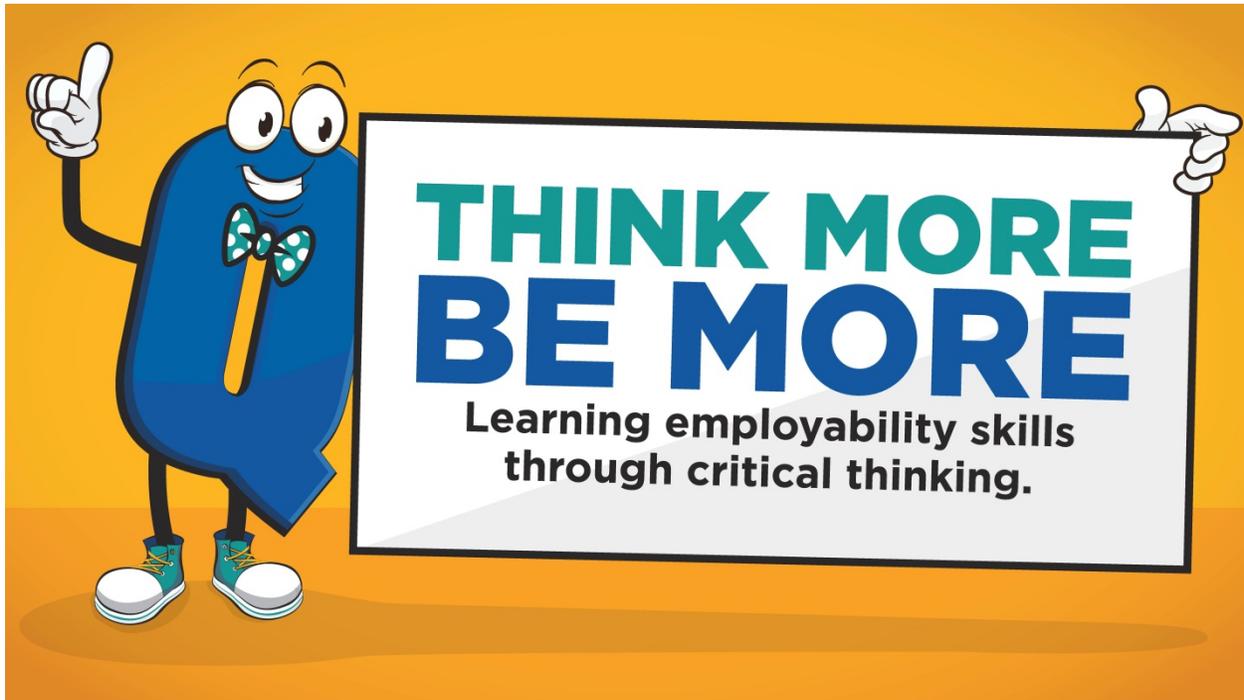


## Quality Enhancement Plan (QEP)



**Savannah Technical College**

**Reaffirmation of Accreditation 2017**

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**&**

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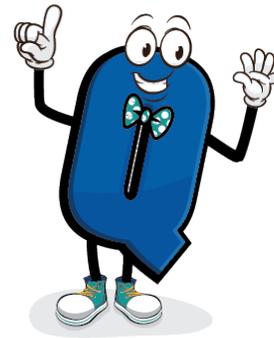
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## Chapter 1

### Executive Summary

Through a rigorous and long-term evaluation of its data, Savannah Technical College has determined that its current “Work Ethics Traits” model is both outdated and not supportive of student learning. After engaging its internal and external stakeholders, the College has determined that a revision of its current Work Ethics Traits model is appropriate for its Quality Enhancement Plan (QEP). In turn, a careful review of the literature was undertaken. What the literature review revealed was a growing disconnect between what employability skills – often referred to as soft skills – employers expect from graduates and available training models for educators.

Which begs the question, how can students learn employability skills? There is a paucity of literature that attends to answer this question. In one of the only available theoretical models for teaching employability skills, Knight and Yorke (2003) suggested students reflect both generally and particularly about a given habit or behavior in relationship to their personal values and the social context in which the habit or behavior is appraised. Turner (2014) recommended that embedding the learning experience is critical for positive effect, and showed that academic experience could serve as a precursor to student agency. However, too many approaches to employability skills are paternalistic, infantilizing the training relationship between student and teacher.

The College sought a different approach because the literature showed a linkage between critical thinking and employability skills. Consequently, it is the College’s contention that it is no coincidence that employers are suggesting candidates lack critical thinking skills (Payscale, 2016) at the same time they are noticing a lack of general “soft skills.” Students lack these employability skills because they lack the applied critical thinking which empowers them to acquire the skills, understand the nuances, and navigate the social, political, and emotional

climates of any company or business in such a way that promotes their long-term career success.

In turn, the College is proud to launch: “Think More. Be More. Learning Employability Skills Through Critical Thinking.” This Quality Enhancement Plan will be implemented over a five-year process, involve all faculty and staff, and serve as a catalyst for change at the College for students, faculty, and staff. The goal of the QEP is as straightforward as the title, namely, to improve students’ employability skills through teaching that focuses on improving critical thinking. Consequently, a student learning outcome will be integrated into every general education course and technical education course at the College respectively. For general education courses, students will gather, analyze, and evaluate the information and ideas that inform their habits and behaviors. For technical education courses, students will describe, discuss and demonstrate employable habits and behaviors in an industry context.

This process will be supported by faculty champions who help other faculty integrate critical thinking into their classrooms, professional development activities, and a Student Learning Outcomes (SLO) QEP Committee. All faculty, staff, and students will take the Conover Workplace Readiness Assessment. This assessment is recognized by the National Soft Skills Association and is a subset of the Personal Skills Map which has been validated by more than 100 studies. The Conover Assessment will serve as a student’s verification of completion of work ethics related training – a requirement of the Technical College System of Georgia (TCSG) and in accord with the College’s workforce development mission. The assessment data for faculty and staff will be utilized to develop customized professional development.

