The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name:  **Lisa Miller**  
Discipline:  **Art**  
Pilot Course:  **Arts 1301**  
Dean:  **Joyce Ritchey**  

**Student Learning Outcome:** (Please choose one or more from the list provided)

Students will address the following SLOs:

**SLO #1**  Retrieve, analyze and use information (printed documents, oral histories, digital resources, data bases, historical archives, demographic data) related to the significance of the community and surrounding area.

**SLO #2**  Synthesize findings from multiple sources related to the community and surrounding area through writings, reading assignments, presentations and interactions with the internal and external community members.

**SLO #5**  Describe in a variety of formats (writing assignment, oral presentation or other appropriate medium) how their understanding of the community and the surrounding area has enhanced their knowledge and education.

**Description of project or assignment:**

This project will require students to explore their understanding of immigration through the use of photography. The students are asked to take a photograph that reflects, “what the immigrant experience is in El Paso, TX”. In conjunction with the photograph, each student will write a short paper describing the content of the image which includes a title for their piece. Students are encouraged to research immigration, as well as utilize the visual elements and principles of design they have studied as a part their art course to inform their conceptual and aesthetic decisions. Interaction with the community is an essential component of this project. Working with other art instructors, the ultimate goal of this project is to compile all of the submitted work into both a collaborative book and photographic exhibition.

**Description of assessment:**

The project will be assessed using the following criteria:

The photographic content must be relevant to El Paso, Texas and clearly address through a visual form the theme of immigration. The written component will be evaluated in terms proper grammar and individual expression of immigration as it relates to the photographic image.
El Paso Community College—Quality Enhancement Plan

The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name: Isadora Stowe Discipline: ART

Pilot Course: ART 1301 Dean: Toni Badillio

Student Learning Outcome: (Please choose one or more from the list provided)

1. Retrieve, analyze and use information, such as historical archives and demographic data related to the significance of the community and surrounding area.
2. Synthesize findings from multiple sources related to the community and surrounding area through writings, interactions such as photographing the internal and external community members.
3. Utilize available resources to document findings related to the community and surrounding area.
4. Collaborate with the community and its resources to define certain events to obtain feedback information about what it is to experience immigration, or the idea of the community about immigrants and their experiences.
5. Describe in a variety of formats through an image taken by the student and their writing about how they understand the community and surrounding area.

Description of project or assignment:

My Art 1301, Art Appreciation class, asks students to complete a research project utilizing the concepts and information presented in chapter 8; “the camera and computer arts” in our required textbook Living with Art, as well as from my class presented lectures. The research project is modeled after Jacob Riis’s classic photographic work on late 19th century immigrants called “How the Other Half Lives”. The students are asked to take a photograph of their idea of “what the immigrant experience is in 2011, in El Paso, TX”, title their work and write about the content of their photograph. The students are asked to research immigration, compositional elements and techniques to inform their conceptual and aesthetic decisions to complete the project. They have to interact with the community to take their image.

I intend to compile all of the submitted projects into a collaborative book as well as an exhibition, to document their voices through their creative production of work. A detailed description of the project can be found at my faculty webpage: http://dnn.epcc.edu/Default.aspx?alias=dnn.epcc.edu/facultywebpages/istowe under the heading projects.

Description of assessment:

Please note: If you are chosen to participate in this pilot, you will be required to meet with the QEP Director and/or QEP Task Force to share your findings and relate successes and challenges. Your input is valuable and will
contribute to the finalization of the SLOs, QEP projects, and quantitative and qualitative assessments for the QEP document that will be submitted to SACSCOC. You will receive a stipend (yea!) for your participation. Return proposal to Grace Haddox at qep@epcc.edu

El Paso Community College—Quality Enhancement Plan

The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name: Mary Scott
Discipline: Art

Pilot Course: Drawing Basic I ARTS 1316
Dean: Tonie Badillo

Student Learning Outcome: (Please choose one or more from the list provided)

1. Collaborate with the community and its resources to define significant events (to obtain feedback on information) related to the community and the surrounding area.

2. Retrieve, analyze and use information (printed documents, oral histories, digital resources, data bases, historical archives, demographic data) related to the significance of the community and surrounding area.

Description of project or assignment:

The students will interview their family members and/or other significant persons concerning their historical background and/or relationship to the greater El Paso-Juarez area. With this information they will write and illustrate a small short story. They will make a little book (4-8 pages) for young children to read. For example, the story might be about my grandmother’s first day in El Paso. The language of the stories may be in English and in Spanish.

The key word is illustrate – because the assignment is for a drawing class.

Description of assessment:

See the attachment (next page). A group of volunteer (I hope) art faculty will fill out the attached assessment. What we hope to see is that 70% of the students make 70% or higher on the evaluation.

Please note: If you are chosen to participate in this pilot, you will be required to meet with the QEP Director and/or QEP Task Force to share your findings and relate successes and challenges. Your input is valuable and will contribute to the finalization of the SLOs, QEP projects, and quantitative and qualitative assessments for the QEP
document that will be submitted to SACSCOC. You will receive a stipend (yea!) for your participation. Return proposal to Grace Haddox at qep@epcc.edu

RUBRIC FOR QEP SLO ASSESSMENT OF ARTS 1316 SPRING 2012

BOOK NUMBER _____.

QUESTIONS CONCERNING CONTENTS OF THE BOOK

1. The book contains illustrations created by the student? YES ____ NO____

2. The book contains a written story from the student? YES ___ NO ____

3. The book indicates communication with family members or other significant people for the story? YES ___ NO ____

4. The written story and the illustrations complement each other. YES ___ NO ____

5. The written story shows basically/mostly error free use of the language(s). YES ___ NO ____

QUESTIONS CONCERNING THE ILLUSTRATIONS

1. The student demonstrates drawing images that adequately communicate the meaning of the story.
   YES ___ NO____

2. The student demonstrates unity of composition in the drawings.
   YES ___ NO ___

3. The student demonstrates use of various types of line to communicate the meaning of the story.
   YES ___ NO ____

4. The student demonstrates ability to use value to communicate the meaning of the story.
   YES ___ NO ___

5. The student demonstrates ability to show 3-D characteristics of story elements.
   YES ___ NO ___

6. The student demonstrates ability to show texture in the illustrations of the story.
   YES ___ NO ____

7. The student demonstrates ability to render linear and/or atmospheric perspective for the story:
   YES ___ NO ____

8. The student demonstrates ability to maintain functional proportions in the illustration of the story.
   YES ___ NO ____
El Paso Community College—Quality Enhancement Plan

The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name: Lisa Miller          Discipline: Art
Pilot Course: Arts 2356    Dean: Joyce Ritchey

Student Learning Outcome: (Please choose one or more from the list provided)

Students will address the following SLOs:

SLO #1 Retrieve, analyze and use information (printed documents, oral histories, digital resources, data bases, historical archives, demographic data) related to the significance of the community and surrounding area.

