

## QEP Executive Summary: Engaged Teaching Fosters Engaged Learning

### Louisburg College

#### Ms. Crystal Brantley

Assistant Professor, Executive Director of English, and QEP Director; [cbrantley@louisburg.edu](mailto:cbrantley@louisburg.edu)

The faculty of Louisburg College chose to focus its Quality Enhancement Plan (QEP) on engaged teaching and learning. Louisburg College adopted the definition of “engagement” developed by Barkley, Major and Cross (2010), experts on student collaboration and engagement. They define student engagement as “a process and a product that is experienced on a continuum and results from the synergistic interaction between motivation and active learning,” (p. 8). Specific engaging, effective instructional strategies position students as active participants in their learning and engage them in coursework.

As a result of engagement through active learning, students will more successfully meet desired **Louisburg College Student Learning Outcomes (SLOs)**:

- Students will make connections between course content and issues of real world significance by synthesizing those connections in discipline-specific assignments.
- Students, working with an existing knowledge base, will identify key, relevant elements in significant texts.
- Students, in collaboration with one or more peers, will solve intellectually rigorous real-world issues.

**Catalysts for Engagement and SLO Improvement:** Research supports the benefits of engagement in higher education, and Louisburg College identified ten instructional strategies that best promote classroom engagement and higher-order thinking. Over five years, use of these effective, engaging instructional strategies will increase in classes across campus:

1. Case Analysis
2. Critical Inquiry
3. Small-Group Discussion
4. Essays
5. Personal Response Paper
6. Problem-Based Learning
7. Portfolio-Based Assessment
8. Revision / Resubmission
9. Role-Playing Activities
10. Student Projects

Louisburg College also identified **six common characteristics of engaged, effective instructional strategies**, including collaboration, technology, research, student presentations – use of oral communication skills, metacognition, and disciplinary literacy.

To best implement these ten effective, engaging instructional strategies, influencing student learning, faculty have set several **QEP faculty goals**:

- Faculty will participate in professional development activities focused on the identified effective, engaging instructional strategies.
- Faculty will implement at least four of the effective, engaging instructional strategies identified as part of the QEP.
- Faculty will develop rubrics to measure student learning outcomes in their courses.
- Faculty will evaluate their use of engaging, effective instructional strategies and modify their implementation of those strategies to improve in subsequent attempts

Professional development focused on the ten instructional strategies and the six common characteristics of those strategies are planned. Nine general education, high-enrollment courses were chosen to measure success of the initiative.

**To assess QEP impact, Direct measures** include the Faculty and Student Instructional Landscape Surveys—assessing the use of engaging instructional strategies inside the classroom; the Collegiate Learning Assessment (CLA+)— assessing students’ critical thinking skills; and assignment rubrics—assessing student success at attaining SLOs in specific courses. **Indirect measures** include the Cooperative Institutional Research Program (CIRP), Your First College Year (YFCY), the Community College Survey of Student Engagement (CCSSE), and the Community College Faculty Survey of Student Engagement (CCFSSE).