The SLO & Data Committee will ensure that faculty properly integrate and assess critical thinking in the context of employability and will analyze SLO and Conover data to uncover trends and possible implications of the data. A Professional Development & Events Committee will oversee the development and deployment of events that promote critical thinking and employability skills. These committees will report to the Quality & Integrity Committee which will

provide a summative assessment each year and provide a series of recommendations for improvement/change each year. All of these efforts will work in concert to transform the student learning experience and improve the quality of graduates at Savannah Technical College so that more students are ready for the world of work that awaits them.

## Chapter 2

### Broad-based Institutional Process Identifying Key Issues

In **September of 2014**, the Dean for Business and Technology was asked to lead and select the Quality Enhancement Plan (QEP) Development Team. On **October 29, 2014**, the Dean for Business and Technology convened a group of faculty and staff from across the College to begin the process of identifying key issues the QEP might address. In **December of 2014**, administrative leaders attended the SACSCOC Annual Meeting in Atlanta and began preparation for the College's 2017 reaffirmation.

The Vice President for Academic Affairs and the Dean for Curriculum & Special Projects and SACSCOC Accreditation Liaison attended the first meeting to assist the Dean for Business and Technology to explain what the QEP is and how the selection process would take place. The Dean for Business and Technology explained to the meeting attendees that the QEP plan should be able to withstand college budgetary and personnel changes, and therefore, it was recommended that the team should select a topic that is scalable and sustainable within the context of institutional capacity. The initial timeline had the team investigating possible topics over the next year. A topic would be chosen by the end of 2015 with student learning outcomes, a literature review, and an implementation model developed in the spring of 2016.

In the **fall of 2014**, the College began another initiative, Achieving the Dream (ATD). This initiative is designed to help the College locate areas of deficiency and design interventions to improve those deficiencies based on rigorous data analysis. On **December 7**, a collection of college leaders attended the 2014 Annual SACSCOC meeting in Nashville, TN. During this conference, the Dean for Business and Technology realized that the research being conducted by the ATD data team would likely duplicate the work of the QEP team. Also, many of the team members for each initiative were on both teams. A discussion ensued between members of the ATD and QEP teams, and they all agreed to combine the efforts of the ATD Data Team and

QEP Development Team while they collected data for both projects. The timetable for the ATD project was shorter than the QEP project, so once the data was sufficient for the ATD project to move to selecting priorities the two groups would separate. The tentative time table for this separation was **April 2015**.

From **January 2015** to the end of **March 2015**, the two committees worked as one unit collecting information which included:

- Registration records which were used to determine success rates in developmental, general education, and program courses; graduation rates; and persistence rates.
- Success rates by delivery modality (online, K1, K2, and lecture).
- The reason(s) students had left the College prior to graduation, via a survey designed to get an understanding of why students left before completing their program of study.
- Common reasons for student withdrawals via withdrawal forms from a 3-year cohort.
- Faculty input on reasons why students were not successful with learning support courses.
- Faculty input on the most common obstacles preventing student's success.
- Student input on the most common obstacles preventing their success.

On **March 26, 2015**, the ATD Data Team reported to the ATD Leadership Team their findings and recommendations of priorities: increase student retention, increase completion rates in learning support courses, and increase completion rates in general studies and program courses. The first priority had five interventions: changes to advisement strategies, implementation of an early alert system, changes to new student orientation, the creation of a first-year experience course, and changes to student attendance policies. The second priority had three interventions: implementation of a Learning Support Boot Camp, Implementation of Learning Communities, and implementation of a hard deadline for student registration that

prevented students from entering class late. The third priority had two interventions: identifying gateway courses to help identify students that require a higher degree of engagement and the establishment of an identification process for at-risk students and a concomitant mentoring program for these students. The last joint meeting of the ATD and QEP teams was held on **June 3, 2015**. At this meeting, it was announced that the ATD priorities were adopted by the College, and the QEP team would continue its work independently.

On **June 29, 2015**, the QEP team met and continued to work through the data collected in the ATD process. Topics discussed at this time were: improving learning support Math scores, increasing general completion rates, improving success rates in online courses, and improving students' written communication skills.



From **July 19-22, 2015**, various college leaders, including the Dean for General Studies & Learning Support and the Dean for Business and Technology, attended the Institute on Quality Enhancement and Accreditation in Orlando, Florida. At the QEP team's **July 25, 2015** meeting, the results from the College's 2014 and 2015 Community College Survey of Student Engagement (CCSSE), and the 2014 Chatham County Workforce Development Analysis were reviewed. The latter was a study jointly conducted by Armstrong State University for the Savannah Economic Development Authority, Savannah Area Chamber of Commerce Foundation, and The United Way of the Coastal Empire. The CCSSE survey reinforced most of the data collected from the joint ATD/QEP team data collection.

The Chatham County Workforce Development Analysis (CCWDA) report studied the regional labor market. The study pointed to a general deficiency in work ethics across the region's labor market. This turned the QEP team's attention to the College's own work ethics

program. Each course at the College delivers content related to 10 points of work ethics-related behaviors: attendance, character, teamwork, appearance, attitude, productivity, organizational skills, communication, cooperation, and respect. At the midterm and at the end of the semester, each student is evaluated on these criteria using a 4-point scale (0=Unacceptable to 3=Exceeds expectations). The model was developed by the Technical College System of Georgia over 20 years ago, and for several years faculty have expressed concerns that it neither meets the demands of the contemporary workforce nor is it appropriate for online courses. The QEP team agreed with this analysis.

