

Gulf Coast Community College

QEP Fact Sheet

What is the QEP?

The Quality Enhancement Plan (QEP) is an institutional course of action designed to improve student learning. While it is a requirement for SACS accreditation, it affords GCCC the opportunity to focus on one area that will enhance overall quality and effectiveness. The QEP must be grounded in the college's mission and connected to its strategic plan.

How was CAL selected ?

In fall 2008, a 20-member QEP Steering Committee representing a broad spectrum of the college began the task of creating and implementing a QEP selection process that engaged the college community, leading to campus-wide forums and division surveys that elicited areas of concerns.

Six subcommittees of 44 total faculty and staff performed preliminary work on the following areas of the QEP: Background, Rationale, Outcomes, Key Concepts and Definitions, Professional Development Initiative, Student Success Initiative, Assessment of the Plan, and Institutional Capability.

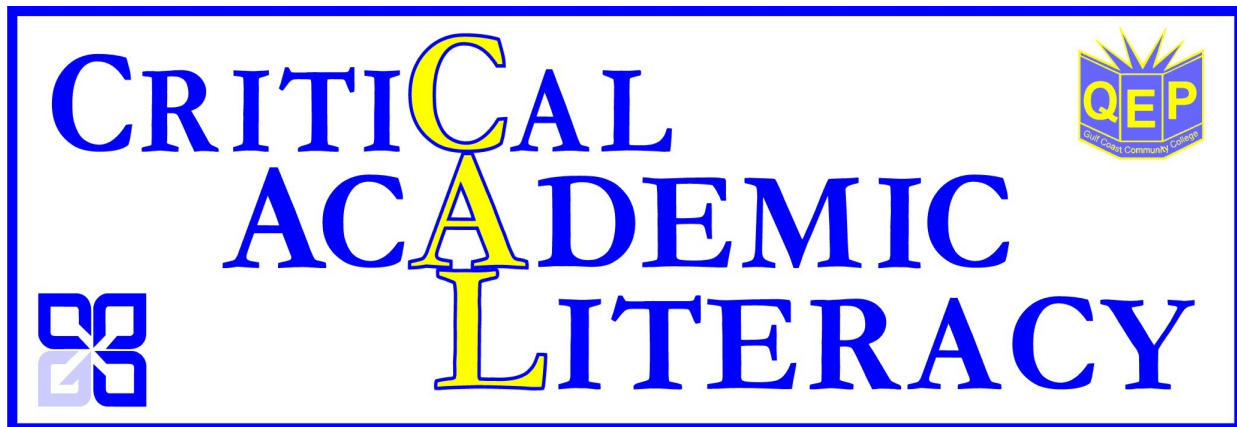
Sharpening of focus led to the selection of the QEP topic in early 2009.

CCCC QEP Topic

Enhancing Students' Critical Academic Literacy (CAL) Through Changes in Classroom Pedagogy

Gulf Coast Community College's definition of Critical Academic Literacy is the ability to:

- ◆ Demonstrate knowledge and higher order thinking skills in analysis, synthesis, and evaluation of textual materials and electronic media – beyond detecting key ideas and summarizing texts.
- ◆ Demonstrate knowledge and functional application skills concerning the accuracy, currency, relevance, and authority of textual and other information sources, including electronic materials.
- ◆ Demonstrate the ability to connect and bind both related and diverse ideas within target textual material, as well as making connections to ideas outside the text, within the field of study, and among a variety of disciplines.



Student Learning Outcomes

As a result of this project, students will be better able to:

- ◆ Analyze, synthesize, and evaluate textual materials and electronic media, beyond detecting key ideas and summarizing text.
- ◆ Evaluate the accuracy, currency, relevance, and authority of textual and other information sources, including electronic materials.
- ◆ Connect and bind both related and diverse ideas within target textual material, as well as make connections to ideas outside the text, within the field of study, and among a variety of disciplines.
- ◆ Use CAL skills to conduct the kinds of inquiry, critical thinking, reasoning, and creative expression relevant to the discipline in which the student is engaged.

Implementation of the Plan

A significant percentage of GCCC faculty and staff will receive training on CAL concepts and discipline-specific CAL best practices. Utilizing this training, faculty and staff will design, incorporate and assess Critical Academic Literacy units in the curriculum and in academic support materials, making CAL a fundamental part of education at GCCC.

The oversight for and implementation of the QEP are the responsibility of the CAL Implementation Committee, the QEP Director, and selected CAL faculty and staff, all reporting to the Vice President for Academic Affairs and Learning Support, to the President, and ultimately to the District Board of Trustees. The majority of faculty and staff will implement the plan or support its implementation during these five years.

Definitions of Important QEP Terms

Text: *set of coherent symbols that transmit a message.*

Outcome: the student understands that texts can be print, electronic, images, graphs, charts, etc., and that through these texts meaning or knowledge is constructed.

Analyze: *to interpret, break into smaller components to examine how the parts work together to create a whole; dissect, outline.*

Outcome: the student discriminates between, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.



Vision

We believe that teaching Critical Academic Literacy (CAL) strategies will improve student learning. Students will construct knowledge as they develop their analysis, synthesis, and evaluation skills. CAL strategies must be taught explicitly through direct classroom instruction and be reinforced through consistent practice.

Synthesize: *to create a new, unified whole resulting from the combination of different influences, ideas, or objects.*

Outcome: the student creatively applies knowledge and analysis to integrate concepts and create an overall theory.

Evaluate: *to judge value, quality, or importance.*

Outcome: the student judges or evaluates information based upon standards and criteria, values, and opinions, all of which are identified during the analysis process.