

QEP CORE COMMITTEE Key Definitions

- **CTC Vision** (2000-2002 Catalogue)
 - "It is Central Texas College's vision to be the best possible community college in which to study and work. We want to offer each student and employee the opportunity to grow, learn, and succeed. We want our graduates to compete in a global economy, make intelligent consumer choices, and exercise their rights and responsibilities as citizens. We want to celebrate our diversity while remaining united in our pursuit of excellence through continuous improvement. We want to meet the challenges of the future with students, employees, and community members working together toward the common goals of availability, accessibility, and quality in education."
- **CTC Mission Statement** (2002-2004 Catalogue)
 - "At Central Texas College, we identify and serve our unique, global community needs and provide quality teaching through an accessible learning environment."
- **Student Learning** (*QEP Guidelines*)
 - "changes in knowledge, skills, attitudes, and/or values that are attributable to the collegiate experience"
- **Student Engagement** (Radford University QEP; CCSSE)
 - ". . . a concept that emerged from higher education research and refers to the degree of students' investment in the learning process. Student engagement is measured by the number of hours students study each week, by the amount of time students spend using computers, by the extent to which students work with faculty on classroom projects or professional presentations, by their level of participation in class, and by many other indicators. Studies has found that students who report higher levels of engagement in such activities learn more, are better prepared for their chosen careers and professions, and contribute more positively to the academic community than do students who are less engaged. Higher levels of student engagement lead to a richer learning environment, raising academic expectations and producing higher quality of academic work."
 - Research Given: If students are more connected and engaged with peers, faculty, course materials, staff, etc.), they will stay longer and learn more deeply.
- **Continuous Improvement/Enhancement** (*QEP Guidelines*)
 - "long-term improvement of student learning"
 - truly transforms the institution
 - will be valued and used—not just "lip service"
- **Student-Learner Centered/Adult-Centered** ([//ag.arizona.edu/aslearners/learner-whatisit.html](http://ag.arizona.edu/aslearners/learner-whatisit.html); *Assessment Matters*, Vol. 2:5, August 2001; Mancuso, S. (2001))
 - ". . . a strategy of education that places improvement of student learning at the center of decision-making processes and policies at all levels of the institution. It is characterized by the use of clear, measurable goals and student outcomes, and the direct involvement of learners in activities that produce deeper understanding of the content through the development of skills that are readily transferable to life and work. An additional central goal is to prepare self-directed learners who can continue learning beyond their formal education."
 - Attitudinal institutional change from "how do we teach" to "how do we help students learn"
 - Removing barriers/obstacles
 - Instructional
 - Non-instructional
 - "The idea of focusing on learning rather than teaching requires that we rethink our role and the role of the students in the learning process. To focus on learning rather than teaching, we must challenge our basic assumptions about how people learn and what the roles of the teacher should be. We must unlearn previously acquired teaching habits."
 - "Adult student enrollment in higher education is approaching 50%, yet most college practices have been designed for younger, traditional age students. Best Practices at selected adult-centered institutions:
 - clearly articulated missions that permeate the institution and inspire and direct practice
 - institutional decision-making is a shared responsibility that uses collaborative processes inclusive of faculty, staff, and students
 - multiple methods of instructional delivery are provided to help adults learners meet their learning goals
 - the teaching-learning process actively involved students in collaborative learning experiences typically centered around their lives and work
 - the institution makes student services easily accessible and convenient to adult learners through many venues
 - full-time faculty perform a blended role which combines instruction, student services and administration (i.e., advising)
 - adult education principles:
 - andragogical and inclusive learning environments
 - involvement and leadership among all stakeholders in the organization
 - grounding learning in the experiences of the learners
 - practices that center around student learning interests
- **Accreditation**
 - Signifies the institution has a purpose appropriate to higher education and has resources, programs, and services sufficient to accomplish that purpose on a continuing basis
 - CTCD's accreditation is granted and reaffirmed by the Commission on Colleges of the Southern Association of Colleges and Schools (COC-SACS), located in Atlanta, Georgia