The team also theorized that the work ethics of students at the College mirrored the labor market described in the CCWDA study. In order to investigate this theory, historical work ethics grade distributions data were analyzed. The team found that 96% of students received a work ethics grade of 2 or 3 with the preponderance of students receiving a 2. They also found a strong correlation between the student's academic grade and their work ethics grade. One theory that could explain this is that students who have good work ethics also perform well academically; however, the team also thought the high level of students scoring a 2 may be due to the implications for faculty of scoring a student with a grade other than a 2. For students who earned a 0, 1, or 3, instructors are required to provide written justification, and in the case of a 0 or 1 they are required to develop an action plan and have follow-up meetings with the student.

During these QEP topic meetings, the Department Head for Early Child Care Education introduced another topic: low rates of retention and graduation in many programs throughout the College. The theory proposed was that students are not completing their program of study because they do not have established career goals, and/or they do not understand the majors that the College offers.

By July, 2015, the team had developed six possible QEP topics: Learning Support Math, Overall Completion Rates, Variances in Success Rates among Delivery Modalities, Career Goals and Major Selection, Writing Communication Skills, and Work Ethics. The team quickly eliminated Learning Support Math and Overall Completion Rates because they were both being addressed by ATD interventions. Although members of the team liked the idea of addressing the variances in success rates across delivery modalities, they decided to eliminate it because the College already had plans to make significant changes to online courses. In January of 2016, the College would be making a transition from the Angel Learning Management System to the Blackboard Learning Management System. The College would be using this transition time to implement several changes to the way online course shells were developed. Implementing another intervention so close in time to these interventions would make it difficult to determine the impact of each individual one. This left three possible QEP Topics: Written Communication, Work Ethics, and Major Selection.

On **September 8, 2015**, the team developed a survey that was delivered to program advisory board members, faculty and staff, and students. The survey questions were designed to help the team understand the level of importance and the degree to which students were deficient in each area. The survey was conducted in **October 2015**.

On **October 21, 2015**, the team discussed the results of the surveys. The results showed that students' perception of their communication skills was higher than faculty and industry's perceptions; however, they were not far off. All groups agreed that students' overall written communication skills were moderately effective to extremely effective. The only variance was industry's perception of students'/graduates' proper use of grammar, spelling and language use. The survey results also showed that industry and students felt that students were able to establish appropriate career goals and select an appropriate program of study. Faculty did not

believe it was a significant weakness, but did not have as positive a perception as students and industry.

The survey results for the section on work ethics showed students' perception of their work ethics is in line with the grades that they received. That is to say, the results showed they felt their work ethics met expectations. However, the perception that faculty and staff had of students' work ethics was significantly lower than the students' work ethics grades. Industry's perception was in line with the faculty. Therefore, there was a disconnect between the students' grades, their perception of their work ethics and the perceptions of faculty, staff, and industry. The Dean for General Studies & Learning Support introduced the term "critical employability skills" to the discussion of this topic. The idea being that work ethics are often called "soft skills", and there is nothing soft about these skills. They are critical to an employee's ability to succeed. That led to a discussion about how critical thinking is the foundation of critical employability skills. The group decided to refer to this topic as Critical Employability Skills.

On **November 6, 2015**, the Dean for General Studies & Learning Support and the Dean for Business and Technology briefed the Vice President of Academic Affairs and the Dean for Curriculum & Special Projects and SACSCOC Accreditation Liaison on the QEP team's progress. On **November 10, 2015**, through representation, the team briefed the College President. Following that meeting, on **November 17, 2015**, the College's Board of Directors were briefed on the three current topics. Although the board liked the Written Communication topic, they shared that the Critical Employability Skills was the best choice because they agreed with both the sentiments of the CCWDA study and the results of the QEP team's survey which showed that Savannah Technical College students needed to improve their Critical Employability Skills.

On **December 5, 2015**, the Dean for General Studies & Learning Support and the Dean for Business and Technology and other members of the College's leadership attended the SACSCOC Annual Meeting in Houston, Texas. On **January 20, 2016**, the QEP team met and discussed the merits of each of the three remaining topics. The group defined the problem addressed by each topic, the supporting evidence for each problem, the advantages of selecting that topic, possible interventions, and discussed the drawbacks. The first topic discussed was students' career goals and their major selection. The problem definition was: students do not set career goals or fully understand the majors at the College. This leads to low success rates, problems with student retention and switching majors. The topic was supported by evidence of high rates of students that change majors and do not complete their program of study. It was also supported by faculty and advisor observations. The interventions discussed were faculty/staff development in advising and increasing counseling/advising sessions with students prior to their selection of a major. The drawback was that the group thought it would be difficult to identify specific SLOs since the rate of non-completion is across many classes. Also, the QEP Faculty/Industry/Student research did not support this problem.

The second topic discussed was Written Communication Skills. The problem was defined as: students have poor written communication skills. The supporting documentation came from a variety of sources:

- Industry sees communication skills (55%) as important; however, they were less than satisfied with the work force's ability related to writing (*SEDA ASU Study*).
- 40% of industry surveyed state that our graduates are only slightly effective at delivering clear, factual, and organized written communication (*QEP Survey*).
- 36% of industry surveyed stated our graduates need improvement or need significant improvement in their use of grammar, spelling, and language (*QEP Survey*).

- Faculty results for the above survey are similar. Student results for the above survey are the opposite. This represents a disconnect between the perceptions.

The advantage of this topic was the ease of connecting to a broad range of majors. It is also a very common QEP topic, so there would be a large number of examples to help guide the project. Possible interventions were the development of a brick-and-mortar writing center staffed by tutors and equipped with computer-aided writing assistance tools and online/virtual writing centers. The drawback was that most, if not all, of these options were financially and human-resource intense.