SLO #2 Synthesize findings from multiple sources related to the community and surrounding area through writings, reading assignments, presentations and interactions with the internal and external community members.

SLO #5 Describe in a variety of formats (writing assignment, oral presentation or other appropriate medium) how their understanding of the community and the surrounding area has enhanced their knowledge and education.

Description of project or assignment:

This project will require students to explore their understanding of immigration through the use of photography. The students are asked to take a photograph that reflects, “what the immigrant experience is in El Paso, TX”. In conjunction with the photograph, each student will write a short paper describing the content of the image which includes a title for their piece. Students are encouraged to research immigration, as well as utilize the visual elements and principles of design they have studied as a part their art course to inform their conceptual and aesthetic decisions. Interaction with the community is an essential component of this project. Working with other art instructors, the ultimate goal of this project is to compile all of the submitted work into both a collaborative book and photographic exhibition.

Description of assessment:

The project will be assessed using the following criteria:

The photographic content must be relevant to El Paso, Texas and clearly address through a visual form the theme of immigration. The written component will be evaluated in terms proper grammar and individual expression of immigration as it relates to the photographic image.
The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name:  Lisa Miller  
Discipline:  Art  
Pilot Course:  Arts 2357  
Dean:  Joyce Ritchey  

Student Learning Outcome:  (Please choose one or more from the list provided)

Students will address the following SLOs:

-SLO #1  Retrieve, analyze and use information (printed documents, oral histories, digital resources, data bases, historical archives, demographic data) related to the significance of the community and surrounding area.

-SLO #2  Synthesize findings from multiple sources related to the community and surrounding area through writings, reading assignments, presentations and interactions with the internal and external community members.

-SLO #5  Describe in a variety of formats (writing assignment, oral presentation or other appropriate medium) how their understanding of the community and the surrounding area has enhanced their knowledge and education.

Description of project or assignment:

This project will require students to explore their understanding of immigration through the use of photography. The students are asked to take a photograph that reflects, “what the immigrant experience is in El Paso, TX”. In conjunction with the photograph, each student will write a short paper describing the content of the image which includes a title for their piece. Students are encouraged to research immigration, as well as utilize the visual elements and principles of design they have studied as a part their art course to inform their conceptual and aesthetic decisions. Interaction with the community is an essential component of this project. Working with other art instructors, the ultimate goal of this project is to compile all of the submitted work into both a collaborative book and photographic exhibition.

Description of assessment:

The project will be assessed using the following criteria:

The photographic content must be relevant to El Paso, Texas and clearly address through a visual form the theme of immigration. The written component will be evaluated in terms proper grammar and individual expression of immigration as it relates to the photographic image.
El Paso Community College – Quality Enhancement Plan

Proposal

Name: Naomi Waissman, Biology Instructor at Transmountain Campus
     Glenda Hill, District-Wide Biology Coordinator on behalf of the Biology Faculty.

Discipline: Biology

Pilot Courses: Introductory Biology

Pilot Project: Science Cafés

Deans: Mr. Steve Smith, Transmountain Campus
       Ms. Tonie Badillo, Valle Verde Campus
       Dr. Lydia Tena, Northwest Campus
       Dr. Julie Penley, Mission del Paso Campus
       Dr. Paula Mitchell, Rio Grande Campus

Student Learning Outcomes:

Collaborate with the community and its resources to define significant events (to obtain feedback information) related to the community and the surrounding area.

Description of project or assignment:

A science café promotes open discussion of current and local science issues (www.case.edu/affil/sigmaxi/ and www.unmc.edu/sciencecafe/). In an informal public forum, students and community members can have face-to-face conversations with scientists. The style is similar to the European salon model. A science café is open to everyone and typically supported by Sigma Xi, the science research society. Cafés engage people with little or no science background in various fields of science. A scientist gives a brief presentation followed by a question and answer period.

In the tri-state region of west Texas, southern New Mexico, and northern Chihuahua, great scientific achievements are being made in the fields of medicine, microbiology, agriculture and environmental sciences. Yet, the community at large oftentimes does not have access to scientists nor are they aware of current research projects from the local scientific community. The science café provides an important link for students to our community, scientists, and scientific issues affecting our community and our environment.

A pilot science café was initiated in Spring 2011 at Transmountain campus. The project was supported by the POWER program at EPCC. A biology 1407 class (Introductory Biology for Science Majors) partnered with the local Sigma Xi chapter and TechH2O (El Paso Water Utilities) for the café. Students prepared flyers and emails to promote the café, managed seating and intercom systems, contacted the guest speakers, and introduced the speakers to the audience (Photos 1 and 2). Over 200 students (EPCC and the TM ECHS) and community members attended the Science Café promoting research at the Rio Bosque and science-related volunteer opportunities through TechH2O (El Paso Water Utilities) (Photo 3). Our speakers were John Sproul and Ruth Roedriquez, respectively. The speakers were presented with EPCC gift
items and a certificate. We provided drinks and food to the attendees (Photo 4). Biology students also prepared a 4 X 3 foot poster of the event and presented their experiences at a POWER Conference.

Photograph 1. Environmental scientist, John Sproul presented the Rio Bosque Project at the Transmountain Theater.

Photograph 2. EPCC students are standing with Ruth Rodriguez (Center), speaker from TechH2O, ELP Water Utilities.

Photograph 3. Attendees at the first EPCC sponsored Science Café, Spring 2011.

Photograph 4. Hospitality at the first Science Café.

The success of the pilot Science café suggests that a café will be a great medium to enrich student learning experiences by providing opportunities for students to engage with members of the science community. Students may also have opportunities to network and hopefully collaborate with scientists, or get involved with local research projects.

**Proposed Protocol:**

We propose to begin with one science café per semester at a designated campus. Each semester, a biology class(es) will host the forthcoming café at a different EPCC campus. The host campus will need to;

1. Secure a meeting site with chairs and multi-media
2. Determine the science topic and potential scientist as the quest speaker
3. Promote the science café via brochures, email, posters, flyers etc.
4. Learn about the speaker and the science topic
5. Introduce the speaker
6. Welcome attendees.
7. Provide hospitality
8. Prepare and present a memento to the guest speaker.

Our experience has been that both teachers and students enjoy community involvement and the opportunity to learn outside of the classroom. Incentives make a great catalyst to initiate the process.

