

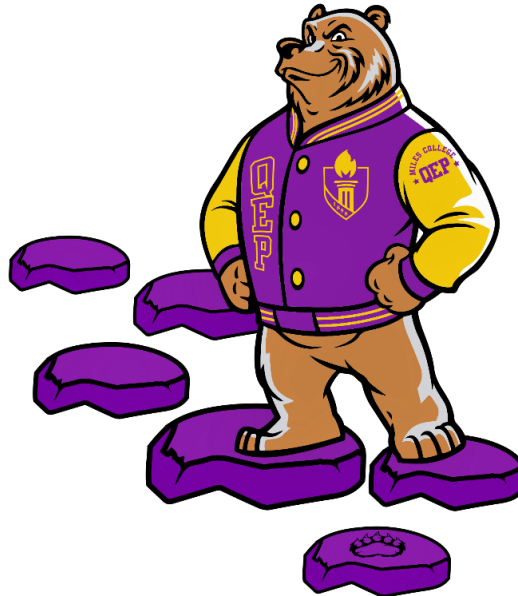


**MILES**  
COLLEGE

Office of Institutional Research & Effectiveness

**Quality Enhancement Plan (QEP)**  
**SACSCOC On-campus Interview Questions**

**QEP Title: Student Retention: Stepping Stones to Success**



MILES COLLEGE QEP  
**STUDENT RETENTION:**  
**STEPPING STONES TO SUCCESS**

Oral Communication • Written Communication • Academic Advising

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# Miles College QEP

## SACSCOC On-campus Interview Questions

SACSCOC on-site reviewers will conduct on-campus interviews and engage in discussions with faculty and staff to answer the following questions:

*(Revised: SACSCOC QEP Lead-Evaluator Policy/SACSCOC Board of Trustees, June 2022)*

### QUESTION 1



**SACSCOC:** *Did the institution identify a topic through its ongoing, comprehensive planning and evaluation processes?*

**Answer:** YES.

- **The four** development fundamentals were:
  1. The **Mission**- the starting point for planning
  2. The **Vision**- the future destination
  3. The **Strategic Goals**- the roadmap to navigate from one to the other
  4. The **Data**- the driver of all decision-making, quality improvement, and problem-solving
- **Monthly** review and analysis of institutional and national data survey results
- **Review** and analysis of Student Survey results
- **Rigorous** analysis of institutional data, discussions, and surveys with the Institutional Planning and Assessment Team (IPAT), faculty, staff, students, and alumni
- **Past** two years (2020 – 2022), the QEP committee's engagement with institutional data:
  - Enrollment (Fall & Spring Semesters)
  - Cohort Persistence and Graduation rates for six years
  - Grade Distribution for General Education Courses
  - Customer Service Survey
  - Advising Survey
  - **Retention**

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- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>➤ Tutoring</li><li>➤ Writing Across Miles</li><li>➤ Faculty Professional Development</li></ul> <ul style="list-style-type: none"><li>• <b>QEP Committee</b> met to develop ten possible student retention-related topics:<ol style="list-style-type: none"><li>1. Oral Communication Skills</li><li>2. Written Communication Skills</li><li>3. Digital Skills</li><li>4. Advising Services</li><li>5. One-to-one Academic Coaching</li><li>6. Social Skills</li><li>7. Critical Thinking Skills</li><li>8. Team Learning</li><li>9. Career Support Services</li><li>10. Mathematic Skills</li></ol></li><li>• <b>Data Analysis</b> of first-year General Education Courses<br/>Fall 2017 – Spring 2020<ul style="list-style-type: none"><li>➤ Fundamentals of Speech (SPE111)</li><li>➤ English Composition I (EN101)</li><li>➤ English Composition II (EN102)</li></ul></li><li>• <b>Faculty/Staff</b> consensus on retention-related topics:<ol style="list-style-type: none"><li>1. Oral Communication</li><li>2. Written Communication</li><li>3. Academic Advising</li></ol></li><li>• <b>Faculty QEP</b> topic selection voting poll:<ol style="list-style-type: none"><li>1. Student Retention: Stepping Stones to Success (89%)</li><li>2. Student Retention: Bridging the Gap (11%)</li><li>3. Student Retention: Foundation to Focus (0%)</li></ol></li></ul> <p>In summary, Miles College engaged in rigorous ongoing, comprehensive planning, and evaluation processes to identify the institution's QEP topic- <b>Student Retention: Stepping Stones to Success.</b></p> |
|  | 2   |

