QEP Topic Exploration Recap: Fall 2013 – Spring 2015

Fall 2013

- QEP Committee reviewed student success indicators (NCCBP and CCSSE data, ETS scores, course completions, and retention / graduation rates). They outlined the desired characteristics of the next QEP topic:
  - Will impact student learning and benefit the success of MSCC students;
  - Is easily integrated into current curriculum and across the curriculum;
  - Can be assessed with assessment tools that are already in use;
  - And fits MSCC’s core educational standards.
- QEP committee members and other faculty attended the 2013 SACSCOC Annual Meeting to learn more about the QEP process and to hear from other institutions on their QEPs. Key concepts from this meeting were shared with QEP committee.

Spring 2014

- Faculty surveyed at Spring Assembly with open-ended questions on next QEP topic. Results were widely varied and informative, the data was not useful for identifying QEP topic areas.
- QEP Committee met and determined student success data showed a compelling need for better core skills and narrowed next QEP topic areas to core skills including reading, writing and math.
- Faculty sessions were held at main campus and 2 centers. Sessions provided attending faculty with student success indicators to help them identify which of the core skill areas showed the greatest need for improvement for MSCC students. About 45% of FT faculty attended a sessions. Session information and an online feedback from were provided for faculty who did not attend. Session feedback survey responses and faculty’s anecdotal comments demonstrated a need for the next QEP topic to be on reading or writing.

<table>
<thead>
<tr>
<th>Faculty Ranking of Core Skills for Next QEP Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1 being least important, 5 being most important)</td>
</tr>
<tr>
<td><strong>Topic</strong></td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Math</td>
</tr>
</tbody>
</table>
• Student feedback on the next QEP topic came from the CCSSE add-on survey which goes to about 25% of students. Participating students believed that reading comprehension skills and writing skills were the most important for success as a college student.

**Student Ranking of Core Skills for Next QEP Topic**
(How important are these core skills to success as a college student?)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Very Little</th>
<th>Some</th>
<th>Quite a Bit</th>
<th>Very Much</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>2.3%</td>
<td>11.6%</td>
<td>32.6%</td>
<td>53.1%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Writing</td>
<td>3.0%</td>
<td>12.9%</td>
<td>29.9%</td>
<td>53.4%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Math</td>
<td>7.7%</td>
<td>31.1%</td>
<td>35.8%</td>
<td>24.8%</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

Fall 2014

• A presentation and forum on reading was held for all faculty. The presentation was given by faculty and staff from West Kentucky Community and Technical College on their successful reading QEP. Faculty completed open-ended questionnaires. Results showed many faculty were favorable toward reading as the next QEP topic. See responses below.

**Reading – the Next QEP? Survey Responses**

What benefits do you think choosing reading as the next QEP topic has for Motlow students?

• A perfect cross-discipline benefit for student success
• Improve completion rates
• I think from a nursing perspective, reading is an extremely needed skill for success
• A real concern is lack of student preparation before meeting class. Because of breadth and depth of content, this must be changes if they are to receive full benefit of courses
• Up retention, up completion of degrees or programs and up confident students
• Reading has the potential to positively impact all other areas
• Our department has identified reading and writing deficits in our student population and these students are probably already “higher performing” on many levels because they are nursing students. Yes, it will help them grow in all areas.
• It is the root of academic success. All other skills stem from reading
• I lean toward math
• Many people in the rural areas have poor reading skills
• Essential
• Reading is incorporated in every department by every instructor (It is a pre-requisite in our department)
• Increase ability to think critically
• With better reading, better comprehension occurs as well
• Reading is important to doing well in any area
• Was unfair to make faculty drive 3 hours
• The student are weak readers generally
• Improve their reading skills
• Improvement in this area would benefit every person Student and faculty alike
• All students need to read
• It will be beneficial to students
• ETS Scores
• Reading is the foundation of everything and is connected to writing
• At least we might have a way to require students to read the textbook
• Choosing reading could help advance reading abilities in all disciplines
• I think it would help students become more successful with the textbook and any supplemental reading materials. I hope that it might also help with students writing essays
• Reading is a part of all areas
• It would help students comprehend science concepts
• Assist in all disciplines
• More likely to prepare for class should up retention
• Assist the student in knowing how to study and appropriately read a textbook
• Possibly increase comprehension of difficult subjects
• Reading profits all in every course!
• A number of students seem to have weak reading and reading comprehension skills and this could address their problem
• Students need a foundation in reading to be successful in all their college course but I really didn’t learn anything new from the presentation
• Encouraging readingwriting skills
• Reading helps students sustain concentrate think more clearly and improve their word choice. Motlow students could improve each of these if reading is implemented.
• It is obvious that many students read so seldom and by this are missing the real learning experience and opportunities. When you read for yourself it opens doors it is an incredible teaching tool and truly enhances ones knowledge base. I totally encourage this in all classes and see the benefits when students adopt this strategy READING WORKS
• I agree with the presenter that a student needs to be able to read to be successful in all subject areas. I also realize that they can read, but they need to be taught reading strategies
• Very important to all areas
• Reading is the foundation for all academic learning
• Lifelong learning would be enhanced, even stimulated, by improving reading and retention of any subject
• Changing the culture and showing benefits of reading
• All disciplines require reading
• It has great benefits. It could improve Comprehension, vocabulary, critical thinking skills, and writing

Do you have any concerns about having reading as Motlow’s next QEP topic?

• From nursing perspective I am worried about incorporating and applied to our already busy topic and content
• Not having just one book across the college
• Concern over increased workload for students
• Lean toward supplemental instruction for most difficult subjects. Data driven
• None, as long as it doesn’t denote to far from the course matter
• Seems to involve more out of class work than in class
• I would like some integration with writing but this may not be as specific
• It must go far beyond simply learning how to read
• Having time to incorporate QEP items into already busy courses especially technical courses
• Yes, I believe our topic should be advisement/mentoring
• No just not ready to commit
• It might be helpful to make it a reading and writing topic as a number of students are also weak in writing skills
• Yes that it not turn into the fiasco the last one was where the administration became fascists in its direction
• I think integrated reading-writing QEP are worth further investigation
• I’d be fine with reading but mentally I’ve already committed to writing
• We will all have to continue to encourage this process, make reading a real part of all of our classes and applaud and celebrate the outcomes
• I feel this would be a very beneficial area for both the students and the educators

**Spring 2015**

• A web site including the following was provided to faculty for feedback and selection of the next QEP topic:
  o A recap of QEP topic exploration activities and data
  o MSCC student performance indicators and survey data on reading and writing
  o An online presentation on literacy
  o A feedback form on QEP Topic Selection