Teacher Incentives:
- Professional development credit.
- A stipend.
- Additional support from the POWER program or Honors program.

Student Incentives:
- Honor’s Program credit
- Networking with scientists and the community
- Networking with professors and students from local universities

Budget per Science Café:
$200 Hospitality
$50 Guest speaker gift and certificate
$50 Flyers and brochures
$300 Total

Beneficial Outcomes:
- Link students to the community and scientists
- Students have opportunities to get involved in local science
- Classroom enrichment
- Large impact on a potentially large audience with minimal cost

Potential Challenges:
- Initially low participation from students and instructors
- Securing a meeting sites
- Providing sufficient hospitality

Description of Assessment:
Science Café success will assessed using both quantitative and qualitative measures.

Quantitative Measures:
- The number of teachers involved in hosting the science café.
- The number of students involved in hosting the science café.
- The number of people that attend the café.

Quantitative Measures:
- Attendees will complete a survey regarding the benefit and the quality of presentation of the program.
- Teachers will submit comments on the process of hosting a café, if needed.
Linda Brown, Ph.D.

Spring 2012

Discipline: Speech        Dean: Joyce Ritchey, TM
Pilot Course: Organizational and Professional Communication, Speech 1321
Hybrid, Powerpack, One month/3 weekend course, TM Campus

Description of project or assignment: Based on their major and workplace experience, students will choose from one of the following options in completing one of their assignments.

Instructions to students:

YOU/WE WILL CHOOSE ONE ASSIGNMENT FROM THE FOLLOWING FOUR OPTIONS.

Each of these four assignments includes interviews with members of the community. It is important that you make your interview appointments as soon as possible. Busy people sometimes have to reschedule. Give yourself plenty of time to reschedule an interview or plan to interview three people to ensure that you are able to complete at least two interviews. In each case you will turn in your typed questions and answers-including follow-up questions that you generate on the spot, an analysis and summary of what you learned in the process, and how your interviewees supported or contradicted textbook readings and classroom discussion. All papers must be spell- and grammar-checked. You will share your findings in class. See grading rubrics for additional evaluation details.

A. ORGANIZATIONAL CULTURE ASSESSMENT AND INTERVIEWS (See additional details in handout: Organizational culture Assessment Considerations)

In making career decisions you will need to know yourself, i.e. your values, personality type, motivations, strengths, weaknesses, and skills. You will also need to know how to assess the culture of an organization to determine if you are a good fit for that organization.

Identify an organization and assess the organizational culture of that organization. I recommend that you choose an organization you currently work for or an organization or group with which you have had extensive previous involvement (high school, church group, organized athletic team, civic organization, as a volunteer, organization one of your parents or spouse work for). Address the attached prompts and provide specific examples in assessing the culture of the organization. If two people in class have experience with the same organization, you can work together on this assignment.

Get as much information as possible about the organization that you choose to analyze. You will need to interview a minimum of two people. Gather the information and then look for patterns of positive or negative characteristics or in people’s responses. Look for examples of demonstrated
values and any contradictions in demonstrated and espoused values. Identify any recommendations you might have for this organization. Discuss whether you this would be an organization in which you would want to work and why or why not.

B. INTERVIEW WITH TWO HUMAN RESOURCE (HR) INTERVIEWERS: This assignment will give you the opportunity to interview two personnel employment interviewers to get first-hand information and develop an understanding about what is important in the employment interviewing process. Your assignment is to interview two employment interviewers, one of which should be employed in your field of study. Question the interviewers about concepts presented in the book and the issues discussed in class. You will provide a written summary and discuss your interviews with the class.

When completing the interview, you might ask questions such as: How important is a cover letter? What is the biggest mistake an interviewee can make? How does a high school graduate with no work experience sell him/herself? What are the two most important things to remember in the interviewing process? What are the one or two questions that you ask all applicants? Tell me about your most impressive interviewee. If two applicants are equally qualified, how do you choose one?

Get as much information as you can from the interviewers. **Ask at least 15 questions of each interviewer. Be SURE TO ASK FOLLOW-UP QUESTIONS BASED ON THEIR RESPONSES.**

Write a 3-4 page typed paper which includes the questions you asked and a summary of their answers you received. **Summarize your findings and answer questions such as:** What is the most important thing I learned in the interview? How does the information I learned compare with what is presented in the book? Was conflicting information presented? What did I learn about the culture of the organization based on this interview? A summary must be included to receive credit for this assignment. Present the most important things you learned to the class.

C. VIDEO DOCUMENTARY AND INTERVIEWS: You will develop a video documentary about some facet of El Paso. It can be an organization, cultural event or offering, institution, political issue, ethnic group, historical account, etc. You will integrate course concepts such as leadership, organizational structure, communication, cultural diversity, and organizational culture in your documentary. The video documentary needs to be 15-20 minutes in length and can include interviews and team commentary. If more than one person is interested in the same “entity” this assignment can be integrated and expanded as part of a **GROUP PRESENTATION assignment.** Your written or video submission (of yourself) summary will include how any information they shared contradicts or supports classroom discussion and textbook readings; and how you can apply the information learned. See the Organizational Culture Assignment for additional direction you might choose to take in your video documentary.

D. INTERVIEW WITH A LEADER, MANAGER AND/OR EXPERIENCED PERSON IN YOUR CAREER FIELD (2 INTERVIEWS REQUIRED): Identify two successful, respected leaders or managers in your organization or in any local entity. Your goal will be to identify how/why they are successful. Ask about their tips for new managers/leaders; mistakes they have
made and what they learned; if they use goal setting; and what kinds of training they have had and the most valuable training. Ask how they would describe their leadership style, their strengths, greatest challenges, secrets of success, and how they “motivate” others. Ask them to discuss their personality traits and how their personal characteristics have helped them succeed (or created challenges), discuss their mentors, perceptions of leadership myths and changing leadership approaches.

If you interview a person who has extensive experience in your chosen career field, ask similar questions and about the skills necessary to be successful in your field. Get as much information as you can from the interviewers. Ask at least 15 questions of each interviewer. Be SURE TO ASK FOLLOW-UP QUESTIONS BASED ON THEIR RESPONSES.

All interview questions and responses need to be documented in writing. Be sure to ask follow-up questions to the interviewee’s responses. Assess the differences in perspectives of the two interviewees; contradictory information they may have shared; successes and challenges they have experienced; how any information they shared contradicts or supports classroom discussion and textbook readings; and how you can apply the information learned. Summarize your findings and answer questions such as: What is the most important thing I learned in the interview? What did I learn about the culture of the organization based on this interview? A summary must be included to receive credit for this assignment.

