# QEP Timeline  2014 - 2020

**2014 and 2015 – Planning Phase**

| Date | Goal or Strategy | Activity | Measure | Responsible Party |
|---|---|---|---|---|
| April 2014 | QEP | Requested QEP proposals | QEP proposals | QEP Steering Committee |
| Summer 2014 | Boot Camp | Boot Camp pilot | Success rates | Learning Support (LS) Division Coordinator |
| Fall 2014 | QEP | QEP Proposal discussions and QEP surveys - faculty, staff, students, and board members | Input from stakeholders | QEP Steering Committee |
| Fall 2014 | QEP | Logo and slogan contests to involve students | Logo and slogan creation | QEP Steering Committee |
| Fall 2014 | Accelerated Courses | Co-Requisite 092 (gateway) course developed | Course development | Educational Program Committee (EPC), LS Faculty |
| Fall 2014 | QEP | Faculty & staff edit of QEP draft | QEP draft | QEP Steering Committee |
| Spring 2015 | Accelerated Courses | Co-requisite 092 pilot | Success rates | LS Faculty |
| Summer 2015 | Boot Camp | Boot Camp year 2 | Success rates | LS Division Coordinator |
| Summer 2015 | QEP | *Upwrite* SLOs assessed, reviewed and revised | QEP draft | Interdisciplinary Assessment Team |
| Fall 2015 | QEP | Campus Engagement Activities (debates, writing contests); Media campaign | Participation | Publicity subcommittee |
| Fall 2015 | Faculty development | Professional Development - Dr. Robert Koch and Turnitin workshop | Survey | Office of Academic Affairs |
| Fall 2015 | QEP | Build assignments with IWRC Components | Assignment list | Faculty |
| Fall 2015 | 1, 2 | Pilot IWRC component | Baseline data | Interdisciplinary Assessment Team |
| Fall 2015 | Accelerated Courses | Co-requisite 092 offered | Student success | LS Faculty |

**Goal 1**:  Students will improve their writing skills.

**Goal 2**:  Students will improve their reading skills.

**Goal 3**:  Students will become stronger self-directed learners.

**Spring 2016 – Planning and Baseline Data Collection**

| Date | Goal or Action | Activity | Measure | Responsible Party |
|---|---|---|---|---|
| January | Steering Committee Meeting | Progress report | Minutes | QEP Directors |
| January | 2 | Administer MARSI assessment in ENG/EDU LS courses (pre-test baseline data) | pre-course scores | ENG/EDU LS Instructors |
| January | 1, 2, 3 | Update on QEP | Impact survey | QEP Directors |
| March | | Response due to SACSCOC | | QEP Directors |
| March | 1, 2, 3 | Empower Training | Data collection skills | QEP Directors Academic Dean |
| March | 2 | Learning Support faculty will create vocabulary assessments | Vocabulary assessments | QEP Directors |
| April | 1, 2 | Administer Accuplacer test in Reading in ENG/EDU courses (baseline) and in third English course | Scores | ENG/EDU LS Instructors ENG instructors |
| April | 1 | Administer Exit Writing Essay in ENG/EDU LS courses (post-test baseline) | Checklist | ENG/EDU LS Instructors |
| April | 2 | Administer MARSI assessment in ENG/EDU LS courses | Post-course scores | ENG/EDU LS Instructors |
| April | 2 | Administer content area vocabulary tests | Scores | LS Instructors |
| May | Impact Report | Submit report to SACSCOC | Report | QEP Steering Committee |
| May | 1, 2, 3 | Number of students enrolled in LS courses | Increase or Decrease | QEP Directors |
| May | 1, 2, 3 | Number of students exiting LS courses | Increase or Decrease | QEP Directors |
| May | 1, 2 | Collect data on accelerated course ENG092/111 | Student success | QEP Directors |
| May | 1, 2, 3 | Collect data from IWRC, Upswing, attendance, Turnitin, SSC, graduation/transfer rate, success rate by course | Number of referrals Student satisfaction | QEP Directors |
| May | 1 | Collect data on PLO1 from assigned courses | Student success | QEP Directors |
| May | 1, 2, 3 | Begin collecting data of LS cohort students | Student success | LS Director |

**Goal 1**:  Students will improve their writing skills.

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**Goal 3**:  Students will become stronger self-directed learners.

