



125TH
ANNIVERSARY

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Office of Institutional Research & Effectiveness

Student Retention: Stepping Stones to Success

Quality Enhancement Plan (QEP)

Comprehensive Professional Development Plan

Spring Semester January 2024 – May 2024



MILES COLLEGE QEP
STUDENT RETENTION:
STEPPING STONES TO SUCCESS
Oral Communication • Written Communication • Academic Advising

Dimple J. Martin, Ph.D.
Director, Quality Enhancement Plan (QEP)

Anthonia Adadevoh, D.A.H.
Vice President, Institutional Research & Effectiveness/SACSCOC Liaison

What does the research say?

Faculty professional development has the potential to expand faculty effectiveness and lead academic transformation on campuses when executed properly. In 2016, \$359 billion dollars was spent globally on professional development, but the return on investment has been limited by flaws in purpose, timing, and content (Glaveski, 2019). How can faculty development be flexible to provide equitable support with a diverse offering of opportunities that create knowledge and skills that allow faculty to teach using the best pedagogical approaches (Ramsay & Dick, 2019)? Development needs to be an ongoing process that allows one to learn, reflect, and implement different techniques into practice. Faculty development cannot be discrete events with concrete outcomes.

Why is faculty professional development important?

Faculty members are key to students' learning journeys. Faculty need support, resources, and ongoing development to help them provide the best educational experiences. Molly Corbett Broad, President Emerita, for the American Council on Education, stated: "High-quality instruction has been the backbone of an American Higher Education System that remains the envy of the world. But how to measure effective teaching and gauge its impact on an ever more diverse population of students is vital if we are to dramatically increase the number of Americans able to earn a college degree" (Haras, Taylor, Sorcinelli, & von Hoene, 2017). Regardless of learning modality, faculty need skills to create inclusive and equitable learning environments to support learner growth and development.

Efforts to enhance faculty professional development capacity and systematically assess its impacts are essential to measure the quality of current offerings and provide recommendations for designing programs that meet the changing needs of learners, faculty, and institutions (Haras, Taylor, Sorcinelli, & von Hoene, 2017).

What does SACSCOC require?

An example of how higher education institutions adopt and provide professional development comes from the Southern Association of Colleges and Schools Commission on Colleges, a regional accrediting agency. They require that accredited institutions develop a Quality Enhancement Plan based on their institutional assessment that focuses on learning outcomes and environments that support student learning. The Quality Enhancement Plan provides an opportunity to engage faculty with the goal of enhancing overall institutional quality and effectiveness (Southern Association of Colleges and Schools Commission on Colleges, 2018).

What does Miles College's Policy and Procedure say?

Miles College provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission. (*Faculty Handbook, Revised 2020*)

What does Miles College Mission Statement say?

Miles College is a senior, private, liberal arts Historically Black College with roots in the Christian Methodist Episcopal Church. The College through dedicated faculty cultivates students to seek knowledge that leads to intellectual and civic empowerment. Students are transformed through rigorous study, scholarly inquiry, and spiritual awareness, thereby enabling graduates to become responsible citizens who help shape the global society.

What does SACSCOC Standard 6.5 say?

The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission. (*Faculty Development*)

SACSCOC Rationale:

Faculty members are at the core of institutional mission-driven activities and therefore need to stay current, improve their own knowledge and skills, and have the opportunity to actively participate in their profession, including (as appropriate) conducting research and engaging in scholarship and clinical practice. In order to establish and sustain a culture where faculty professional development is valued and pervasive, it is important that institutions develop a systematic and comprehensive approach to offering and supporting activities and programs that assist and encourage members of the faculty to pursue professional development. Because of the wide range of institutions within the SACSCOC membership, faculty development policies should be crafted—and reviewed—in light of the institution's mission.