ORGANIZATIONAL CULTURE ASSESSMENT CONSIDERATIONS

1. Briefly discuss how you would describe the organization to someone considering applying for a position. Are you happy? Are other employees satisfied? How does the climate compare with similar organizations? Is there advancement opportunity? Is the salary competitive? Would you recommend that others apply for employment with this organization?

2. Does the organization have a Mission Statement or Values Statement? What is it? Is it posted? Do employees know the mission statement? How, specifically, is it demonstrated by employees? Is it meaningful to employees? What are the espoused organizational values? Are the organizational values practices? How are they demonstrated?

3. What are the organizational goals? Are they monitored or measured annually?

4. What does this organization value? How do you know? How does the organization demonstrate the identified values? Customer service, employees, the environment, time, space, creativity, loyalty, education, independence, adherence to rules, state-of-the-art technology, trust, respect, integrity, honesty, safety, effective communication, personal development, training, cleanliness, privacy, etc.

5. Organizational structure: Provide a diagram of the organizational structure. Does this structure make sense? Is it effective? Do employees have access to management? Could you recommend a more effective structure?

6. Discuss rules and norms in this organization. Identify at least 5 each. Identify which ones are norms and which ones are rules.

7. Communication practices, channels, and contexts: oral, written, email, small group, public, private practices. How does management communicate with employees? Is the chosen channel effective? Do employees receive needed information from their perspective?

8. Choose one manager and discuss the following: (1) the manager’s leadership style--identify the prevailing management style and give 5 specific examples, (2) visit the
manager's office and assess nonverbal clues such as use of space, color, furniture, office location, barriers, and artifacts.

9. **Employee evaluations, supervisor evaluations**: How often are you evaluated? Do you evaluate your boss or peers? Are you required to develop a self-evaluation? How do you know that you are doing a good job?

10. **Formality/informality in the organization**: Discuss all aspects from attire to communication to workplace relationships.

11. **Employee training**: how extensive is it? Is it sufficient? How do people learn their job responsibilities?

12. **Employee turnover**: Is it high? Low? Why?

13. **Education level of employees**: What are the hiring criteria in terms of education and experience? Why does (or does not) the organization include education requirements?

14. **Hiring criteria**: Discuss the hiring process. Is it effective? Are employees qualified to effectively perform their duties?

15. **Is it a cooperative or competitive working environment?** Provide specific examples.

16. **Salaries**: Are they competitive? How are salary increases determined?

17. **Discuss opportunities for advancement**.

18. **Parties, perks, employee insurance benefits**: List formal and informal practices

19. **Advertising/marketing/Public relations**: Internal and external – Do employees have a positive image of the organization? Does the community have positive image of the organization? How do you know?

20. **Additional issues, practices related to your particular institution or organization**...

El Paso Community College—Quality Enhancement Plan

The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name: **Dr. Doug Carr**

Discipline: **COMMUNICATION**

Pilot Course: **COMM 2303 Audio Production**

Dean: **Claude Mathis, Communication & Performing Arts “El Paso Soundings: Hear & Now”**

**Student Learning Outcomes**:

1. Retrieve, analyze and use information by recording oral histories, reviewing digital resources, data bases, historical archives, demographic data to identify and interview representative El Paso personalities of all ages and backgrounds.

2. Collaborate with the community and its resources to define significant events (to obtain feedback on information) related to the community and the surrounding area.
3. Produce and broadcast their findings through a series of programs, including their own responses and reactions revealing how their understanding of the community and the surrounding area has enhanced their knowledge and education.

**Description of project or assignment:**

COMM 22303 Audio Production instructs students in how to record sound, edit and produce radio programs, and how to conduct interviews. This QEP project would focus student attention on how to capture examples of the unique elements of the community through sound. Finished programs will become regular features on both campus radio stations. As well, CDs of the programs will be made available to area radio stations, inviting them to program the shows as part of their FCC-required community service programming. Audio Production students will include copies of the CDs in their own audio portfolios.

**Description of assessment:**

Completion of a minimum of 12 broadcast quality programs running 3 to 5 minutes each, highlighting a wide variety of area personalities and stories, will constitute an objective assessment of success.

---

El Paso Community College—Quality Enhancement Plan

The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name: Mary A. Yanez Ext 7803
Discipline: Education

Pilot Course: Educ 1300
Dean: Dr. Julie Penley, Ext 7001

Student Learning Outcome: (Please choose one or more from the list provided)

**QEP RECOMMENDED STUDENT LEARNING OUTCOMES**

Students will retrieve, analyze and use information (printed documents, oral histories, digital resources, data bases, historical archives, demographic data) related to the significance of the community and surrounding area.

**Description of project or assignment:**

Education 1300 students are assigned an interview each semester which requires them to interview an older person who they may know or not know personally to learn about their life experiences. The older person answers questions about their life and how it was in their young years and how different life is today. Many times seniors describe the struggles they have overcome during their life in order to survive and succeed both in their personal life and during their employment years. Student interviews must be at least 3 pages typed double spaced and
presented to the class. Students learn to appreciate and respect the older community and their contributions to our society. Please call me 831-7803 for examples and more information.

**Description of assessment:**

Students enrolled in the Education 1300 course with Ms. Mary Yañez will be required to write a reflection statement as part of the interview report to express: What they learned from the experience. How they feel about the senior after meeting them and having a personal conversation with them. And students may list their initial expectations and at the end of the assignment to identify the knowledge and understanding gained about the older population in this multicultural community.

Please note: If you are chosen to participate in this pilot, you will be required to meet with the QEP Director and / or QEP Task Force to share your findings and relate successes and challenges. Your input is valuable and will contribute to the finalization of the SLOs, QEP projects, and quantitative and qualitative assessments for the QEP document that will be submitted to SACSCOC. You will receive a stipend (yeal!) for your participation. **Return proposal to Grace Haddox at qep@epcc.edu**

---

**El Paso Community College—Quality Enhancement Plan**

The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name: Kathleen Bombach          Discipline: English
Pilot Course: English 0310       Dean: Claude Mathis

Student Learning Outcome: (Please choose one or more from the list provided)

1. Retrieve, analyze and use information (printed documents, oral histories, digital resources, data bases, historical archives, demographic data) related to the significance of the community and surrounding area.

2. Synthesize findings from multiple sources related to the community and surrounding area through writings, reading assignments, presentations and interactions with the internal and external community members.

3. Utilize available resources to document findings related to the community and surrounding area.

4. Describe in a variety of formats (writing assignment, oral presentation or other appropriate medium) how their understanding of the community and the surrounding area has enhanced their knowledge and education.

