

QEP Timeline 2017 - 2020

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 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
December	Faculty Development	Survey of Faculty Development Implementation	Survey	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.

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.

Goal 2: Students will improve their reading skills.

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

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 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.