



**Cleveland Community College
Quality Enhancement Plan**

Executive Summary

Title: Building Futures Through Active Learning

Developing the topic:

Active learning was chosen as the topic for Cleveland Community College's QEP through broad-based inclusion of all institutional stakeholders. Focus groups were conducted with both internal and external constituents to identify the most relevant and potentially valuable possibilities for the QEP topic. Through a process of elimination, the topics were narrowed to two possibilities and, since the QEP is a faculty-driven plan for improvement, faculty voted on which topic to pursue. By incorporating active learning strategies (ALS), Cleveland Community College hopes to increase student learning and engagement, thereby building futures for our students that can best maximize their potential.

Implementation:

Courses within the Social Sciences Department will implement the QEP initially. The foundational classes in each discipline will implement the QEP first. During the 2012-13 academic year, HIS 111 (World Civilizations I) and PSY 150 (General Psychology) will implement the QEP. In the following year, REL 211 (Old Testament) and SOC 210 (Introduction to Sociology) will implement the plan. Several active learning classrooms equipped with technologies designed to complement active learning will be phased in early in the process to support the plan, with the necessary funding budgeted accordingly.

Assessment:

The QEP will utilize a three-fold assessment process in determining the success of the plan. Assessment will take place at the classroom level, departmental level, and institutional level. Assessments will be both direct and indirect, measuring aspects such as student perception and student learning. CCC's assessment tools are intended to create several kinds of feedback loops. Individual parts of the QEP will provide data that feed into the overall picture of success or failure of the QEP. CCSSE will provide data on student perception, while direct measurements in the classroom will examine content knowledge and departmental goals.

Questions regarding development or implementation of this QEP should be directed to:

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