Description of project or assignment:
Students will research themselves and their individual family histories in the context of broader societal changes (including contemporary social movements) and historical events, such as immigration to the US, fighting in wars, participating in political movements, starting family businesses, participating in past political events, connecting with family using the web, use of social media in a bi-national environment, fighting for civil rights, and so forth. Students will collect information to place the lives of themselves and their families in context and write essays in different genres for required course submissions. By placing their own histories and present lives in the context of both historical events and contemporary social change, they will be able to explore a broad range of paper topics with a new found relevance. They will also look at contemporary social changes that are affecting their own lives as they are creating their own histories for future generations. The students will post their essays and images on the History Wall project.

Description of assessment:

Students in English 1301 must write five essays or papers in different genres, and do a final presentation based on a website or PowerPoint. Students in English 0310 write six essays as part of their course requirements.

Please note: If you are chosen to participate in this pilot, you will be required to meet with the QEP Director and / or QEP Task Force to share your findings and relate successes and challenges. Your input is valuable and will contribute to the finalization of the SLOs, QEP projects, and quantitative and qualitative assessments for the QEP document that will be submitted to SACSCOC. You will receive a stipend (yea!) for your participation. Return proposal to Grace Haddox at qep@epcc.edu

El Paso Community College—Quality Enhancement Plan

The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name: Kathleen Bombach            Discipline: English
Pilot Course: English 1301        Dean: Claude Mathis

Student Learning Outcome: (Please choose one or more from the list provided)

1. Retrieve, analyze and use information (printed documents, oral histories, digital resources, data bases, historical archives, demographic data) related to the significance of the community and surrounding area.

2. Synthesize findings from multiple sources related to the community and surrounding area through writings, reading assignments, presentations and interactions with the internal and external community members.

3. Utilize available resources to document findings related to the community and surrounding area.
4. Describe in a variety of formats (writing assignment, oral presentation or other appropriate medium) how their understanding of the community and the surrounding area has enhanced their knowledge and education.

Description of project or assignment:

Students will research themselves and their individual family histories in the context of broader societal changes (including contemporary social movements) and historical events, such as immigration to the US, fighting in wars, participating in political movements, starting family businesses, participating in past political events, connecting with family using the web, use of social media in a bi-national environment, fighting for civil rights, and so forth. Students will collect information to place the lives of themselves and their families in context and write essays in different genres for required course submissions. By placing their own histories and present lives in the context of both historical events and contemporary social change, they will be able to explore a broad range of paper topics with a new found relevance. They will also look at contemporary social changes that are affecting their own lives as they are creating their own histories for future generations. The students will post their essays and images on the History Wall project.

Description of assessment:

Students in English 1301 must write five essays or papers in different genres, and do a final presentation based on a website or PowerPoint. Students in English 0310 write six essays as part of their course requirements.

Please note: If you are chosen to participate in this pilot, you will be required to meet with the QEP Director and/or QEP Task Force to share your findings and relate successes and challenges. Your input is valuable and will contribute to the finalization of the SLOs, QEP projects, and quantitative and qualitative assessments for the QEP document that will be submitted to SACSCOC. You will receive a stipend (yea!) for your participation. Return proposal to Grace Haddox at qep@epcc.edu

El Paso Community College—Quality Enhancement Plan

The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name: Caroline Woolf-Gurley          Discipline: English
Pilot Course: English 1301          Dean: Claude Mathis

Student Learning Outcome: (Please choose one or more from the list provided)
This project uses all 5 of the SLOs:

1. Retrieve, analyze and use information (printed documents, oral histories, digital resources, data bases, historical archives, demographic data) related to the significance of the community and surrounding area.

2. Synthesize findings from multiple sources related to the community and surrounding area through writings, reading assignments, presentations and interactions with the internal and external community members.

3. Utilize available resources to document findings related to the community and surrounding area.

4. Collaborate with the community and its resources to define significant events (to obtain feedback on information) related to the community and the surrounding area.

5. Describe in a variety of formats (writing assignment, oral presentation or other appropriate medium) how their understanding of the community and the surrounding area has enhanced their knowledge and education.

Description of project or assignment:

This project is a final research project which is begun the beginning of the final month of the semester and completed the final days of class and some semesters I have had the presentations during their final exam period. It is a group project where students identify a community topic/issue and find a community non-profit agency that works towards improving that topic/issue. They need to do some initial research about the topic/issue and the agency to inform themselves and classmates about them. Then, each group writes a group essay and develops a group presentation to give to the entire class.

In the requirements for this project students have a research paper where they are required to use sources from books, database articles, newspapers, internet to understand and explain the issue and the community agency. Then they are required to visit the agency as a group and interview / experience the agency. Usually students end up interviewing a manager and/or volunteer and sometimes they are able to also connect with people who have been helped by the agency. There have been groups in the past who have been able to stay for several hours to volunteer, for example at the Child Crisis Center there was one group who got to do a craft with the kids the afternoon they visited and they talked about that experience in their presentation. Or many groups get a tour of the facilities to really see what is available for the community. These are very eye opening experiences for the students and they are able to have some personal/group reflection in the both the essay and the presentation. (Of course the students are given the instructions of being professional in their approach to interviews and visits to facilities. They as a group also write a thank you letter to the agency that I personally send out at the end of the semester).

Since this is a group project, I meet with the groups several times in conferences to assure they are on track and everyone is involved and clear on what their objectives for the project are. Each person has to have a part in the research, writing, visiting of agency, and presentation.

The final aspect of the project is for the students to assess their group mates and how they worked as a team or not. This is done the final day when they turn in their essay, and students are asked to discuss themselves and each person in their group. They assess their involvement and how they would grade their own and their group’s performance. This student assessment helps my overall assessment of how the group functioned together and
who truly participated and deserves the grade they earned. Usually if there are students who were not positively reviewed by their peers they lose participation points for those deficiencies.

**Description of assessment:**

Along with the students’ own assessment that I described above, I use a rubric that I have created to grade the paper and a rubric for the presentation is modeled after a Speech instructor’s form that she used in her classes to grade speeches. Both are very comprehensive touch on all the aspects that are required for the project to give students an idea of what results were assigned and expected from this project.

If I do end up giving a formal final exam in the course, I also include a Reflection essay that has students discuss the course in its entirety, a lot of the students remark how touching and what a great learning experience it was to be able to visit an agency and some come out having signed up to volunteer on a regular basis. This essay helps me to see that this project is worthwhile for the students and their connection to their own community.

