

## **Executive Summary for Georgia Military College's Quality Enhancement Plan**

Georgia Military College's (GMC's) Quality Enhancement Plan (QEP) began at the end of 2002 and is scheduled to continue through 2013. GMC has divided this 10-year effort into four major phases: strategic planning, development, implementation, and assessment.

### **Strategic Planning**

From the end of 2002 through 2004, GMC conducted strategic planning sessions and collected and analyzed data with the goal of defining its (a) QEP problem statement, (b) area of focus, and (c) accompanying goals and objectives. The focus of GMC's QEP is on improving student learning in its remedial reading, English, and math classes. Approximately 65% of GMC's first-time, full-time freshman place into at least one remedial course. Because of the large percentage of students placing into remedial courses, GMC QEP stakeholders agreed upon this focus and established the following goals as a means of positively impacting remedial student learning:

- **Establish a comprehensive, effective student and faculty support system** (such as the implementation of a robust tutoring program, a comprehensive first-year experience program, and a solid supplemental instruction program)
- **Design, develop, and deliver a best practice remedial education curriculum**
- **Increase faculty development opportunities for all faculty** members to learn the necessary skills to implement at-risk student best practice advising and instruction (such as learner-centered instruction, computer-assisted instruction, and a solid student-centered advising program)

### **Development**

Beginning in 2005, GMC entered its QEP development phase. During this phase, members of the QEP Committee developed the following plans and programs supporting QEP goals and objectives:

- a first-year experience program called Life KEYS
- an expansion of GMC's tutoring services that includes CRLA tutoring certification
- supplemental instruction modeled after best-practices
- an Early Alert program
- a review of remedial education curriculum culminating in NADE curriculum certification
- a robust and on-going faculty development program
- a solid student-centered advising program

### **Implementation**

At the end of 2005, GMC entered its QEP implementation/implantation phases. The focus of this phase is to successfully implement the identified QEP goals and objectives in such a way that these initiatives are "implanted" within the institution, or become a part of GMC's culture. Completed QEP objectives include:

- Fall 2005 began implementation of its first-year experience program, Life KEYS
- Fall 2006 implemented COMPASS Placement testing
- 2006 implemented supplemental instruction in remedial classes
- Early 2007 allocated additional funds to expand tutoring services
- Spring 2007 completed development of pre- and post-tests for remedial English, Reading, and Math courses. College wide pre and post testing begins Fall 2007
- Fall 2007 expands supplemental instruction program
- Fall 2007 begins a faculty-centered and research-based best practice review of its remedial education curriculum
- Early 2003-present allocated funds for a solid faculty development program. Full-time and adjunct faculty members continue to attend various remedial education and learner-centered instructional conferences such as NADE, CRLA, The Kellogg Institute, First-Year Experience Program training, and Supplemental Instruction program training.

### **Assessment**

GMC has developed a comprehensive, outcome-based, and on-going QEP assessment program that includes formative and summative evaluation. Annual assessment of QEP initiatives includes evaluation of student scores on pre and post tests administered in developmental classes, administration of COMPASS Diagnostic at the completion of developmental course work, analysis of Regents scores for developmental and non-developmental students, and review of student responses collected by Noel-Levitz SSI, ACT Academic Advising, and CCSSE as well as student surveys of instruction and course end evaluations completed by instructors.