Miles College
Quality Enhancement Plan (QEP)
Comprehensive Professional Development Plan
 Spring Semester January 2024 – May 2024


Who?	What?	When?	Where?	Why?
Instructors <ul style="list-style-type: none"> • EN101 • EN102 • SPE111 	QEP Faculty Professional Learning Communities (PLCs): SPE111 <ul style="list-style-type: none"> • Student Outcome • Student Data • Student Work Samples • Lesson Planning 	January 17, 2024 11 am – 12:15 pm	Pearson Hall	SACSCOC Standard 7.2
Academic Advisors	Professional Book Study <i>Academic Advising Approaches: Strategies That Teach Students to Make the Most of College</i> by Jane K. Drake, Jordan, and Miller (1 st Edition) <ul style="list-style-type: none"> ✓ Chapters 8, 9 & 10 ✓ Facilitator: A. McCormick 	January 18, 2024 10 am – 12 pm	LSCC	SACSCOC Standard 7.2
Instructors <ul style="list-style-type: none"> • EN101 • EN102 • SPE111 	Work Session <ul style="list-style-type: none"> • Data Deep Dive <ol style="list-style-type: none"> a) TutorMe Student Usage b) MyLab Writing Student Usage c) MyLab Writing Skills Modules d) LRC Writing Lab Student Usage e) Assessment Item Analysis f) Class Assessment(s) Item Analysis g) EPE Attempts/Completions Professional Book Study <ul style="list-style-type: none"> • <i>Learning Assessment Techniques: A Handbook for College Faculty</i> by Elizabeth F. Barley and Claire Major <ul style="list-style-type: none"> ✓ Chapters: 4 & 5 ✓ Facilitators: G. Parker & Y. Sykes 	January 19, 2024 10 am – 1 pm	Pearson Hall	SACSCOC Standard 7.2

Instructors <ul style="list-style-type: none"> • EN101 • EN102 • SPE111 	QEP Faculty Professional Learning Communities (PLCs): EN101 <ul style="list-style-type: none"> • Student Outcome • Student Data • Student Work Samples • Lesson Planning 	February 14, 2024 11 am – 12:15 pm	Pearson Hall	SACSCOC Standard 7.2
Academic Advisors	Professional Book Study <i>Academic Advising Approaches: Strategies That Teach Students to Make the Most of College</i> by Jane K. Drake, Jordan, and Miller (1 st Edition) <ul style="list-style-type: none"> ✓ Chapters 11 & 12 ✓ Facilitator: C. Gillion 	February 15, 2024 10 am – 12 pm	LRC	SACSCOC Standard 7.2
Instructors <ul style="list-style-type: none"> • EN101 • EN102 • SPE111 	Work Session <ul style="list-style-type: none"> • Data Deep Dive <ol style="list-style-type: none"> a) TutorMe Student Usage b) MyLab Writing Student Usage c) MyLab Writing Skills Modules d) LRC Writing Lab Student Usage e) Assessment Item Analysis f) Class Assessment(s) Item Analysis g) EPE Attempts/Completions Professional Book Study <ul style="list-style-type: none"> • <i>Learning Assessment Techniques: A Handbook for College Faculty</i> by Elizabeth F. Barley and Claire Major <ul style="list-style-type: none"> ✓ Chapters 6 & 7 ✓ Facilitator: Dr. Brackett 	February 16, 2024 10 am – 1 pm	Pearson Hall	SACSCOC Standard 7.2
Instructors <ul style="list-style-type: none"> • EN101 • EN102 • SPE111 	QEP Faculty Professional Learning Communities (PLCs): EN102 <ul style="list-style-type: none"> • Student Outcome • Student Data • Student Work Samples • Lesson Planning 	March 13, 2024 11 am – 12:15 pm	Pearson Hall	SACSCOC Standard 7.2