Please note: If you are chosen to participate in this pilot, you will be required to meet with the QEP Director and / or QEP Task Force to share your findings and relate successes and challenges. Your input is valuable and will contribute to the finalization of the SLOs, QEP projects, and quantitative and qualitative assessments for the QEP document that will be submitted to SACSCOC. You will receive a stipend (yea!) for your participation. **Return proposal to Grace Haddox at qep@epcc.edu**

---

**El Paso Community College—Quality Enhancement Plan**

The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name: Kelli Wood  
Discipline: English

Pilot Course: Engl 1301  
Dean: Joyce Ritchey

Student Learning Outcome: (Please choose one or more from the list provided)

1. Synthesize findings from multiple sources related to the community and surrounding area through writings, reading assignments, presentations and interactions with the internal and external community members.

Description of project or assignment:

Still forming it, but something like:

Find an improvement or change that you feel needs to be made in one of your communities (neighborhood, religious community, city, etc.). Identify an appropriate publication to write a letter to the editor to. Research the issue and possible actions to be taken through readings and interviews with other
community members. Develop an editorial letter in which you present your ideas for change and the rationale.

Description of assessment:

Rubric—to be developed

It will cover these key categories: focus, content, development, style, grammar and mechanics

Please note: If you are chosen to participate in this pilot, you will be required to meet with the QEP Director and / or QEP Task Force to share your findings and relate successes and challenges. Your input is valuable and will contribute to the finalization of the SLOs, QEP projects, and quantitative and qualitative assessments for the QEP document that will be submitted to SACSCOC. You will receive a stipend (yea!) for your participation. Return proposal to Grace Haddox at qep@epcc.edu

El Paso Community College—Quality Enhancement Plan

The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name: Pamela Herron Stover 
Discipline: English

Pilot Course: English 2343 
Dean: Claude Mathis

Student Learning Outcome: (Please choose one or more from the list provided)

1. Retrieve, analyze and use information (printed documents, oral histories, digital resources, data bases, historical archives, demographic data) related to the significance of the community and surrounding area.

2. Describe in a variety of formats (writing assignment, oral presentation or other appropriate medium) how their understanding of the community and the surrounding area has enhanced their knowledge and education.

Description of project or assignment: Students will research some aspect or the history, settlement and development of the El Paso Border Region utilizing library resources, newspapers and publications, oral histories and other available information to produce text and illustrations illuminating their chosen topic. This may include but are not limited to early settlers, historic conflicts, contributions of braceros, the significance of the railroad or stagecoach, or other aspects of El Paso/Border history. Students may work individually or collaborate. Final product will be a picture book for young readers or a short text for middle/older readers. Students will first complete their research, utilizing the writing process create a first draft to be presented to the class, revise and edit to produce a final draft, then publish their project.
Description of assessment: Students will be graded on each aspect of the project: research, first draft, presentation to class, final draft and final project. Students will participate in a public reading of their projects at some local venue, possibly a local library or school which will also contribute to their grade.

Please note: If you are chosen to participate in this pilot, you will be required to meet with the QEP Director and / or QEP Task Force to share your findings and relate successes and challenges. Your input is valuable and will contribute to the finalization of the SLOs, QEP projects, and quantitative and qualitative assessments for the QEP document that will be submitted to SACSCOC. You will receive a stipend (yea!) for your participation. Return proposal to Grace Haddox at qep@epcc.edu

El Paso Community College—Quality Enhancement Plan

The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name: Rico-Elizondo
Discipline: ESAL 0306
Pilot Course: Level IV Writing, Reading and Listening & Speaking course  Dean: Susana Rodarte
Student Learning Outcome: (Please choose one or more from the list provided)

1Retrieve, analyze and use information (printed documents, oral histories, digital resources, data bases, historical archives, demographic data) related to the significance of the community and surrounding area.

Description of project or assignment:

The pilot would involve three courses from the ESL sequence and would focus on researching and writing about the immigrant stories that the students and instructors have. We would like to use the storybook idea made available to use through the NW library. The research would involve knowing what the immigration laws were at the time for the story that each person chooses to write. We would also like to try and put the stories into a digital format that would include pictures, story and voice over by the students.

Description of assessment:

We would assess the project on three levels: reading, writing and listening & speaking.

Please note: If you are chosen to participate in this pilot, you will be required to meet with the QEP Director and / or QEP Task Force to share your findings and relate successes and challenges. Your input is valuable and will contribute to the finalization of the SLOs, QEP projects, and quantitative and qualitative assessments for the QEP document that will be submitted to SACSCOC. You will receive a stipend (yea!) for your participation. Return proposal to Grace Haddox at qep@epcc.edu
The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name: Myshie Pagel 
Discipline: ESOL 0311

Pilot Course: Level IV Writing, Reading and Listening & Speaking course  Dean: Susana Rodarte

Student Learning Outcome: (Please choose one or more from the list provided)

1Retrieve, analyze and use information (printed documents, oral histories, digital resources, data bases, historical archives, demographic data) related to the significance of the community and surrounding area.

Description of project or assignment:

The pilot would involve three courses from the ESL sequence and would focus on researching and writing about the immigrant stories that the students and instructors have. We would like to use the storybook idea made available to use through the NW library. The research would involve knowing what the immigration laws were at the time for the story that each person chooses to write. We would also like to try and put the stories into a digital format that would include pictures, story and voice over by the students.

Description of assessment:

We would assess the project on three levels: reading, writing and listening & speaking.

Please note: If you are chosen to participate in this pilot, you will be required to meet with the QEP Director and / or QEP Task Force to share your findings and relate successes and challenges. Your input is valuable and will contribute to the finalization of the SLOs, QEP projects, and quantitative and qualitative assessments for the QEP document that will be submitted to SACSCOC. You will receive a stipend (yea!) for your participation. Return proposal to Grace Haddox at qep@epcc.edu
assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name: Galindo
Discipline: RESL 0306

Pilot Course: Level IV Writing, Reading and Listening & Speaking course
Dean: Susana Rodarte

Student Learning Outcome: (Please choose one or more from the list provided)

1. Retrieve, analyze and use information (printed documents, oral histories, digital resources, data bases, historical archives, demographic data) related to the significance of the community and surrounding area.

Description of project or assignment:

The pilot would involve three courses from the ESL sequence and would focus on researching and writing about the immigrant stories that the students and instructors have. We would like to use the storybook idea made available to use through the NW library. The research would involve knowing what the immigration laws were at the time for the story that each person chooses to write. We would also like to try and put the stories into a digital format that would include pictures, story and voice over by the students.

Description of assessment:

We would assess the project on three levels: reading, writing and listening & speaking.