**Summer 2016 – Planning and Baseline Data Collection**

| Date | Goal or Action | Activity | Measure | Responsible Party |
|------|---------------|----------|---------|-------------------|
| June | 1, 2, 3 | Upwrite Faculty Implementation Team (FIT) workshop | Resource documents | QEP Directors |
| July | Steering Committee Meeting | Discussion of Annual Impact Report results | Minutes | QEP Directors |
| July | 1, 2, 3 | Boot Camp (baseline) | Success rates | Boot Camp director |

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**Goal 3**:  Students will become stronger self-directed learners.

**Fall 2016 – Implementation Year 1**

| Date | Goal or Action | Activity | Measure | Responsible Party |
|------|---------------|----------|---------|-------------------|
| August | Faculty Development | Upwrite FIT Faculty Development - Overview | Survey | QEP Directors |
| August | 2 | Administer MARSI assessment in ENG/EDU LS courses | Pre-course scores | ENG/EDU LS Instructors |
| November | 1, 2 | Administer Accuplacer test in Reading in ENG/EDU courses and in third English course | Scores | ENG/EDU LS Instructors ENG instructors |
| November | 1 | Administer Exit Writing Essay in ENG/EDU LS courses | Checklist | ENG/EDU LS Instructors |
| November | 2 | Administer MARSI assessment in ENG/EDU LS courses | Post-course scores | ENG/EDU LS Instructors |
| November | 2 | Administer content area vocabulary tests | Scores | LS Instructors |
| December | 1, 2, 3 | Number of students enrolled in LS courses | Increase or Decrease | QEP Directors |
| December | 1, 2, 3 | Number of students exiting LS courses | Increase or Decrease | QEP Directors |
| December | 1, 2 | Collect data on accelerated course ENG092/111 | Student success | QEP Directors |
| December | 1, 2, 3 | Collect data from IWRC, Upswing, attendance, Turnitin, SSC, graduation/transfer rate, success rate | Number of referrals Student | QEP Directors |

| | | by course | satisfaction | |
|---|---|---|---|---|
| December | 1 | Collect data on PLO1 from assigned courses | Student success | QEP Directors |
| December | 1, 2, 3 | Collect data of LS cohort students | Student success | LS Director |
| December | Faculty Development | Survey of Faculty Development Implementation | Survey | QEP Directors |

**Goal 1**: Students will improve their writing skills.

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**Goal 3**: Students will become stronger self-directed learners.

**Spring 2017 – Implementation Year 1**

| Date | Goal or Action | Activity | Measure | Responsible Party |
|---|---|---|---|---|
| January | Faculty Development | Upwrite FIT Faculty Development - Goal 1 | Survey | QEP Directors |
| January | 2 | Administer MARSI assessment in ENG/EDU LS courses (pre-test baseline data) | Pre-course scores | ENG/EDU LS Instructors |
| January | 1, 2, 3 | Update on QEP | Impact survey | QEP Directors |
| April | 1, 2 | Administer Accuplacer test in Reading in ENG/EDU courses (baseline) and in third English course | Scores | ENG/EDU LS Instructors ENG instructors |
| April | 1 | Administer Exit Writing Essay in ENG/EDU LS courses (post-test baseline) | Checklist | ENG/EDU LS Instructors |
| April | 2 | Administer MARSI assessment in ENG/EDU LS courses | Post-course scores | ENG/EDU LS Instructors |
| April | 2 | Administer content area vocabulary tests | Scores | LS Instructors |
| May | 1, 2, 3 | Number of students enrolled in LS courses | Increase or Decrease | QEP Directors |
| May | 1, 2, 3 | Number of students exiting LS courses | Increase or Decrease | QEP Directors |
| May | 1, 2 | Collect data on accelerated course ENG092/111 | Student success | QEP Directors |
| May | 1, 2, 3 | Collect data from IWRC, Upswing, attendance, Turnitin, SSC, graduation/transfer rate, success rate by course | Number of referrals Student satisfaction | QEP Directors |
| May | 1 | Collect data on PLO1 from assigned courses | Student success | QEP Directors |
| May | 1, 2, 3 | Collect data of LS cohort students | Student | LS Director |

| | | | success | |
|---|---|---|---|---|
| May | Faculty Development | Survey of Faculty Development Implementation | Survey | QEP Directors |
| May | Impact Report | Submit report to SACSCOC | Report | QEP Directors |

**Goal 1**:  Students will improve their writing skills.

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**Goal 3**:  Students will become stronger self-directed learners.