The last topic discussed was Critical Employability Skills. The problem was defined as: students are deficient in work ethics, and the College's current work ethics model is not effectively correcting the problem. Support for this topic came from a variety of sources:

- Local industry believes soft skills like customer service (65%), business etiquette (45%), and job skills like problem-solving (30%) are important (*SEDA/ASU Study*).
- Local industry sees attitude (55%), work ethic (45%), and business etiquette (45%) as being deficient in our labor market (*SEDA/ASU Study*).
- Focus groups of labor "Expressed strong desire for soft skills (personality traits of personal responsibility, communication skills, problem-solving, and task management) (*SEDA/ASU Study*).
- Internal studies produce similar results. Students, faculty, and industry believe work ethics are important (*QEP Survey*).
- There is incongruence between what students see their work ethics to be and what industry and faculty believe students' work ethics to be (*QEP Survey*).
- The current Work Ethics model is outdated. The model is almost 20 years old and does not effectively address current industry needs or academic delivery methods (e.g. lecture, web-enhanced, hybrid and online).

- The current work ethics assessment data was not meaningful as shown in Appendix 7.4 (redundant to grade, not meaningful feedback and subjective).
- For more than a decade, research has pointed to the fact that students lack critical thinking skills coming out of high school and college (Perie et al., 2005; Beyer, 2008; Pittman, 2010; Schaffhauser, 2015).

It was noted that one major advantage of the Critical Employability Skills topic is that work ethics training is intrinsically connected to the College's Workforce Development mission. It would require sustainable and scalable financial and human resources. It has a short implementation cycle. The topic would allow the College to be a leader in an emerging field of study. Possible interventions that were discussed were the development of a new work ethics model to be implemented in every course, an introductory and capstone course, or a single course. The fact that the concept is emerging, and that there are not many current QEP's addressing the issue, was discussed as a drawback.

After each topic had been analyzed, the QEP team voted unanimously to select Critical Employability Skills as the topic of the QEP. At this point, the key issue had been identified. Further development of the QEP plan will be discussed in Chapter 5.

## Chapter 3

### Focus

#### Critical Thinking and Employability Skills

For the purpose of ensuring consistent and coherent thought and approach among all Savannah Technical College staff regarding critical thinking, the College defines critical thinking for the purposes of this QEP as *the process of gathering, analyzing, and evaluating information and ideas that identify and challenge one's assumptions about attitude, communication, planning and organization, interpersonal skills, teamwork, and professionalism, which result in informed judgements that are logical, supported by evidence, and lead to a desired outcome.* Kurfiss defines critical thinking as "...deciding rationally what to or what not to believe (*Critical Thinking: Theory, Research, Practice, and Possibilities – 1988*).” Maiorana describes critical thinking in this way: “The purpose of critical thinking is, therefore, to achieve understanding, evaluate viewpoints, and solve problems. Since all three areas involve the asking of questions, we can say that critical thinking is the questioning or inquiry we engage in when we seek to understand, evaluate, or resolve (*Critical Thinking Across the Curriculum: Building the Analytical Classroom – 1992*).” These academically-established definitions – and others – support the College’s foundational definition of critical thinking. The College builds upon that foundation by contextualizing the definition for purposes of this QEP.

#### The Role of Critical Thinking Within the QEP

While some of the current Savannah Technical College curricula provide instruction on critical thinking skills within some industry-specific situations, the purpose of the QEP is to improve the student’s ability to apply critical thinking skills specifically to the 8 employability characteristics addressed in the QEP: attitude, communication, critical thinking, planning and organizing, interpersonal/social skills, teamwork, professionalism, and media rules. For that

reason, training of faculty will emphasize the QEP definition of critical thinking as defined in the preceding section: *the process of gathering, analyzing, and evaluating information and ideas that identify and challenge one's assumptions about attitude, communication, planning and organization, interpersonal skills, teamwork, professionalism, and media rules, which result in informed judgements that are logical, supported by evidence, and lead to a desired outcome.*

Within the QEP, critical thinking will serve faculty as the tool with which to expose students to the importance of soft employment skills: attitude, communication, etc. Critical thinking will serve the student as a mechanism by which each student will expose the value of those soft skills, and how those skills are manifested within the industry/discipline the student is studying.

### **The Operational Link Between Critical Thinking and Employability Skills**

The QEP highlighted the Chatham County Workforce Analysis Study of 2014 and its findings regarding the need for improving the soft skills (defined by the College as Critical Employability Skills) of entry level applicants into the workforce, including local college students. Of the Human Resource Professionals interviewed for the study, 81% noted problems in the local workforce with attitude, verbal skills, and business etiquette. This study parallels work by Casner-Lott & Barrington (2006) which concluded that high school graduates are deficient in critical thinking and professionalism/work ethics.

Savannah Technical College's QEP focuses on closing the soft skills/employability skills gap by not merely demonstrating professional behavior for the student in the classroom, but also focusing on improving the critical thinking skills of the student, thereby enabling the student to deduce for themselves the attitudes and behaviors that are valued within the industry they are studying, i.e. employability skills. This will be accomplished through the assessment of every student with the Conover Workplace Readiness Assessment upon their admission, followed by

the application of Student Learning Outcomes (SLO) embedded within each course, which encourages the development of the soft skills measured by the Conover Assessment:

- Attitude;
- Communication;
- Planning and Organizing;
- Critical Thinking;
- Interpersonal/Social Skills;
- Teamwork;
- Professionalism; and
- Media Rules.

Faculty will undergo QEP Faculty Training that focuses on the teaching of critical thinking skills, as defined by the College's QEP, and focuses on the employability skills listed above. A rubric will be utilized and revisited throughout the semester allowing students to measure their progress in these areas against the baseline that was established with their pre-test on the Conover Workplace Readiness Assessment. As their critical thinking skills improve in response to the faculty application of the Student Learning Outcomes instruction, the College theorizes that students will challenge the assumptions they held upon admission regarding the employability skills necessary to succeed in their discipline, and align their beliefs and behaviors with the Student Learning Outcome.

