QEP Primer

I. The QEP in General

The Quality Enhancement Plan (QEP) is the component of the reaffirmation process that describes a carefully designed course of action addressing a well-defined and focused topic or issue while fulfilling Core Requirement 2.12 and Comprehensive Standard 3.3.2.

“Core Requirement 2.12 requires, among other things, an institution to develop a plan for increasing the effectiveness of some aspect of its educational program relating to student learning and/or the environment supporting student learning and accomplishing the mission of the institution. Comprehensive Standard 3.3.2 mandates that the institution demonstrate institutional capability for completion of the QEP, involve institutional constituencies in both planning and implementation of the QEP, and establish goals and an assessment plan\(^1\).”

II. Institution Specific: DSC’s QEP

Problem: low course-success rates in gatekeeper Freshmen Composition (ENC1101).

Solution: A one-credit hour freshmen seminar (SLS1101: College Resources) as co-requisite to ENC1101. Students will use resources from the Library, Academic Support Center, and the College Writing Center when working on ENC composition assignments. An intended outcome is that once students have worked with support center personnel and have successfully completed assignments through use of the resources, students will be inclined to return on their own initiation long after the course has been completed.

DSC’s quality enhancement plan centers on three primary components that yield five specific outcomes:

Components/Outcomes:

1. Program Outcome

By the end of 2017-2018, the ENC1101 success rate for FTIC at-risk students* will increase by five percentage points (from 60% to 65%).

2. Student Learning Outcomes (three)

Students who enroll in SLS1101 will use, select, and value appropriate library resources to support academic success.

Students who enroll in SLS1101 will use, select, and value appropriate Academic Support Center resources to support academic success.

Students who enroll in SLS1101 will use, select, and value appropriate College Writing Center resources to support academic success.

3. Professional Development Outcome

Faculty who participate in Learn to SOAR professional development will increase knowledge regarding success strategies for FTIC at-risk students.

III. Implementation Phases

Year 1

- 3 course sections (pilot test, 22 students per class)
- 66 total students
- Face-to-face delivery on Daytona Beach campus

Year 2

- 37 course sections
- 814 associate of arts students
- Face-to-face delivery on all campuses

Year 3 and beyond

- 58 course sections
- 1,276 associate of arts and associate of science students
- Face-to-face on all campuses, hybrid and online delivery

* FTIC at-risk students = those scoring <109 on the writing section of the PERT placement test.