**Summer 2017 – Implementation Year 1**

| Date | Goal or Action | Activity | Measure | Responsible Party |
|---|---|---|---|---|
| June | 1, 2, 3 | Upwrite Faculty Implementation Team (FIT) workshop | Resource documents | QEP Directors |
| July | Steering Committee Meeting | Discussion of Annual Impact Report results | Minutes | QEP Directors |
| July | 1, 2, 3 | Boot Camp | Success rates | Boot Camp Director |

**Goal 1**:  Students will improve their writing skills.

**Goal 2**:  Students will improve their reading skills.

**Goal 3**:  Students will become stronger self-directed learners.

**Fall 2017 – Implementation Year 2**

| Date | Goal or Action | Activity | Measure | Responsible Party |
|---|---|---|---|---|
| August | Faculty Development | Upwrite FIT Faculty Development - Goal 2 | Survey | QEP Directors |
| August | 2 | Administer MARSI assessment in ENG/EDU LS courses | Pre-course scores | ENG/EDU LS Instructors |
| November | 1, 2 | Administer Accuplacer test in Reading in ENG/EDU courses and in third English course | Scores | ENG/EDU LS Instructors ENG instructors |
| November | 1 | Administer Exit Writing Essay in ENG/EDU LS courses | Checklist | ENG/EDU LS Instructors |
| November | 2 | Administer MARSI assessment in ENG/EDU LS courses | Post-course scores | ENG/EDU LS Instructors |
| November | 2 | Administer content area vocabulary tests | Scores | LS Instructors |
| December | 1, 2, 3 | Number of students enrolled in LS | Increase or | QEP Directors |

| | | courses | Decrease | |
|---|---|---|---|---|
| December | 1, 2, 3 | Number of students exiting LS courses | Increase or Decrease | QEP Directors |
| December | 1, 2 | Collect data on accelerated course ENG092/111 | Student success | QEP Directors |
| December | 1, 2, 3 | Collect data from IWRC, Upswing, attendance, Turnitin, SSC, graduation/transfer rate, success rate by course | Number of referrals Student satisfaction | QEP Directors |
| December | 1 | Collect data on PLO1 from assigned courses | Student success | QEP Directors |
| December | 1, 2, 3 | Collect data of LS cohort students | Student success | LS Director |
| December | Faculty Development | Survey of Faculty Development Implementation | Survey | QEP Directors |

**Goal 1**:  Students will improve their writing skills.

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**Goal 3**:  Students will become stronger self-directed learners.

**Spring 2018 – Implementation Year 2**

| Date | Goal or Action | Activity | Measure | Responsible Party |
|---|---|---|---|---|
| January | Faculty Development | Upwrite FIT Faculty Development - Goal 3 | Survey | QEP Directors |
| January | 2 | Administer MARSI assessment in ENG/EDU LS courses (pre-test baseline data) | Pre-course scores | ENG/EDU LS Instructors |
| January | 1, 2, 3 | Update on QEP | Impact survey | QEP Directors |
| April | 1, 2 | Administer Accuplacer test in Reading in ENG/EDU courses (baseline) and in third English course | Scores | ENG/EDU LS Instructors ENG instructors |
| April | 1 | Administer Exit Writing Essay in ENG/EDU LS courses (post-test baseline) | Checklist | ENG/EDU LS Instructors |
| April | 2 | Administer MARSI assessment in ENG/EDU LS courses | Post-course scores | ENG/EDU LS Instructors |
| April | 2 | Administer content area vocabulary tests | Scores | LS Instructors |
| May | 1, 2, 3 | Number of students enrolled in LS courses | Increase or Decrease | QEP Directors |
| May | 1, 2, 3 | Number of students exiting LS courses | Increase or Decrease | QEP Directors |

| May | 1, 2 | Collect data on accelerated course ENG092/111 | Student success | QEP Directors |
|---|---|---|---|---|
| May | 1, 2, 3 | Collect data from IWRC, Upswing, attendance, Turnitin, SSC, graduation/transfer rate, success rate by course | Number of referrals Student satisfaction | QEP Directors |
| May | 1 | Collect data on PLO1 from assigned courses | Student success | QEP Directors |
| May | 1, 2, 3 | Collect data of LS cohort students | Student success | LS Director |
| May | Faculty Development | Survey of Faculty Development Implementation | Survey | QEP Directors |
| May | Impact Report | Submit report to SACSCOC | Report | QEP Directors |