## QUESTION

2



**SACSCOC:** *Does the topic have broad-based support of institutional constituencies?*

**Answer:** YES.

The **broad-based** institutional supports are:

- Students, faculty, administrators, staff, alumni, and stakeholders
- The QEP Committee & Subcommittees
  - Concept Identification & Development
  - Marketing & Communication
  - Literature Review & Best Practices
  - Assessment
  - Written & Oral Communication
  - Faculty & Staff Professional Development
  - Student Tutorial Services
  - Academic Advising

*(Committee members consisted of faculty, staff, students, alumni, and stakeholders.)*

In summary, Miles College does have the broad-based support of its Quality Enhancement Plan- **Student Retention: Stepping Stones to Success.**

## QUESTION

3



**SACSCOC:** *Does the topic focus on improving specific student learning outcomes and/or student success?*

**Answer:** YES.

- Gateway courses at Miles College were in need of improvement
  1. Fundamentals of Speech (SPE111)
  2. English Composition I (EN101)
  3. English Composition II (EN102)
- The QEP will concentrate on first and second-year students. *(Four Semesters)*

**First-Year Courses Data Analysis Fall 2017 – Spring 2020**

<b>Ranking</b>	<b>General Education Courses</b>	<b>Enrollment Count</b>	<b>Failure Count</b>	<b>Failure Percentage %</b>
<b>1</b>	<b>SPE111</b> Fundamentals of <b>Speech</b>	1198	365	<b>30%</b>
<b>2</b>	<b>EN102</b> <b>English</b> Composition II	1068	311	<b>29%</b>
<b>3</b>	<b>EN101</b> <b>English</b> Composition I	1120	316	<b>28%</b>

- **QEP Goal 1:** To strengthen EN101 and EN102 students' ability to use writing to articulate their ideas, and prepare them for the demands of academic and professional writing.

**Student Learning Outcome 1**

- Written Communication Skills: Students will demonstrate improved knowledge of communication abilities by developing effective writing processes.

- **QEP Goal 2:** To strengthen SPE111 students' general facility and confidence in oral expression, public speaking, and the effective delivery of oral presentations.

**Student Learning Outcome 2**

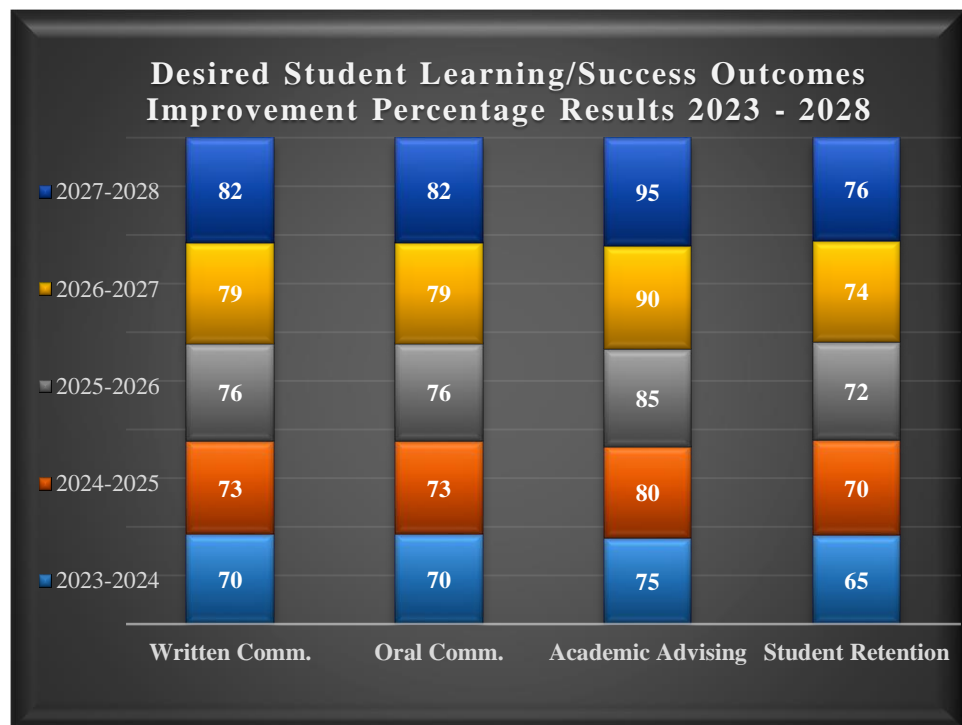
- Oral Communication Skills: Students will demonstrate improved knowledge of communication abilities by developing effective oral communication processes in various contexts.