The following table illustrates the process that links critical thinking to the employability skills assessed by the Conover Workplace Readiness Assessment Instrument:

Figure 3.1 – The Operational Link Between Critical Thinking and Employability Skills

Employability Skill	Current Understanding of Employability Skills	Critical Thinking Taught and Applied in the Classroom	Improved Critical Thinking Resulting in Improved Employability Skills as Measured by Conover
<b>Attitude</b>	The information, ideas, existing assumptions and current knowledge that informs a student’s thinking and actions about <b>attitude</b> in the workplace	The process of gathering, analyzing, and evaluating the student’s current assumptions about <b>attitude</b> in order to challenge those assumptions in relationship to a desired outcome	A deeper understanding of having a positive attitude, keeping your focus, doing your best, responding to guidance or direction, controlling your emotions, and flexibility that results in informed action and sound decision making about <b>attitude</b> in the workplace within an industry-specific context
<b>Communication</b>	The information, ideas, existing assumptions and current knowledge that informs a student’s thinking and actions about <b>communication</b> in the workplace	The process of gathering, analyzing, and evaluating the student’s current assumptions about <b>communication</b> in order to challenge those assumptions in relationship to a desired outcome	A deeper understanding and new perspective on the role of active listening, verbal communication, emotional awareness, written communication, communicating in difficult situations, body language and other forms of non-verbal communication that result in informed action and sound decision making about <b>communication</b> in the workplace within an industry-specific context
<b>Planning/Organization</b>	The information, ideas, existing assumptions and current knowledge that informs a student’s thinking and actions about <b>planning and organization</b> in the workplace	The process of gathering, analyzing, and evaluating the student’s current assumptions about <b>planning and organization</b> in order to challenge those assumptions in relationship to a desired outcome	A deeper understanding of prioritizing, time management, coordinating resources, delegating, creating systems, being proactive and planning ahead that results in informed action and sound decision making about <b>planning and organization</b> in the workplace within an industry-specific context
<b>Critical Thinking</b>	The information, ideas, existing assumptions and current knowledge that informs a student’s thinking and actions about <b>critical thinking</b> in the workplace	The process of gathering, analyzing, and evaluating the student’s current assumptions about <b>critical thinking</b> in order to challenge those assumptions in relationship to a desired outcome	A new perspective and deeper understanding of the process of recognizing and articulating challenges, thinking critically about challenges, adaptability, a desire to meet challenges, and ability to find solutions that result in informed action and sound decision making about <b>critical thinking</b> in the workplace within an industry-specific context
<b>Interpersonal/Social Skills</b>	The information, ideas, existing assumptions and current knowledge that informs a student’s thinking and actions about <b>interpersonal and social skills</b> in the workplace	The process of gathering, analyzing, and evaluating the student’s current assumptions about <b>interpersonal and social skills</b> in order to challenge those assumptions in relationship to a desired outcome	A new perspective and deeper understanding of interacting with others and presenting one’s self in an acceptable manner including: interpersonal skills, controlling your emotions, socializing at work, networking, responding to conflicts, and appropriate workplace relationships that results in informed action and sound decision making about <b>interpersonal and social skills</b>

			in the workplace within an industry-specific context
<b>Teamwork</b>	The information, ideas, existing assumptions and current knowledge that informs a student's thinking and actions about <b>teamwork</b> in the workplace	The process of gathering, analyzing, and evaluating the student's current assumptions about <b>teamwork</b> in order to challenge those assumptions in relationship to a desired outcome	Deeper understanding and new perspective on respect/civility, active listening, being reliable, participating and collaborating, communicating constructively, and problem-solving that results in informed action and sound decision making about <b>teamwork</b> in the workplace within an industry-specific context
<b>Professionalism</b>	The information, ideas, existing assumptions and current knowledge that informs a student's thinking and actions about <b>professionalism</b> in the workplace	The process of gathering, analyzing, and evaluating the student's current assumptions about <b>professionalism</b> in order to challenge those assumptions in relationship to a desired outcome	A deeper understanding of and new perspective on developing positive workplace relationships including: following workplace rules and expectations, personal responsibility, workplace ethics, physical appearance, appropriate language, and etiquette that results in informed action and sound decision making about <b>professionalism</b> in the workplace within an industry-specific context
<b>Media Rules</b>	The information, ideas, existing assumptions and current knowledge that informs a student's thinking and actions about <b>media rules</b> in the workplace	The process of gathering, analyzing, and evaluating the student's current assumptions about <b>media rules</b> in order to challenge those assumptions in relationship to a desired outcome	A deeper understanding and new perception about proper and safe use of technology including: cell phone rules, email rules, laptop and tablet rules, internet use, internet safety, video conferencing rules, and social media that results in informed action and sound decision making about <b>media rules</b> in the workplace within an industry-specific context

### Student Learning Outcomes Overview

The College recognized that in order to improve the current work ethics system, a teaching and learning approach to employability skills had to be developed and implemented. In turn, the student learning outcomes emerge directly from the literature. On the one hand, there is the learning goal of employability skills, and on the other hand is the process by which students will be challenged to learn those skills - critical thinking.