Please note: If you are chosen to participate in this pilot, you will be required to meet with the QEP Director and/or QEP Task Force to share your findings and relate successes and challenges. Your input is valuable and will contribute to the finalization of the SLOs, QEP projects, and quantitative and qualitative assessments for the QEP document that will be submitted to SACSCOC. You will receive a stipend (yea!) for your participation. Return proposal to Grace Haddox at qep@epcc.edu

El Paso Community College—Quality Enhancement Plan

The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name: Park, Hyung Lae
Discipline: Government (TM campus)

Pilot Course: GOVT 2305
Dean: Joyce Ritchey

Student Learning Outcome: (Please choose one or more from the list provided)
1. Collaborate with the community and its resources to define significant events (to obtain feedback on information) related to the community and the surrounding area.

2. Describe in a variety of formats (writing assignment, oral presentation or other appropriate medium) how their understanding of the community and the surrounding area has enhanced their knowledge and education.

Description of project or assignment:

One of the core values of education is developing citizenship and encouraging civil engagement. Students often possess a cynical attitude toward political participation based on negative perception that government is beyond their reach. The consequences are apolitical attitude, negative view toward government and society, low turnout, less participation and low political efficacy along with low self-esteem. Class lecture is designed to help them to understand social and political system so that students know the importance of participation as a democratic citizen. However, there is always a gap between theory and reality which makes them be cynical not only about the reality but also about theory itself. This project aims to break such negative perceptions and attitudes toward politics. It is intended to show we the people can change the world by ourselves if there is a problem. The best way to achieve this goal is let them be involved in political process. This semester long project will take three steps to complete. First, students will identify the local, state or national problem(s) that require immediate respond by city council, state or federal government. Second, students will study about the issue and collect various interests regarding the issue. Third, students will have a model Congress (or city council) to adopt a resolution or proposition. At the end of semester, students will make a policy suggestion to appropriate government

Description of assessment:

Students will use multiple sources to identify policy issue(s). They will contact to community organizations to reflect their concerns on policy. They will make a policy proposal through numerous debate and markups. They will present their policy proposal to city council members. Through these activities, they will understand the importance of civil engagement and developing democratic citizenship. In order to assess this project, I will use questionaries’ to measure citizenship (pre and posttest). Other possible assessment will be discussed and developed accordingly.

Please note: If you are chosen to participate in this pilot, you will be required to meet with the QEP Director and / or QEP Task Force to share your findings and relate successes and challenges. Your input is valuable and will contribute to the finalization of the SLOs, QEP projects, and quantitative and qualitative assessments for the QEP document that will be submitted to SACSCOC. You will receive a stipend (yea!) for your participation. Return proposal to Grace Haddox at qep@epcc.edu

El Paso Community College—Quality Enhancement Plan

The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing
assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name: Park, Hyung Lae  Discipline: Government (TM campus)

Pilot Course: GOVT 2306  Dean: Joyce Ritchey

Student Learning Outcome: (Please choose one or more from the list provided)

1. Collaborate with the community and its resources to define significant events (to obtain feedback on information) related to the community and the surrounding area.

2. Describe in a variety of formats (writing assignment, oral presentation or other appropriate medium) how their understanding of the community and the surrounding area has enhanced their knowledge and education.

Description of project or assignment:

One of the core values of education is developing citizenship and encouraging civil engagement. Students often possess a cynical attitude toward political participation based on negative perception that government is beyond their reach. The consequences are apolitical attitude, negative view toward government and society, low turnout, less participation and low political efficacy along with low self-esteem. Class lecture is designed to help them to understand social and political system so that students know the importance of participation as a democratic citizen. However, there is always a gap between theory and reality which makes them be cynical not only about the reality but also about theory itself. This project aims to break such negative perceptions and attitudes toward politics. It is intended to show we the people can change the world by ourselves if there is a problem. The best way to achieve this goal is let them be involved in political process. This semester long project will take three steps to complete. First, students will identify the local, state or national problem(s) that require immediate respond by city council, state or federal government. Second, students will study about the issue and collect various interests regarding the issue. Third, students will have a model Congress (or city council) to adopt a resolution or proposition. At the end of semester, students will make a policy suggestion to appropriate government

Description of assessment:

Students will use multiple sources to identify policy issue(s). They will contact to community organizations to reflect their concerns on policy. They will make a policy proposal through numerous debate and markups. They will present their policy proposal to city council members. Through these activities, they will understand the importance of civil engagement and developing democratic citizenship. In order to assess this project, I will use questionaries’ to measure citizenship (pre and posttest). Other possible assessment will be discussed and developed accordingly.

Please note: If you are chosen to participate in this pilot, you will be required to meet with the QEP Director and / or QEP Task Force to share your findings and relate successes and challenges. Your input is valuable and will contribute to the finalization of the SLOs, QEP projects, and quantitative and qualitative assessments for the QEP
El Paso Community College—Quality Enhancement Plan

The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name: Vanessa Macias  Discipline: History

Pilot Course: History 1301 US History To 1865  Dean: Ritchey

Student Learning Outcome: (Please choose one or more from the list provided)

1. Describe in a variety of formats (writing assignment, oral presentation or other appropriate medium) how their understanding of the community and the surrounding area has enhanced their knowledge and education.

2. Synthesize findings from multiple sources related to the community and surrounding area through writings, reading assignments, presentations and interactions with the internal and external community members.

Description of project or assignment:

Students will review historical photographs and/or images that depict the following themes: lifeways (jokes stories, traditions, games); childhood; work; immigration; homefront/warfront; consumer culture; social and political rebellion. They will write an essay discussing the historical context of the photograph or image. Also, based on their interpretation of the photograph/image, they will take their own photographs that reflect how this theme and activity occurs today.

Description of assessment:

Students will create a photo essay or slideshow and write an essay discussing the historical and contemporary photographs. Since this is an online course, the photo essays will be posted and students will be asked to comment on the contemporary photos taken by their peers.

Please note: If you are chosen to participate in this pilot, you will be required to meet with the QEP Director and/or QEP Task Force to share your findings and relate successes and challenges. Your input is valuable and will contribute to the finalization of the SLOs, QEP projects, and quantitative and qualitative assessments for the QEP document that will be submitted to SACSCOC. You will receive a stipend (yea!) for your participation. Return proposal to Grace Haddox at qep@epcc.edu
The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name: Vanessa Macias
Discipline: History
Pilot Course: History 1302 US History Since 1865
Dean: Ritchey

Student Learning Outcome: (Please choose one or more from the list provided)

1. Describe in a variety of formats (writing assignment, oral presentation or other appropriate medium) how their understanding of the community and the surrounding area has enhanced their knowledge and education.

2. Synthesize findings from multiple sources related to the community and surrounding area through writings, reading assignments, presentations and interactions with the internal and external community members.

