



## Quality Enhancement Plan - Executive Summary - *IQ EQ: The Real You*

The mission of Beacon College is to educate students with learning disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and other learning differences. Research has shown a correlation between learning disabilities and a lack of social-emotional development.

The Quality Enhancement Plan (QEP) for Beacon College, *IQ EQ: The Real You*, was established to improve student learning by increasing social and emotional intelligence. The plan was conceptualized after a critical analysis of institutional data revealed that forty-four percent of the students who did not persist and graduate from the College withdrew because of social and emotional issues.

The first goal of the QEP, co-curricular implementation, calls for all faculty and staff members to conduct one assignment or activity each semester designed to increase the students' social and emotional intelligence. The second goal involves sharing best practices and lessons learned with the use of a common database. The final goal pertains to assessment with the use of two external measures, the *Executive Control Skills Checklist* and *Measuring Emotional Intelligence Inventory*, and an internal measure entitled the *Beacon College Rubric*. Both external measures will be administered when students enroll at the College, to establish a baseline, and re-administered just before the students graduate.

The following measurable Student Learning Outcomes have also been determined:

1. Increase self-awareness by 20% as demonstrated by *Executive Control Skills Checklist* assessment.
2. Improve awareness of others by 20% as demonstrated by the *Measuring Emotional Intelligence Inventory*.
3. Improve relationships as demonstrated by a decrease in College reported incidents involving relationship mediation by 25%.

*IQ EQ: The Real You* is an institution-wide initiative giving specific and intentional focus to developing the social and emotional intelligence of our students. Research shows that emotional intelligence training has a positive correlation to student retention and success. Improving the social and emotional intelligence of students may enable them to persist, earn their degrees, and improve the quality of their lives.

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