



EXECUTIVE SUMMARY

The mission of Elizabethtown Community and Technical College (ECTC) is to “educate, empower, and equip the diverse members of our region to compete in a complex workforce and improve their quality of life,” and the vision is to see the College’s students be globally competitive in the workforce. ECTC’s Quality Enhancement Plan (QEP), *Enhancing Students’ Essential Skills through Classroom Engagement* aims to support that mission and vision by developing strategies to both better engage students and provide them with the necessary knowledge and professional skills they need to succeed in the classroom and in their future roles as professionals and engaged citizens. Improving students’ *essential* (soft) *skills* through active learning pedagogy aligns with ECTC’s mission.

The QEP establishes actions to be implemented taking a three-pronged approach, which includes Faculty Goal-Setting, Faculty Training Faculty, and the Creation of a Faculty Learning Community. This plan will aid faculty in utilizing active learning pedagogy as a means of integrating essential skills across the curriculum. The QEP leads to the assessment of one Student Learning Outcome and two faculty goals.

- SLO 1 Students will demonstrate proficiency in professionalism (attendance/reliability, work quality, respect for others, initiative); communication (teamwork, listening, oral communication); critical and integrative thinking (critically evaluating situations, identifying problems, implementing effective solutions); and organizational skills (prioritization, utilizing resources, time management).

- Faculty Goal 1 Faculty will attend focused professional development activities each year that will result in implementation of active learning strategies in the classroom.

- Faculty Goal 2 Faculty will increase the number of active learning strategies used in the classroom.

As faculty are trained in the use of active learning instructional strategies and begin implementing those strategies in the classroom, they will begin using an institution-created Essential Skills Rubric to monitor their students’ essential skills. As more active learning instructional strategies are used throughout the course, faculty should see an improvement in students’ essential skills. Employers of ECTC graduates should also see an improvement in employees’ essential skills. This information will be documented through the use of an AAS Advisory Board Students Essential Skills Survey.

The outcomes of the Quality Enhancement Plan will help ECTC’s students successfully navigate their collegiate responsibilities as well as their workplace responsibilities. After a review of the supporting literature, the College developed a plan to foster an environment of disciplined, motivated students who are the future professionals of Kentucky.

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