

Focus of the Quality Enhancement Plan

GTCC's Quality Enhancement Plan (QEP) will focus on increasing student success in the first 12 hours by increasing student engagement and attendance in class. The QEP is a culmination of over four years of research and efforts to improve course success early in a student's academic pathway. As was described in the topic selection summary, many data insights have led the College to realize students successfully earning 12 credits in two years significantly increases student overall success and reduces the achievement gap noted between subpopulations of students at GTCC. As a majority student of color institution, the College is committed to raising student achievement for all.

Student Engagement

GTCC strategies for improving classroom engagement will be focused on incentivizing students to increase class attendance, successfully complete assignments, and engage in class activities, as described by Emory University and adapted from Appleton, et.al. (2008). The College will identify and implement intentional engagement strategies that enhance overall student learning outcomes. One effective approach involves incorporating attendance as a factor in grading or participation scores, thereby positively encouraging regular presence. As an example, faculty will design attendance-taking processes to include brief interactive activities or quizzes, directly linking attendance to immediate engagement with course content. By intertwining attendance with active learning mechanisms, faculty will cultivate a classroom environment where attendance becomes synonymous with meaningful participation and enriched learning experiences. The College's Center for Teaching and Learning (CTL), Faculty-In-Training (FIT) program, eLearning, and the Center for Academic Engagement will work together to develop additional ways to increase student engagement through faculty development opportunities and course development within the classroom and the learning management system, Canvas.

Attendance Policy and Reporting

One of the key strategies to increase student engagement is becoming an attendance taking college with administrative withdrawal in Year 1 of the QEP. A pilot is planned in the Fall of 2024 to include one or two programs that already have regulatory requirements to track attendance, e.g. Aviation Systems Technology and Cosmetology. This will allow the College to engage general education faculty in the attendance tracking process and assess how well reporting is working for the pilot group. The pilot group will also help inform the development of training materials for faculty as the QEP project moves to full implementation. Existing department and divisional meetings provide a venue to discuss what strategies/processes are effective and what needs to be refined from the fall pilot project.

Additionally, to learn more about the struggles students are having with attending, GTCC will

Professional Development

One important strategy for increasing student engagement and attendance is developing and offering intentional, structured professional development for faculty and staff. GTCC plans to provide multiple focused opportunities for faculty and staff related to both the operational requirements of taking attendance and developing successful strategies for encouraging attendance and student engagement. All student-facing employees will be included in these customized trainings to ensure that the student success outcomes in the QEP are fully understood and supported. The trainings will be critical to ensuring continued broad-based support during implementation.

All Employee Professional Development

To continue broad-based buy-in to the QEP topic, all employees need to understand the rationale behind moving back to a college-wide attendance policy with administrative withdrawal. Professional development sessions that summarize the College's QEP selection process and how each position at the College can best support student success through increased engagement and attendance are critical to long-term success.

Additionally, the College is committed to ensuring all faculty and student-facing staff gain a general understanding of the financial aid process and how negative attendance patterns can impact Satisfactory Academic Progress (SAP) and future eligibility to receive federal financial aid. It is critical that all college employees are knowledgeable so that they can provide direction to students with confidence.

Facult