Description of project or assignment:

Students will choose one of the following themes to explore in a particular decade or year: lifeways (jokes stories, traditions, games); childhood; work; immigration; homefront/warfront; popular culture; consumer culture; social and political rebellion. They will find and select 2 artifacts related to that theme from that decade and from 2012. Artifacts can range from photographs, documents, and/or oral history interview.

Description of assessment:

Students will create a collage (actual collage or digitally) of their artifacts with accompanying text explaining the connections between the artifacts and themes and their own experiences.

Please note: If you are chosen to participate in this pilot, you will be required to meet with the QEP Director and / or QEP Task Force to share your findings and relate successes and challenges. Your input is valuable and will contribute to the finalization of the SLOs, QEP projects, and quantitative and qualitative assessments for the QEP document that will be submitted to SACSCOC. You will receive a stipend (yea!) for your participation. Return proposal to Grace Haddox at qep@epcc.edu
proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name: Richard Southern  
Discipline: ITSC

Pilot Course: ITSC 1301 Introduction to Computers  
Dean: Steve Smith

Student Learning Outcome: (Please choose one or more from the list provided)

- Utilize available resources to document findings related to the community and surrounding area.

Description of project or assignment:

- The Task: Pick a local organization or company that is of interest to you. Prepare a 5-6 minute oral presentation. Use 1-2 slides per minute. There is a minimum of 7 slides and maximum of 14 slides. Include a computer overhead presentation to accompany the presentation.
- Using data from the companies’ investor resources or the organizations website, find at least four aspects or topics about the organization. Report on the four characteristics of the company or organization.

Description of assessment:

- Was the student able to find information about the company or organization? Did the student frame the company from different perspectives or was the report one dimensional. Did the slides and presentation fit the agreed minimum slides and maximum time?

Please note: If you are chosen to participate in this pilot, you will be required to meet with the QEP Director and/or QEP Task Force to share your findings and relate successes and challenges. Your input is valuable and will contribute to the finalization of the SLOs, QEP projects, and quantitative and qualitative assessments for the QEP document that will be submitted to SACSCOC. You will receive a stipend (yea!) for your participation. Return proposal to Grace Haddox at qep@epcc.edu

El Paso Community College—Quality Enhancement Plan

The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.

Please provide the following:

Name: Melinda R. Camarillo  
Discipline: Math

Pilot Course: Math 1351  
Dean: Steve Smith
Student Learning Outcome: (Please choose one or more from the list provided)
2, 4, 5

Description of project or assignment:
I have been working with my local library to set up evening tutoring sessions for the students who live in the area of the library. I would get students from my Math 1351 class, which is a class for future teachers, to serve as volunteer tutors. If it doesn’t work out with the library, then I will find another organization at which my students can serve as tutors, perhaps through EPCC’s Service Learning Program. I would request that my students focus on math tutoring. Some of the purposes of this project would be to, 1) Expose my students to the math material that school age children are required to know, 2) Help my students feel more comfortable with the math material and more comfortable explaining math to others, 3) Give my students some experience working with young students, 4) Educate my students about the children who make up our community, and 5) Get my students to serve our community as tutors.

Description of assessment:
--A minimum number of hours must be documented and met for a grade (I’m thinking at least 8-10 hours.)
--I will also have students turn in several Tutoring Description Worksheets throughout the semester. I will put several questions on these worksheets to guide my students to briefly describe one tutoring session. Some of the things that I will get my students to write about will be: who they worked with for that session, what they tutored, how long they were with the student(s), what they learned about the student they worked with, what they think the student learned or didn’t get, and what my student learned about math, math teaching, how students learn, and what they learned about the community.
--At the end of the semester, I will have my students do one final writing assignment that summarizes what they learned from all the tutoring sessions throughout the semester.
--Each student will also do a final presentation to the class, which will include a poster board or other visual, about what they learned from the tutoring sessions about math, math teaching, how students learn, and about the community.

Please note: If you are chosen to participate in this pilot, you will be required to meet with the QEP Director and/or QEP Task Force to share your findings and relate successes and challenges. Your input is valuable and will contribute to the finalization of the SLOs, QEP projects, and quantitative and qualitative assessments for the QEP document that will be submitted to SACSCOC. You will receive a stipend (yea!) for your participation. Please provide the following:

El Paso Community College—Quality Enhancement Plan

The topic for the quality enhancement plan is “Learning about the Community as a Community,” so we are looking for projects or assignments that will enhance a student’s understanding of their community. We would like proposals that treat the classroom as a community of learners who are eager to explore some aspect of El Paso or the surrounding area. The project or assignment does not have to be new—it can be built from an existing assignment. Hopefully, adding the community aspect will give the students a greater understanding and appreciation of the El Paso area. Please keep all proposals to one page.
Student Learning Outcome: (Please choose one or more from the list provided)

Student projects will fit mostly with SLO #1: Retrieving, analyzing, and using information, 2 – Synthesizing findings from multiple sources, 3 – Utilizing available resources to document findings, & 5 – Describing in a variety of formats how their understanding of the community has enhanced their knowledge and education.

Description of project or assignment:

There will be 4 groups in each 1315 course. Each group will have the task of writing a children’s book using rhetoric geared to a youth audience between the ages of 5 - 9 years old. The objective of the book is for each group to come up with a different characteristic that defines the culture of El Paso and how it became that way. So for example: One group could talk about the cultural perspective of Education in El Paso. They would do research to understand how education has evolved in the borderland according to basic demographic data, and history. They would create an original story to demonstrate that particular cultural characteristic. Each group would write and illustrate the story both in print and in digital format. The digital format can be printed into the book itself so not to duplicate the work. The digital format can be placed as a link on the Web and the printed copies could be used in each of the libraries. Each group could take a Saturday to host a reading of their book and invite children to attend the reading. Part of the assessment would be that each storybook would be presented in class and the other groups would offer a critique based on how well each group met the SLO objectives.

Description of assessment:

Part 1 of the assessment would be that each storybook would be presented in class and the other groups would offer a critique based on how well each group met the SLO objectives.

Part 2 of the assessment would be on the part of the teacher as to how well each group not only met SLO objectives but also if they have used appropriate principles of Rhetoric and Public Communication.

Part 3 of the assessment would be a personal reflection narrative essay that addresses their understanding of how the community has enhanced their knowledge and education.

Please note: If you are chosen to participate in this pilot, you will be required to meet with the QEP Director and / or QEP Task Force to share your findings and relate successes and challenges. Your input is valuable and will contribute to the finalization of the SLOs, QEP projects, and quantitative and qualitative assessments for the QEP document that will be submitted to SACSCOC. You will receive a stipend (yea!) for your participation. Return proposal to Grace Haddox at qep@epcc.edu