**Goal 1**:  Students will improve their writing skills.

**Goal 2**:  Students will improve their reading skills.

**Goal 3**:  Students will become stronger self-directed learners.

**Summer 2018 – Implementation Year 2**

| Date | Goal or Action | Activity | Measure | Responsible Party |
|---|---|---|---|---|
| June | 1, 2, 3 | Upwrite Faculty Implementation Team (FIT) workshop | Resource documents | QEP Directors |
| July | Steering Committee Meeting | Discussion of Annual Impact Report results | Minutes | QEP Directors |
| July | 1, 2, 3 | Boot Camp | Success rates | Boot Camp Director |

**Goal 1**:  Students will improve their writing skills.

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**Goal 3**:  Students will become stronger self-directed learners.

**Fall 2018 – Implementation Year 3**

| Date | Goal or Action | Activity | Measure | Responsible Party |
|------|----------------|----------|---------|-------------------|
| August | 2 | Administer MARSI assessment in ENG/EDU LS courses | Pre-course scores | ENG/EDU LS Instructors |
| November | 1, 2 | Administer Accuplacer test in Reading in ENG/EDU courses and in third English course | Scores | ENG/EDU LS Instructors ENG instructors |
| November | 1 | Administer Exit Writing Essay in ENG/EDU LS courses | Checklist | ENG/EDU LS Instructors |
| November | 2 | Administer MARSI assessment in ENG/EDU LS courses | Post-course scores | ENG/EDU LS Instructors |
| November | 2 | Administer content area vocabulary tests | Scores | LS Instructors |
| December | 1, 2, 3 | Number of students enrolled in LS courses | Increase or Decrease | QEP Directors |
| December | 1, 2, 3 | Number of students exiting LS courses | Increase or Decrease | QEP Directors |
| December | 1, 2 | Collect data on accelerated course ENG092/111 | Student success | QEP Directors |
| December | 1, 2, 3 | Collect data from IWRC, Upswing, attendance, Turnitin, SSC, graduation/transfer rate, success rate by course | Number of referrals Student satisfaction | QEP Directors |
| December | 1 | Collect data on PLO1 from assigned courses | Student success | QEP Directors |
| December | 1, 2, 3 | Collect data of LS cohort students | Student success | LS Director |

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**Goal 3**:  Students will become stronger self-directed learners.

**Spring 2019 – Implementation Year 3**

| Date | Goal or Action | Activity | Measure | Responsible Party |
|---|---|---|---|---|
| January | 2 | Administer MARSI assessment in ENG/EDU LS courses (pre-test baseline data) | Pre-course scores | ENG/EDU LS Instructors |
| January | 1, 2, 3 | Update on QEP | Impact survey | QEP Directors |
| April | 1, 2 | Administer Accuplacer test in Reading in ENG/EDU courses (baseline) and in third English course | Scores | ENG/EDU LS Instructors ENG instructors |
| April | 1 | Administer Exit Writing Essay in ENG/EDU LS courses (post-test baseline) | Checklist | ENG/EDU LS Instructors |
| April | 2 | Administer MARSI assessment in ENG/EDU LS courses | Post-course scores | ENG/EDU LS Instructors |
| April | 2 | Administer content area vocabulary tests | Scores | LS Instructors |
| May | 1, 2, 3 | Number of students enrolled in LS courses | Increase or Decrease | QEP Directors |
| May | 1, 2, 3 | Number of students exiting LS courses | Increase or Decrease | QEP Directors |
| May | 1, 2 | Collect data on accelerated course ENG092/111 | Student success | QEP Directors |
| May | 1, 2, 3 | Collect data from IWRC, Upswing, attendance, Turnitin, SSC, graduation/transfer rate, success rate by course | Number of referrals Student satisfaction | QEP Directors |
| May | 1 | Collect data on PLO1 from assigned courses | Student success | QEP Directors |
| May | 1, 2, 3 | Collect data of LS cohort students | Student success | LS Director |
| May | Impact Report | Submit report to SACSCOC | Report | QEP Directors |