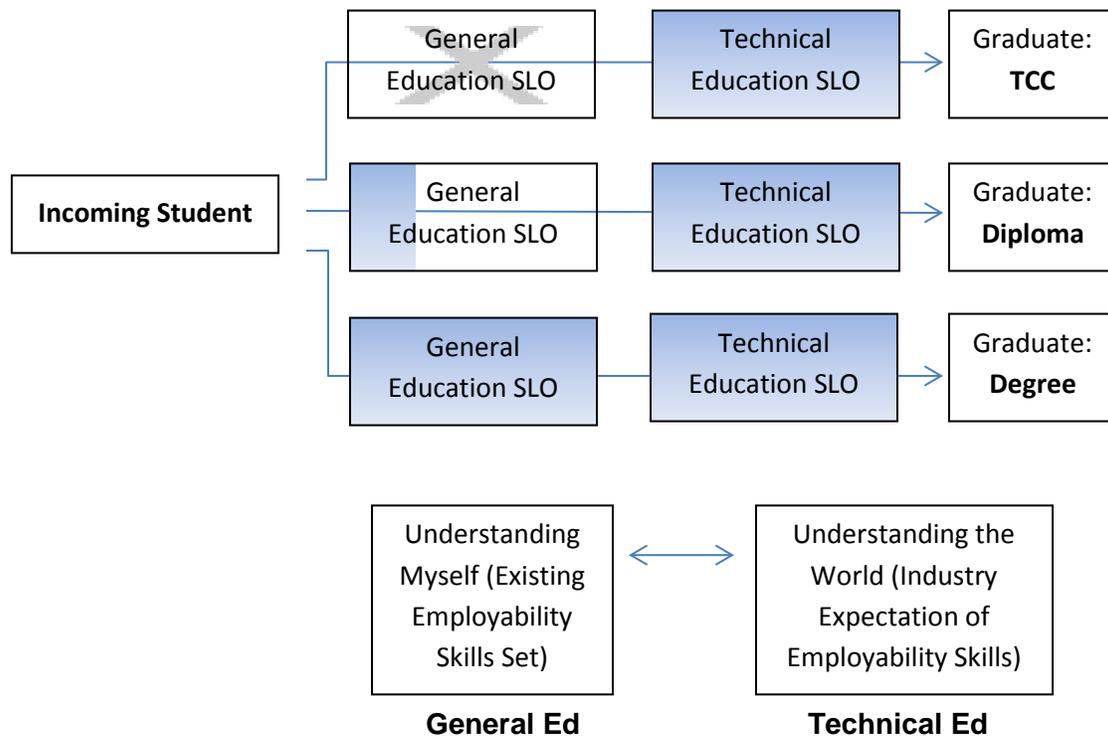
Critical thinking involves an empirical process of gathering, analyzing, and evaluating information and ideas. It also involves applying that thinking within a given context. Both the

analytical and applied dimensions of critical thinking naturally apply to the content of employability skills.

The general education and occupational/technical education courses comprise a different set of experiences for students. For students in a very short-term certificate program, only technical education courses are taken. Students in a diploma program normally require two to three general education courses in addition to a larger group of technical education courses. However, for degree-seeking students, a full complement of general education courses is taken along with a full complement of technical education courses.

Employability skills represent habits and behaviors developed over time and applied in a particular career context. All students come to college with a set of habits and behaviors that constitute their own set of employability skills. Companies and industries expect employees to have certain habits and behaviors that constitute a set of employability skills. In turn, employability skills are two-dimensional. They are both a set of behaviors and actions currently held and the expected habits and behaviors a person must develop in order to gain and maintain employment.

Consequently, a single, uniquely focused, student learning outcome was developed for general education and technical education courses respectively, which together provide a comprehensive, heuristic approach for learning employability skills. For students who do not take a program long enough to include general education, the focus will be solely on industry expectations. In general education courses, students will learn to think about the information and ideas that are formal to the development of their existing employability skills set. Figure 3.2 shows a basic model for understanding how each unique learning outcome relates to the other.



**Figure 3.2 – Learning Outcomes Model**

The unique learning outcomes are as follows:

1. **General Education** - Students will gather, analyze, and evaluate the information and ideas that inform their habits and behaviors.
2. **Technical Education** - Students will describe, discuss and demonstrate employable habits and behaviors in an industry context.

Each learning outcome will be embedded into the courses that students take at the College where appropriate.

The following logistical questions will be answered on an annual basis to ensure the assessment process is ongoing, fluid, and invokes engagement from all faculty:

1. What assessment strategies will be utilized to assess the learning outcomes?
2. Which courses will be selected for the assessment strategy?
3. What assignments, test questions, or exams will be used for the assessment?
4. How many examples of student work will be sampled?

5. How will the examples of student work be selected?
6. When and how will the data be collected?



The QEP Student Learning Outcomes will be assessed in identified courses that are required across STC’s certificate, diploma, and degree curricula. Outcome data will be collected from these courses each semester. The specific course crosswalk will be determined by the QEP Student Learning Outcomes Committee in the fall semester of 2016. Collection of data will proceed with the format depicted in Table 3.3.

**Table 3.3 – Student Learning Outcomes**

<b>Learning Outcome</b>	<b>Assessment Instrument</b>	<b>Assessment Criteria and Evaluation Methods</b>	<b>Assessment Term/Date</b>	<b>Assessment Results</b>	<b>Recommendations for Improvement</b>
<b>General Education:</b> Students will gather, analyze, and evaluate the information and ideas that inform their habits and behaviors.					
<b>Technical Education:</b> Students will learn and demonstrate employable habits and behaviors in an industry context.	<i>Example: Discussion Board 3</i>	<i>75% of students will pass with 70 or higher</i>	<i>201712 and 201714</i>	<i>60% of students met the objective</i>	<i>Provide students with more explicit examples of critical thinking applied in the given workplace scenario</i>

### **Student Learning Outcomes Development & Assessment**

The student learning outcomes address workplace-related employability skills. These skills will be general or native to a particular industry. Most importantly, they will be assessed by instruments that require students to employ critical thinking. This is ultimately the goal of the QEP: to improve employability skills through critical thinking. The premise is that if students can learn to think critically about employability skills, they can learn whatever the demands and expectations of a particular employer or corporate culture are. Further, critical thinking will provide them a means for evaluating the feedback they receive about their existing employment habits and behaviors.

**General Education.** In a general education context, faculty will examine their curricula and find content areas that naturally provide an opportunity to discuss employability habits and behaviors. Where appropriate, the same courses will use the same assessment items (e.g., ENGL 1101). Assessment examples include:

- A. **English-** The narrator of John Updike's short story "A&P" is a teenaged boy named Sammy, who quits his job after witnessing his boss reprimand three girls for coming into the store in only bathing suits. Was this an appropriate response on Sammy's part? What beliefs motivated him to take this action and could these beliefs have an effect on his adult life?
- B. **Psychology-** For example, while studying chapters on learning, memory, and intelligence a discussion question is posed for students to respond in writing:  
Maria's method of studying worked effectively throughout high school until she took her first foreign language course. In this course, her grades were much lower than usual. What factor(s) do you think may have played a role in Maria's academic problem?

