audrey Williams, Director of Educational Technology Services, has created two "commercials" to market the QEP; these can be found on the college

website, Facebook and YouTube—one with an explosive theme and the other featuring a 20-year student! Various staff and administrators "star" in the videos—to everyone's enjoyment!

Marketing items to be continued:

Banners
Bookmarks
Buttons
Posters
Entrance signs

Marketing items to be discontinued:

QEP notebooks

Marketing to add:

Student contest each year to maintain focus on the QEP core courses
Employee contests
Better use of the QEP web page
Insulated glasses with "Strong to the Core" logo
Notepads of paper and/or graph paper
Pens
Pencils

APPENDIX—Raw Data

CCSSE Results from 2010-11 Administration:

5a . Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form
Very little 4.6
Some 25.7
Quite a bit 41.8
Very much 27.9
Total 861 100.0

5b . Analyzing the basic elements of an idea, experience, or theory
Very little 3.1
Some 22.8
Quite a bit 43.0
Very much 31.0
Total 861 100.0

5c . Synthesizing and organizing ideas, information, or experiences in new ways
Very little 5.8
Some 29.4
Quite a bit 39.2
Very much 25.5
Total 857 100.0

5d . Making judgments about the value or soundness of information, arguments, or methods
Very little 6.8
Some 31.4
Quite a bit 38.4
Very much 23.4
Total 856 100.0

5e . Applying theories or concepts to practical problems or in new situations
Very little 7.9
Some 27.9
Quite a bit 39.0
Very much 25.2
Total 859 100.0

5f . Using information you have read or heard to perform a new skill
Very little 10.2
Some 28.5
Quite a bit 34.0
Very much 27.3
Total 861 100.0

SENSE Results of Selected Items Relating to QEP, 2010

18a. Felt welcomed at this college (EARLYCON)
Strongly Agree 25.6
Agree 48.5
Neutral 23.4
Disagree 1.5
Strongly Disagree 0.9
Total 745 100.0

18b. The instructors at this college want me to succeed (HIEXPECT)
Strongly Agree 35.8
Agree 53.7
Neutral 10.0
Disagree 0.4
Strongly Disagree 0.1
Total 100.0

18r. At least one instructor learned my name (ACSOCSUP)
Strongly Agree 40.5
Agree 46.8
Neutral 8.2
Disagree 3.1
Strongly Disagree 1.5
Total 739 100.0

19a. Frequency: Asked questions in class or contribute to class discussions during the first three weeks of your first SEMESTER/QUARTER (ENGAGLRN)

Never 7.6
Once 20.6
Two or three times 50.1
Four or more times 21.7
Total 755 100.0

19o. Frequency: Received prompt written or oral feedback from instructors on your performance during the first three weeks of your first SEMESTER/QUARTER (ENGAGLRN)
Never 16.2
Once 29.0
Two or three times 42.4
Four or more times 12.3
Total 758 100.0