**Goal 1**: Students will improve their writing skills.

**Goal 2**: Students will improve their reading skills.

**Goal 3**: Students will become stronger self-directed learners.

**Summer 2019 – Implementation Year 3**

| Date | Goal or Action | Activity | Measure | Responsible Party |
|---|---|---|---|---|
| July | 1, 2, 3 | Boot Camp | Success rates | Boot Camp Director |

**Goal 1**: Students will improve their writing skills.

**Goal 2**: Students will improve their reading skills.

**Goal 3**: Students will become stronger self-directed learners.

**Fall 2019 – Implementation Year 4**

| Date | Goal or Action | Activity | Measure | Responsible Party |
|------|----------------|----------|---------|-------------------|
| August | 2 | Administer MARSI assessment in ENG/EDU LS courses | Pre-course scores | ENG/EDU LS Instructors |
| November | 1, 2 | Administer Accuplacer test in Reading in ENG/EDU courses and in third English course | Scores | ENG/EDU LS Instructors ENG instructors |
| November | 1 | Administer Exit Writing Essay in ENG/EDU LS courses | Checklist | ENG/EDU LS Instructors |
| November | 2 | Administer MARSI assessment in ENG/EDU LS courses | Post-course scores | ENG/EDU LS Instructors |
| November | 2 | Administer content area vocabulary tests | Scores | LS Instructors |
| December | 1, 2, 3 | Number of students enrolled in LS courses | Increase or Decrease | QEP Directors |
| December | 1, 2, 3 | Number of students exiting LS courses | Increase or Decrease | QEP Directors |
| December | 1, 2 | Collect data on accelerated course ENG092/111 | Student success | QEP Directors |
| December | 1, 2, 3 | Collect data from IWRC, Upswing, attendance, Turnitin, SSC, graduation/transfer rate, success rate by course | Number of referrals Student satisfaction | QEP Directors |
| December | 1 | Collect data on PLO1 from assigned courses | Student success | QEP Directors |
| December | 1, 2, 3 | Collect data of LS cohort students | Student success | LS Director |

**Goal 1**: Students will improve their writing skills.

**Goal 2**: Students will improve their reading skills.

**Goal 3**: Students will become stronger self-directed learners.

**Spring 2020 – Implementation Year 4**

| Date | Goal or Action | Activity | Measure | Responsible Party |
|------|---------------|----------|---------|-------------------|
| January | 2 | Administer MARSI assessment in ENG/EDU LS courses (pre-test baseline data) | Pre-course scores | ENG/EDU LS Instructors |
| January | 1, 2, 3 | Update on QEP | Impact survey | QEP Directors |
| April | 1, 2 | Administer Accuplacer test in Reading in ENG/EDU courses (baseline) and in third English course | Scores | ENG/EDU LS Instructors ENG instructors |
| April | 1 | Administer Exit Writing Essay in ENG/EDU LS courses (post-test baseline) | Checklist | ENG/EDU LS Instructors |
| April | 2 | Administer MARSI assessment in ENG/EDU LS courses | Post-course scores | ENG/EDU LS Instructors |
| April | 2 | Administer content area vocabulary tests | Scores | LS Instructors |
| May | 1, 2, 3 | Number of students enrolled in LS courses | Increase or Decrease | QEP Directors |
| May | 1, 2, 3 | Number of students exiting LS courses | Increase or Decrease | QEP Directors |
| May | 1, 2 | Collect data on accelerated course ENG092/111 | Student success | QEP Directors |
| May | 1, 2, 3 | Collect data from IWRC, Upswing, attendance, Turnitin, SSC, graduation/transfer rate, success rate by course | Number of referrals Student satisfaction | QEP Directors |
| May | 1 | Collect data on PLO1 from assigned courses | Student success | QEP Directors |
| May | 1, 2, 3 | Collect data of LS cohort students | Student success | LS Director |
| May | Impact Report | Submit report to SACSCOC | Report | QEP Directors |

**Goal 1**: Students will improve their writing skills.

**Goal 2**: Students will improve their reading skills.

**Goal 3**: Students will become stronger self-directed learners.

**Summer 2020 – Implementation Year 4**

| Date | Goal or Action | Activity | Measure | Responsible Party |
|------|---------------|----------|---------|-------------------|
| July | 1, 2, 3 | Boot Camp | Success rates | Boot Camp Director |

**Goal 1**: Students will improve their writing skills.

**Goal 2**: Students will improve their reading skills.

**Goal 3**: Students will become stronger self-directed learners.