- **QEP Goal 3:** To promote a culture of quality academic advising by communicating regularly with students and providing them with accurate information regarding policies and procedures to make academic, career, social and personal decisions.

### Student Success Outcome 3

- Advising: Academic/Student Advisors will assist students to craft a coherent educational plan and help in choosing a major; make sure students take at least 30 credit hours in an academic year; and monitors students' persistence per semester.

#### Desired Student Learning/Success Outcomes Improvement – Five Years



In summary, Miles College's QEP focuses on improving specific student learning outcomes and/or student success. The desired target is for the institution to improve student retention by **10%** because the ultimate goal is to retain students and graduate students.



## QUESTION

4



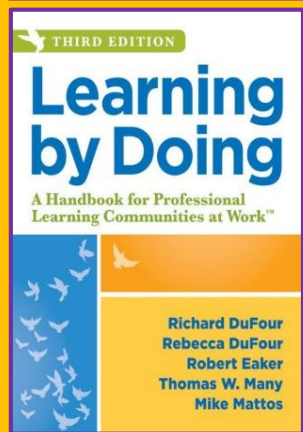
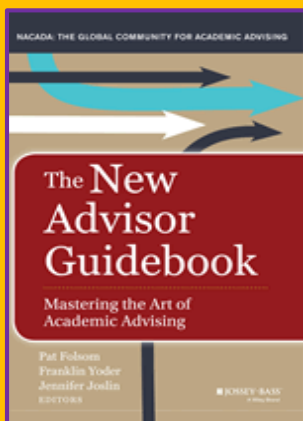
**SACSCOC:** *Has the institution committed resources to initiate, implement and complete the QEP?*

**Answer:** YES.

The committed resources needed to effectively implement the QEP are as follows:

- **MyLab Writing Software** (*Pearson Education*)  
This adaptive learning software is a technology-based online tutorial system that analyzes a student's performance in real-time and modifies teaching and skills based on the student's data. It also provides personalized writing feedback. MyLab Writing will also be an addition to each instructor's syllabus to ensure student usage. In addition, MyLab Writing data dashboard developed by *Pearson Education* will allow instructors and students to monitor their skills development progress in real-time.
- **Smarthinking On-line Tutoring**  
This is an on-line tutoring platform. Students will have access to a virtual, real-time writing expert 24 hours a day. This tutor will also provide offline writing document critiques and render personal feedback. Smarthinking will also be an addition to each instructor's syllabus to ensure student usage. In addition, Smarthinking data dashboard developed by *Pearson Education* will allow instructors and students to monitor their skills development progress in real-time.
- **VALUE Rubrics for Oral & Written Communication**  
Instructors will implement the use of *VALUE* Rubrics for Oral and Written Communication throughout the semester (*for each class*). These rubrics provide a basic framework for evaluating and discussing student learning. This will allow continuity and implementation of research-based strategies among all English and Speech instructors. The fidelity will ensure that students are receiving instruction that aligns with the QEP goals and student learning outcomes.

## eTUTORIALS



- **eTutorials by NACADA**

Academic advisors will register for two eTutorials, by NACADA, per year. This is a three-week online learning experience. Participants will be introduced to key concepts in academic advising including current foundational theories and practices from top scholars and practitioners in the field of academic advising. NACADA will be the moderator for each eTutorial.

The College will finance the NACADA yearly membership costs for academic advisors.

- **Professional Book**

Advisors will implement an 'Academic Advisors' Book Club. *The New Advisor Guidebook- Mastering the Art of Academic Advising*, published by NACADA, will be the book of choice. The book will be purchased for each academic advisor. The advisors will meet bi-monthly to discuss retention and implementation of best practices and strategies.

