

## Executive Summary

**Institution:** Georgia Perimeter College

**QEP Title:** EDGE—Engagement Drives GPC Education

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Resulting from a broad-based process involving faculty, staff and students, Georgia Perimeter College (GPC) has developed a Quality Enhancement Plan (QEP) based on using engaged learning practices throughout the curriculum to improve selected outcomes. The QEP is titled “EDGE: Engagement Drives GPC Education.” In an effort to improve student learning, faculty members will be encouraged to utilize high impact practices to make their courses more engaging for students.

Participating faculty members will take part in pedagogical workshops and discourse with the intended outcome of creating course activities which increase student engagement. Four engaged learning strategies were selected for implementation based on a review of the literature and best practices: 1) two forms of active learning [collaborative learning and problem-based learning], and 2) two forms of community-based learning [service learning and community-based research]. The EDGE initiative will be assessed using both qualitative and quantitative measures. Various aspects of the EDGE initiative will also be assessed using the nationally normed *Community College Survey of Student Engagement* (<http://www.ccsse.org/>).

Course development activities will be offered to all interested faculty members in a variety of formats (individual, small group, seminar, online) and locations (each of the college’s campuses and online). Faculty members will be offered the opportunity to work collaboratively to develop engaged course materials through workshops and teaching circles and disseminate their work at various college events. Faculty members will be encouraged to continue to revise their course(s) as the QEP progresses.

GPC’s QEP aims to change behaviors, attitudes, and learning outcomes. **Behaviors:** Students will be more likely to persist in their courses and to be retained at the college; faculty will increase their focus and skills in making their courses engaging. **Attitudes:** Students will perceive their courses as more relevant and will report greater engagement both in targeted courses and as part of their overall college experience. **Learning outcomes:** Students will improve in their ability to make connections between course content and real-world issues, and will perform better on assessments of course content.

Baseline data will be collected prior to the implementation of EDGE strategies, and new faculty participants will be recruited for each of the first four years of the five-year span of the QEP. Outcomes will be assessed before (baseline) and after implementation of EDGE strategies. Multiple forms of assessment have been selected to measure: (1) the extent to which engaged practices have been implemented in participating faculty members’ courses, (2) student persistence / retention rates, (3) student perceptions of the relevance of EDGE courses, (3) overall student engagement with the college experience, (4) students’ demonstrated ability to relate course content to real-world issues, and (5) attainment of course-specific learning outcomes.