- C. **Humanities-** Examine Aristotle's Golden Mean, Marcus Aurelius' Stoicism, and Epicurus' Epicureanism as different means to attaining happiness. Consider the following statement: "Take care that your happiness does not depend on what happens to you." To which of the three philosophies of happiness mentioned above is this statement most closely related? Is it a reasonable approach to living? Explain.

**Technical Education.** In a technical education context, faculty will provide students with explicit examples of industry expectations and then provide students learning opportunities that require students to think critically about how and why the industry expectation is what it is.

Examples include:

- A. **Paralegal Studies-** Students are given a case study where they must navigate possible actions that may have legal/ethical implications. Students are required to respond to a number of questions, supporting their chosen behavior with facts and information that support that decision.
- B. **Business Management-** To Hire or Not to Hire: As a manager in Human Resources (HR), part of my job is to guide the process by which my company selects new employees. Recently, we selected an applicant to fill a computer analyst position. The supervising manager and a selection panel selected this applicant over a number of others based on her superior qualifications and interview. However, a routine background check indicated that the applicant had been convicted 18 years earlier for false check writing. The application form has a section where the applicant is asked if he/she has ever been convicted of anything other than a traffic violation. In response to that question, this applicant wrote "no". When informed of this, the supervising manager stated that she would still like to hire the applicant, but asked me for my recommendation. The job does not involve handling money.

Question: Should the fact that the applicant did not tell the truth on one part of the application automatically disqualify her from further consideration?

- C. **Aviation-** In ASTT 1050, the students learn about different types of quality control, then they are asked to look at a process in the labs and determine how to “improve production.”

### **Literature Review**

The following literature review will provide a brief examination of the convergence of critical thinking and employability skills in a theoretical and applied context. The applied context is important, given the mission of Savannah Technical College and the pursuits of its students. The exploration of the literature provides a solid academic foundation by which the College’s Quality Enhancement Plan can proceed. Further, it seeks to consider the concept of employability in a way that is consonant with emerging research and best practice, but more importantly, considers the concept of employability within a significant gap in the literature and the consequent approaches to developing employability skills.

### **Critical Thinking and Critical Thinkers**

Critical thinking is the discipline that brings together all other disciplines. In this way, it combines the artfulness of a life well lived and the science of living well. Scriven and Paul (1987), in their landmark work on the topic, defined critical thinking as the active and skillful process of conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered or generated by observation, experience, reflection, reasoning, or communication. This data should then logically guide belief and action. Paul and Elder (2008) take a more simplistic and humanities-based approach, defining it as the art of analyzing and evaluating thinking with a view to improving it. All of this fits within Glaser’s (1941) seminal work which proposed a 3-part, practical schema for critical thinking: attitude, method, and application. In

turn, the person who thinks critically can exhibit these traits in their attitude, approach, and application no matter the discipline or career field.

In addition to a working definition of critical thinking, there is research that has considered the common features of good critical thinkers. Facione (1990) surveyed 48 experts in the field of critical thinking. Utilizing the Delphi method, the research showed that those who think critically are honest with their own personal biases, demonstrate persistency to seek results, are willing to reconsider their own ideas, and are well-informed. This notion of being well-informed comports with the definition of critical thinking put forward by Kurfiss (1998) which emphasized the incorporation of all available information. This synthetic view agrees with more current literature (Stanovich, 2010). More generally, the literature points to three concrete notions that support the focus of this project:

1. Critical thinking is a scientific process (e.g., gather information, do analysis, test ideas, etc.) (Paul & Elder, 2008).
2. Critical thinking involves the convergence of personal experience and objective information (Scriven & Paul, 1987).
3. Critical thinking involves application (Glaser, 1941).

### **Employability Skills**

Knight and Yorke (2003) reviewed the literature regarding employability skills and concluded that there is no consensus on what constitutes a set of needed skills or method for their improvement. They did, however, identify four basic approaches to individuals and environments and that those theoretical frameworks impact how employability skills are viewed. Only one view, Incremental Theory grounded in an internal locus of control, posits that employability skills can be learned. This view holds that, in general, intelligence is learned. Nonetheless, there is a growing body of evidence that shows that students are failing to learn important skills that employers require.

For example, a workforce study by Casner-Lott & Barrington (2006) showed that employers consistently claim that high school graduates are deficient in, among other skills, critical thinking and professionalism/work ethics. This is consistent with the workforce study conducted in the greater Savannah, GA region by the Armstrong Atlantic State University Center for Regional Analysis (2014) and in an employer study conducted in a higher education context by Hart (2013). However, institutions of learning, both K-12 and postsecondary, have been unsure as to what their role is in providing employability skills training. Many approaches widely available through a basic search of almost any database point to the adoption of “soft skills” curriculum and much of that curriculum is nested in a variety of community-based workforce programs.

