

## **TSTC Marshall Quality Enhancement Plan Executive Summary**

### ***Improving Student Learning Outcomes in Information Technology Studies Through a Focused Improvement Process.***

The focus of the TSTC Marshall Quality Enhancement Plan (QEP) is to improve student learning through assessment strategies. Specifically, the TSTC Marshall QEP incorporates the development and implementation of new and existing processes for diagnosing learning, and in particular identifying learning problems. Intervention strategies are driven by short-term and frequent problem assessment designed to expedite problem identification. Probable areas of strategy include changes and improvement in curricula, improved pedagogy, and enhanced processes for assessing learning outcomes throughout course delivery.

The administrative goals of the QEP are the improvement in student learning as evidenced by successful completion of exit points within each degree plan, including, where appropriate, national industry-standard certification examinations. Learning, or the cognitive processes by which an individual acquires skills and knowledge, may occur through action, applied learning, studying, or working with others. Assessment of learning competency is established by demonstration, either through thought, action or articulation, of learning objectives specified by the instructor. The academic goals of the TSTC Marshall QEP are to increase the quantity and types of learning competency assessment utilized by instructors in order to identify problem areas and intervene at various stages throughout the overall learning process. Intervention strategies which will be utilized go beyond traditional assessment and will include such tactics as:

- mandatory tutoring for students who, at the end of the first quarter of the semester, are found to be below 70 percentile pass rate,
- faculty advisement at a minimum of twice per semester,
- observation advisement of student performance emphasizing comprehension, rather than simple memorization, and
- peer coaching.

Various identified assessment strategies, such as curricula revision, improved pedagogy, and enhanced processes for assessing learning outcomes throughout course delivery, are utilized. At the same time, it is obvious that additional strategies will be discovered and tested throughout the five-year QEP program. Furthermore, an assessment expert is conducting on-site training of TSTC Marshall instructional staff on assessment techniques. This training is by division and will be conducted regularly over the first two years of the QEP.

Assessment will be examined and measured through a variety of methodologies including surveys of students, course evaluations, faculty assessment of learning objectives, and business representative surveys. From a quantitative aspect, pre- and post-test perspective, student grasp of the subject matter will be assessed through pre-and post-test evaluation. Survey instruments utilized during the QEP evaluation include the Assessment of the College Environment Survey, the Community College Survey of Student Engagement, and the Texas State Technical College System (TSTC) end-of-course student survey. A survey instrument will be utilized to poll business and industry representatives concerning student efficacy. TSTC Marshall has the funds necessary to implement these surveys throughout the five year course of the QEP time line.