

Excerpts of Actions to be Implemented with Timelines

Task	Timeline	Responsibility & Participants	Budget	Outcomes	Comments
Year 1					
Professional development for academic advisors, and support staff	Summer 2007	Academic advisors, and staff members from Student Service and SSS	\$200	Assist faculty and support staff in providing the best possible instruction and assistance to students	Provide everyone with refreshments
Review ENG requirements for academic courses with ENG prerequisites.	August 2007- June 2008	Affected faculty and Curriculum Committee		Determine the necessary writing and reading skills required for student success in each program.	Approval via Curriculum Committee. Identify ENG components in courses.
Professional development for tutors	May 2008 – July 2008	QEP Director, ENG Faculty	\$160	The English Department will train professional tutors on the usage of Hawkes Learning System	Hosting two one-hour of Prof. Dev. for four tutors.
Write information about Accelerated ENG courses for College catalog and website; submit new sections by deadline for inclusion in College catalog.	May 2008 – June 2008	QEP Director, ENG Instructors, Public Relations	N/A	New ENG courses included in the College catalog and posted to the College website	
Year 2					
Review formative and summative assessments	May 2009	QEP Director, ENG Faculty, ENG QEP Lead	N/A	Collect and analyze data for QEP assessment	QEP assessment strategies.
Year 3					
Review classroom environment for implementation of accelerated ENG at two additional community campuses.	Jan. 2011 – May 2011	President, VP of Instruction, CFO, QEP Dir., ENG Faculty	N/A	Classroom needs identified and met	
Year 4					
Identify a third party consultation to measure the success of the QEP after Year 4	May 2011 – June 2011	QEP Director,	\$3,000	The consultant will review the QEP data and make necessary recommendations for growth and change.	
Year 5					
Identify focus groups to assess the status of the QEP after Spring 2012 and identify any new challenges or necessary improvements.	May 2012	QEP Director, ENG Faculty, QEP FG	N/A	QEP IT will gather vital information that will help QEP to grow and improve.	

Overview of Institution and QEP

Established in 1967, Quality Community and Technical College (QCTC) serves four rural counties in Mississippi. With an FTE of 2800, the college fulfills its mission of providing access to postsecondary education and training to the residents of its service area. In great part due to its rural location, it provides a high percentage of workforce focused associate degree programs; however it also provides the first two years of general education coursework to prepare students for transfer into four-year institutions.

Rationale and Goals for QEP

Upon reviewing trends in enrollment and completion, it was determined that increasing numbers of students are requiring developmental/remedial ENG courses upon entering college. Data analysis shows that successful completion of these courses presents challenges to students, such as delayed completion, reduced morale, and decreased retention. Overall, the QEP aims to reduce the number of semesters required to reach college level ENG courses by reorganizing instruction and curricula for developmental and remedial ENG courses. This, in turn, is expected to increase the success rate for students enrolled in either ENG 095 or ENG 101. By increasing retention and completion in these areas, NETC hopes to increase institution-wide retention and completion rates, as well.

QCTC has developed four (4) goals for the QEP with correlative assessments:

Goal	Summative Assessment	Formative Assessment
(1) Increase completion rates of developmental/remedial ENG courses.	Course completion rates in developmental ENG courses will increase from 50% to 70%. (70% of QEP cohort students will achieve scores of 70 or better)	
(2) Improve completion rate of college level ENG (ENG 110).	Course completion rates for ENG 110 will increase from 63% to 75%. (75% of QEP cohort students will achieve final grades of 80 or better).	
(3) Develop new curriculum for developmental ENG courses to accelerate completion and increase satisfaction	70% of students who begin ENG 095 will complete both ENG 095 and ENG 101 in two semesters. Students currently accelerate from ENG 095 through ENG 101 in four (4) semesters. QEP cohort students are expected to accelerate from ENG 095 though ENG 101 in two (2) semesters.	Annual student survey/focus group results on the new courses (curriculum, teaching, environment, and learning) Annual faculty survey/focus group results on the new courses (curriculum, teaching, environment, and learning).