- **Professional Development Resource**

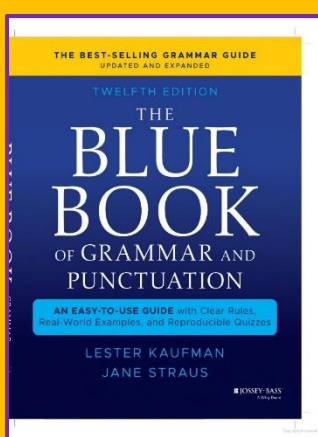
Academic Advisors will participate in ongoing, robust monthly professional development. *The Proactive (Intrusive) Academic Advising Toolkit 2* published by, NACADA will be the primary resource. This toolkit will provide advisors with the needed materials to conduct effective Professional Development workshops.

*NACADA- National Academic Advising Association*

- **Professional Book**

English and Speech instructors will be engaged in their own Written/Oral Communication Professional Learning Community (PLC). The selected PLC book, *Learning by Doing: A Handbook for Professional Learning Communities at Work*, by Richard DuFour (3<sup>rd</sup> Edition), will be purchased for each instructor. The PLC Meetings will be held bi-monthly and during this time, instructors will share instructional strengths and weaknesses related to student learning outcomes. They will also bring samples of student work to analyze and formative assessments that align with student work samples.





- **Student Instructional Supplies**

Writing Journals (w/*QEP Logo*) and *The Blue Book of Grammar and Punctuation*, by Kaufman and Straus.

In summary, Miles College has committed both faculty and student resources to initiate, implement and complete the institution's Quality Enhancement Plan (QEP).

## QUESTION 5



**SACSCOC:** Does the QEP include a plan to assess achievement?

**Answer:** YES.

The QEP student learning/success outcomes will be assessed using Miles College 8-Step Assessment Process.

1. Developing unit outcome statement
2. Identifying related College Strategic Goals(s) to an outcome statement
3. Identifying assessment measures (direct/indirect)
4. Establishing achievement targets (criteria for success)
5. Analyzing data collected (findings)
6. Using results based on the findings
7. Developing action plans for continuous improvement
8. Cyclical reporting, establishing trend analysis year over year

<b>Step 1:</b>	<b>State the QEP Outcomes:</b> an observable/measurable outcome of the QEP
<b>Step 2:</b>	<b>Identification of Strategic Goal(s):</b> indicate the institutional goal(s) related to the outcome.

<b>Step 3:</b>	<b>Identification of Assessment Measures (Tools):</b> specific assessment tools or metrics (direct/indirect) that will be used to measure the achievement outcome
<b>Step 4:</b>	<b>Establishment of Achievement Target:</b> specific levels that define the successful achievement of the outcome
<b>Step 5:</b>	<b>Analysis of the Findings:</b> results of planning and assessment activities for each measure
<b>Step 6:</b>	<b>Use of Results:</b> what has been learned from the assessment of findings, and what does this information mean for improving the QEP
<b>Step 7:</b>	<b>Action Plan for Continuous Improvement:</b> follow-up measures by developing an action plan for continuous improvements. Budget implications are assessed and recommended as appropriate
<b>Step 8:</b>	<b>Cyclical Reporting for Comparative Analysis:</b> AY 2024-2025 compared to AY 2023-2024, assessments are repeated after implementation of the stated action plans to provide evidence of improvement based on the analysis of the findings.

- The QEP will assess first and second-year students. (*Four semesters*)
- Both formative and summative assessments will be used
- The QEP will assess **two** student learning outcomes and **one** student success outcome:
  1. **Written Communication Skills:** Students will demonstrate improved knowledge of communication abilities by developing effective writing processes.

2. **Oral Communication Skills**: Students will demonstrate improved knowledge of communication abilities by developing effective oral communication processes in various contexts.
3. **Advising**: Academic/Student Advisors will assist students to craft a coherent educational plan and help in choosing a major; make sure students take at least 30 credit hours in an academic year; and monitors students' persistence per semester.

In summary, Miles College does have an assessment plan to assess first and second-year students for four consecutive semesters on its QEP three learning/student success outcomes.

