East Georgia State College
Student Learning Communities
LEARNING TO ASSOCIATE

LET'S GET ASSOCIATED.

East Georgia State College’s Quality Enhancement Plan 2020

On-Site Review Date:
October 6 - 8, 2020
Contents

Section I: Executive Summary .............................................................. 3
Section II: EGSC History in Improving Student Learning and Student Success ....................................................... 5
Section III: Definition of Key Terms ......................................................... 9
Section IV: Literature Review ..................................................................... 14
Section V: QEP Topic Planning and Evaluation Processes – 7.2 (a) .......................................................... 19
Section VI: QEP 7.2 (b) Development, Support and Engagement .............................................................. 27
Section VII: QEP Focus on Improving Student Success and Student Learning Outcomes 7.2 (c) .................. 30
Section VIII: Resource Commitment: Committees and Budget Allocations 7.2 (d) ........................................ 40
Section IX: Resource Commitment: Implementation and Timelines 7.2 (d) ......................................................... 30
Section X: QEP Assessment Plans and Achievement of Expected Outcomes 7.2 (e) ........................................ 56
Section XI: Conclusion ............................................................................ 64
Section XII: References ............................................................................ 65
Section XIII: Appendices ........................................................................... 68
  Appendix A: Strategic Academic Initiatives: Gateways to Completion ...................................................... 69
  Appendix B: EGSC Strategic Plan ................................................................ 71
  Appendix C: Faculty Development ............................................................... 74
  Appendix D: Momentum Year .................................................................... 75
  Appendix E: High-Impact Educational Practices Overview ................................................................. 78
  Appendix F: EGSC Strategic Plan FY 2019-20 to FY 2021-22 Excerpt ...................................................... 79
  Appendix G: College 2025 Initiative ................................................................ 80
  Appendix H: QEP Topic Selection Questionnaire ................................................................................ 81
  Appendix I: SLC Course Evaluation Questionnaire .............................................................................. 81
  Appendix J: Letter of Support from President Bohmer ........................................................................ 85
Section I: Executive Summary

East Georgia State College (EGSC) and the University System of Georgia (USG) have a long history and deep commitment to improving student success and student learning outcomes, improving retention, and improving progression towards graduation and graduation rates. National research, as validated by the experiences of the USG and EGSC, locally, indicates that students in their first year of college are at a high risk of failing academically and not persisting. Different initiatives to mitigate student attrition have been instituted in recent decades nationally, in Georgia, and at EGSC. One of the most powerful initiatives to be developed is the USG promotion of “Gateways to Completion” (G2C), which identifies and seeks to improve academic outcomes in first-year courses required for general education completion. These courses tend to have high DFWI rates and are major barriers to academic success and persistence. EGSC has been building G2C emphasis into its First Year Experience (FYE) programming and is using this Quality Enhancement Plan (QEP) to enhance the power of such G2C reforms through the creation and expansion of Student Learning Communities (SLCs) for selected first-year courses.

This QEP takes a systematic approach to establishing well-designed SLCs and expanding their provision on its main campus in Statesboro and at two other off-campus instructional sites in Statesboro and Augusta. The QEP calls for EGSC to evolve from not having any SLCs, presently, to a total of 20 per semester by the fifth year of this QEP. By 2024-2025, an estimated 30% of EGSC freshmen will have taken selected first-year courses as part of SLCs. The impact of SLCs involving selected first-year courses at EGSC will be assessed in this QEP thorough use of three clearly stated, specific, and measurable student success outcomes (SSOs):

- Improved Success in Selected First-Year Course Completions,
- Improved Success in First-Year Academic Performance, and
- Improved Success in First-Year Retention.

The impact of these SLCs will also be assessed using two additional student learning outcomes (SLOs):

- Improved Student Learning in Passed SLC Selected First-Year Courses and
- Improved *Learning to Associate* in SLCs.

Assessment plans have been developed for determining the extent to which these expected outcomes are achieved during the formative stages of the QEP implementation and the summative stage of the completion and at the time of the Fifth-Year Interim Report. These assessment plans rely on analysis of both direct measures of student success and student learning and on indirect measures of *Learning to Associate*. Throughout the five-year course of the QEP, the use of these assessment results to modify and improve aspects of the QEP is expected.
ROUTING FORM FOR PROPOSED CHANGES TO ACADEMIC POLICY, CURRICULUM CHANGES, STATUTES

EAST GEORGIA STATE COLLEGE

NAME OF POLICY/PROPOSAL:

Attach a complete copy of the proposed change as acted upon by the APCC or Faculty Senate. If changes made to proposal prior to adopting, please note the person and governance body making the change on the proposal, initial and date the change. Copies of appropriate documentation should be attached to the form with each submission and should be retained at each level. Please indicate the type of proposal being submitted:

____ New Course  ______ New Degree Program  ______ Changes to Degree Program Requirements
____ Deactivate Course ______ Discontinue Course ______ Reactivate Course
____ Discontinue Course  ______ Deactivate Degree Program ______ Discontinue Degree Program
____ Reactivate Degree Program ______ Policy Proposal  ______ Statutes Revision
____ Policy Proposal  ______ Policy Revision  ______ Other:

ACADEMIC POLICIES AND CURRICULUM COMMITTEE (APCC)

Initiated and Submitted to APCC

Signature

Date

Dean Approval:

Signature

Date

APCC Action: Approved [ ] Denied [ ] Returned [ ] Tabled [ ]

Signature of Vice President for Academic and Student Affairs, Chair

Date

Comments:

APCC Chair submits to Faculty Senate

FACULTY SENATE

Faculty Senate Action: [ ] Approved [ ] Denied [ ] Returned [ ] Tabled [ ]

Signature of Faculty Senate President

Date

Comments:

Faculty Senate President sends to EGSC President and to the Vice President for Academic and Student Affairs

Note: Revisions to EGSC statutes require approval of President's Cabinet and must be submitted to Chief of Staff/Legal Counsel for routing to President's Cabinet and routing to President. Please indicate "EGSC Statutes revision" on this form.

President's (or designee's) Action: [ ] Approved [ ] Denied [ ] Returned [ ] Tabled [ ]

Signature

Date

Comments:

Distribution By:

Signature

Date

President retains original ACADEMIC POLICY/PROPOSAL ROUTING FORM

President's Office Distributes Copies To:

Faculty Senate—President

Academic Policies & Curriculum Committee—Chair/VPASA

Chief of Staff/Legal Counsel

9/19/18