Academic Advisors	NACADA PD Webinar ✓ From “Ugh” to “Ahhh”: Creating a Sustainable Orientation Advising model	March 14, 2024 10 am – 12 pm	LRC	SACSCOC Standard 7.2
Instructors <ul style="list-style-type: none"> • EN101 • EN102 • SPE111 	Work Session <ul style="list-style-type: none"> • Data Deep Dive <ul style="list-style-type: none"> a) TutorMe Student Usage b) MyLab Writing Student Usage c) MyLab Writing Skills Modules d) LRC Writing Lab Student Usage e) Assessment Item Analysis f) Class Assessment(s) Item Analysis g) EPE Attempts/Completions Professional Book Study <ul style="list-style-type: none"> • <i>Learning Assessment Techniques: A Handbook for College Faculty</i> by Elizabeth F. Barley and Claire Major <ul style="list-style-type: none"> ✓ Chapters 8 & 9 ✓ Facilitator: L. Moore 	March 15, 2024 10 am – 1 pm	Pearson Hall	SACSCOC Standard 7.2
Instructors <ul style="list-style-type: none"> • EN101 • EN102 • SPE111 	QEP Faculty Professional Learning Communities (PLCs): SPE111 <ul style="list-style-type: none"> • Student Outcome • Student Data • Student Work Samples • Lesson Planning 	April 17, 2024 11 am – 12:15 pm	Pearson Hall	SACSCOC Standard 7.2

Academic Advisors	NACADA PD Webinar ✓ Hey Auntie! An HBCU Approach to Academic Recovery	April 18, 2024 10 am – 12 pm	LRC	SACSCOC Standard 7.2
Instructors <ul style="list-style-type: none"> • EN101 • EN102 • SPE111 	Work Session <ul style="list-style-type: none"> • Data Deep Dive <ul style="list-style-type: none"> a) TutorMe Student Usage b) MyLab Writing Student Usage c) MyLab Writing Skills Modules d) LRC Writing Lab Student Usage e) Assessment Item Analysis f) Class Assessment(s) Item Analysis g) EPE Attempts/Completions Professional Book Study <ul style="list-style-type: none"> • <i>Learning Assessment Techniques: A Handbook for College Faculty</i> by Elizabeth F. Barley and Claire Major <ul style="list-style-type: none"> ✓ Chapters 10 & 11 ✓ Facilitator: R. Pierce 	April 19, 2024 10 am – 1 pm	Pearson Hall	SACSCOC Standard 7.2
Instructors <ul style="list-style-type: none"> • EN101 • EN102 • SPE111 	QEP Faculty Professional Learning Communities (PLCs): EN101 <ul style="list-style-type: none"> • Student Outcome • Student Data • Student Work Samples • Lesson Planning 	May 15, 2024 11 am – 12:15 pm	Pearson Hall	SACSCOC Standard 7.2
Academic Advisors	NACADA PD Webinar ✓ Toward a Culturally and Racially Sensitive Renaming of Academic Probation	May 16, 2024 10 am – 12 pm	Pearson Hall	SACSCOC Standard 7.2

Instructors <ul style="list-style-type: none"> • EN101 • EN102 • SPE111 	Work Session <ul style="list-style-type: none"> • Data Deep Dive <ul style="list-style-type: none"> a) TutorMe Student Usage b) MyLab Writing Student Usage c) MyLab Writing Skills Modules d) LRC Writing Lab Student Usage e) Assessment Item Analysis f) Class Assessment(s) Item Analysis g) EPE Attempts/Completions Professional Book Study <ul style="list-style-type: none"> • <i>Learning Assessment Techniques: A Handbook for College Faculty</i> by Elizabeth F. Barley and Claire Major <ul style="list-style-type: none"> ✓ Chapter 12 ✓ Facilitator: T. Gumbs 	May 17, 2023 10 am – 1 pm	Pearson Hall	SACSCOC Standard 7.2
TOTAL Fall Semester: QEP Professional Development Hours		31 hours and 15 minutes (31.15)		


If we want students to learn, the most critical element is the teacher. So professional development is the overall most important thing we can do to help students learn.

“Why Quality PD Matters to Teachers” -Edutopia