## QEP PILOT Implementation

### Academic Advising

August –  
December 2022

Task/Activity	Assessment Measure	Criteria for Success
1. The first-year students will take an advising satisfaction survey	➤ Satisfaction Survey (NACADA)	➤ At least <b>80%</b> of students will respond to the survey and at least <b>70%</b> of responses will be satisfied, or extremely satisfied
2. The student will submit a Declaration of Major form to the Academic Success Center	➤ Declaration of Major submissions	➤ At least <b>70%</b> of the incoming cohort will declare their major before the end of their first academic year
3. Academic Success Coaches will advise students to take at least 15 credit hours each semester	➤ Student's attempted hours each semester will be collected from the College's Enterprise Resource Planning System (ERP)	➤ At least <b>80%</b> of the cohort will be enrolled in 15 credit hours per semester

The **Quality Enhancement Plan** is an integral component of the reaffirmation of the accreditation process with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and is derived from an institution's ongoing comprehensive planning and evaluation processes. It reflects and affirms a commitment to enhancing overall institutional quality and effectiveness by focusing on an issue that the institution considers important to improving student learning outcomes and/or student success. The document submitted by the institution demonstrates that its QEP (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement and complete the QEP; and (e) includes a plan to assess achievement. The On-Site Reaffirmation Committee reviews the document and conducts interviews to determine whether the institution has demonstrated compliance with **Standard 7.2**.

*"Proper Preparation  
Prevents Poor Performance."*

-Stephen Keague

*"If you operate in  
compliance, you don't have  
to get into compliance."*

-SACSCOC QEP & Accreditation  
Conference, July 2022

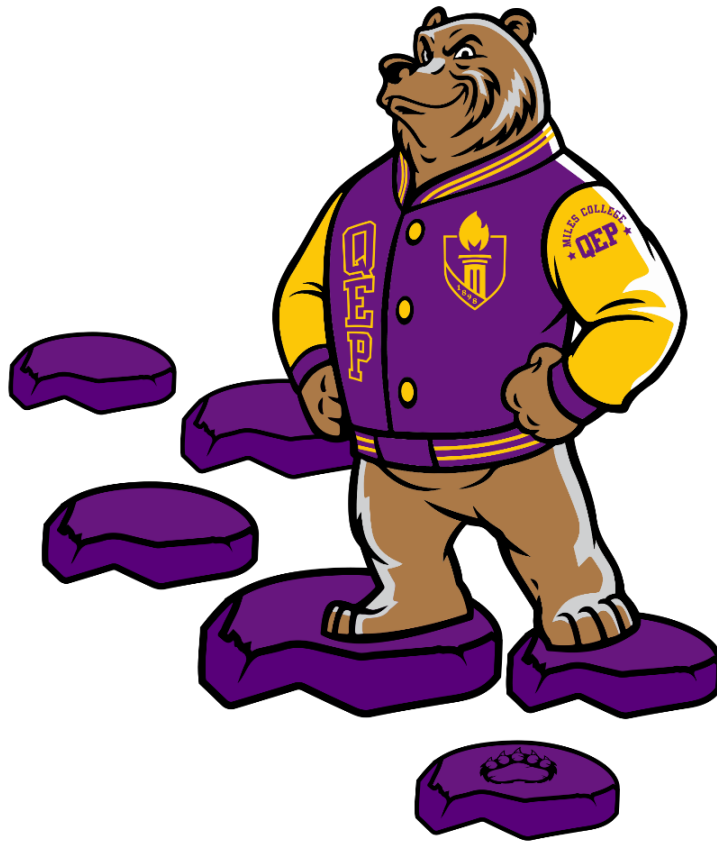
*"Success is the sum of details"*

-Harvey Firestone

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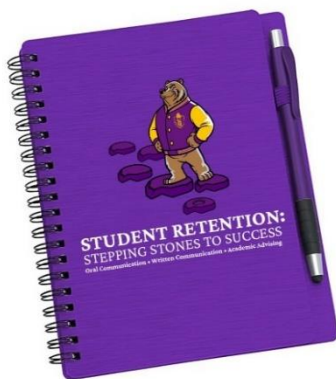
QEP Logo



M I L E S   C O L L E G E   Q E P  
**STUDENT RETENTION:**  
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Oral Communication • Written Communication • Academic Advising

## QEP Mock-up Examples



# Mock-Up #1

