



Quality Enhancement Plan Executive Summary *Engage to Learn, Learn to Engage*

Southern Crescent Technical College

Southern Crescent Technical College's (SCTC) Quality Enhancement Plan is titled *Engage to Learn, Learn to Engage*. Inspired by institutional focus groups and analysis of the college's responses to

both the Community College Survey of Student Engagement and the Community College Survey of Faculty Engagement, SCTC's emphasis on engagement represents an area of critical need at the college. Students who report minimal use of learning strategies or limited awareness of their own learning processes underperform against those students reporting use of effective learning strategies. However, simply educating students in study skills in the abstract is not highly effective. By educating faculty and students in metacognition and the science of learning, both can apply effective, tailored learning strategies inside the content area, thereby maximizing the potential for learning transfer, or application of effective learning strategies in other content areas. Given its focus on engagement, the QEP has been carefully integrated into the third goal of the College's Strategic Plan and identifies a priority for the College.

Built on scholarship in metacognition, teaching, and learning, particularly that of Sandra McGuire, Vincent Tinto, John Flavell, and others, SCTC's QEP is designed to engage the college community and improve the environment for student learning through its concentration on attitudes and behaviors toward learning. The plan takes a two-tiered approach: the QEP first establishes a 14-month, collaborative, faculty peer mentoring program devoted to the study of the science of learning and metacognition. Required for junior faculty and with optional participation open to senior faculty, the goal of the program is to evaluate faculty knowledge and implement metacognitive strategies into course curriculum, ensuring that learning strategies are taught as part of the content area rather than in abstraction. In the first phase of the program, faculty will participate in a structured mentoring curriculum together and will engage in conversations about best practices that lead to a course redesign. During the second phase of the mentoring cycle, the faculty peer group will implement changes made in their redesigned courses and then study students' responses to learning strategies instruction.

The expected outcome of the QEP is that students who receive direct instruction and practice in learning strategies inside the content area will be more likely to report increased use of learning strategies in their preparatory study, as well as higher performance on assessments in their courses. As estimated 368 students will be impacted in 16 different courses each fall and spring semester over a five-year period, which means that a total of up to 240 courses with approximately 5,520 students will be reached through the QEP. At least 80 faculty members from potentially any of the program areas available at SCTC will participate in the QEP, and those 80 members will have opportunities to share their experiences with their peers through professional development activities.

The comprehensive assessment plan includes both qualitative and quantitative analysis, longitudinal comparative measures, faculty peer evaluation of course redesign efforts using rubrics developed out of the mentoring curriculum, student self-reports on the Learning and Study Strategies Inventory (LASSI), course assessments, and local surveys of student engagement. Results will be correlated and reported annually in order to focus continued efforts to improve the QEP.

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