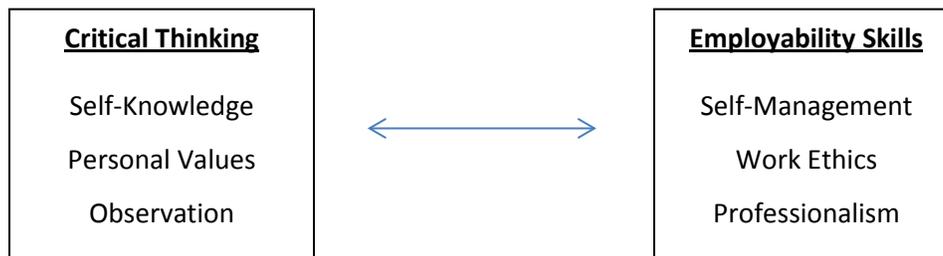
Pellegrino & Hilton (2012) showed that business leaders are asking schools to develop critical thinking and self-management skills. These skills are essential to 21<sup>st</sup> century success in a global economy. In fact, a study by Deming (2015) showed that rapid advances in computer technology coupled with job market trends going back to the 1980s had made employability skills like teamwork and critical thinking the most significant for predicting long-term wage growth. Deming's model explicitly favors employee activity that represents nimble thinking and adaptability to new environments. This is supported by Simmon's (2015) analysis which showed that open-mindedness is essential for creating the kind of social networks required for 21<sup>st</sup> century career success. Lastly, a survey (Payscale, 2016) of nearly 64,000 hiring managers showed that among all possible soft and hard skills, critical thinking/problem solving was the skill potential employees lacked the most.

Yet the undefined nature of the problem of the employability skills gap, method(s) to remediate, and hopeful solution(s) to the skills gap only exacerbates the issue. For example, a study by Knight and Yorke (2007) which consisted of a survey of 2,400 students utilizing an Employability Experience Questionnaire demonstrated via factor analysis that employability resists measurement and that developing a true scale is cost prohibitive. This ambiguity

illustrates the nebulous nature of both the problem, and the ability to measure the problem or any solution that could be developed and implemented based on an ill-defined problem.

### Convergence

However, there seems to be a way forward. Figure 3.3 illustrates a demonstrable relationship between critical thinking and employability skills.



**Figure 3.3 - Critical Thinking and Employability Skills**

The concrete notions that outline the basics of critical thinking undergird the development of employability skills. This is not a new idea, but possibly the revival of an older one. Olson (1975) argued that there is an historic link between thinking-based approaches to teaching and learning and occupationally oriented education. In the learning process, students both in general education and in occupational education can develop the thinking habits that support the development of employable habits and behaviors. Moreover, the development of employable habits and behaviors starts with an examination of existing habits and behaviors, and through exposure to new habits and behaviors and the reasoning that supports those habits and behaviors, students can learn new and better employability traits.

This approach, while seemingly novel, is supported by the literature. The Carnegie Foundation sponsored a seminar to address the issue of employability. A report by Sullivan & Rosin (2008) of that seminar showed that employers value critical thinking, ethical judgment making and the capacity for learning new things. What is evident is that all three of these relate

to each other. It is the role of institutions of higher education to provide the environment that supports this new converging learning outcome. As a workforce study by Turner (2014) showed, three fundamental beliefs support the self-belief required for employability: (1) the belief that ability can be improved, (2) the belief that one can achieve one’s goals, and (3) the belief that the environment will allow for goal attainment.

This leaves institutions of higher education, especially career-focused institutions like Savannah Technical College, in a unique position. The academic experience of students can contribute on multiple levels to students improving their employability attributes. There are at least three ways this works:

1. The development of a comprehensive model for teaching employability.
2. Emphasizing critical thinking as a means of acquiring the mental discipline to learn the employable habits and behaviors (See Fig.1).
3. The role of academic success as a precursor to student agency – something widely ignored in the literature (Turner, 2014).

**Learning Employability**

Knight and Yorke (2003) provided a theoretical model for teaching employability skills grounded in current psychological theory which described how two fundamental approaches interact. Figure 3.4 shows the relationship.



**Fig 3.4 - Learning Outcome Approach to Employability**

In Figure 3.4, the learning outcome takes on both a general and a particular focus. In both instances, there should be both a personal and a social dimension that considers the behavior within one's own set of personal values and within the social context in which those values will be appraised. All of this assumes an ability to critically reflect on one's thinking about a given habit or behavior, research alternative viewpoints, understand the external expectation of employers and society, and develop the thinking that informs the correct action (i.e., applied critical thinking).

As Turner (2014) suggested, embedding this type of learning experience throughout the students' program of study is essential. In turn, a general education approach which employs discussion-focused curriculum is appropriate (Paul & Elder, 1997). Within the Knight and Yorke (2003) model, students in general education classes can be encouraged to gather, analyze, and evaluate the information and ideas that inform their habits and behaviors. In the occupational or technical classrooms, students can be exposed to critical thinking as it relates to their particular field of study. For example, Heaslip (2008) focused on critical thinking within the Nursing discipline. In both general education and technical education, students should be challenged to critically explore how their motivations, perceptions, and beliefs about themselves inform their ability to learn the expectations of employers. If higher education institutions create environments where students truly believe they can learn how to become more employable, then employability skills can truly become an achievable learning outcome.

## **Conclusion**

Employers throughout the US and in Savannah Technical College's direct service area require employees to have employability skills. Critical thinking is both an aspect of employability skills and the underlying capability required for students to acquire employability skills. Existing literature supports a positive, proactive approach to teaching employability skills that starts from the assumption that students can learn employability skills and that the context of academic success is salutary to that effect.

## Chapter 4

### Capability

Table 4.1 shows the QEP budget for five years covering all related costs to the College. The asterisk next to the cost for the Conover Assessment for years 2-5 indicates those costs may not be incurred by the College but may be covered by a student fee.

**Table 4.1 – 5 Year Budget**

<b>Five Year Quality Enhancement Plan Budget</b>					
<b>Line Items</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
QEP Director (to include EMPL 1000 teaching duties)	\$87,228	\$87,228	\$87,228	\$87,228	\$87,228
QEP Faculty Champions (one course release)	\$8,400	\$42,000	\$25,200	\$25,200	\$16,800
QEP Marketing	\$10,000	\$3,000	\$2,000	\$1,000	\$1,000
Professional Development & Events	\$20,000	\$20,000	\$15,000	\$10,000	\$10,000
Conover Assessment Costs	\$20,000	\$15,000*	\$15,000*	\$15,000*	\$15,000*
QEP Office Supplies	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Miscellaneous Expenditure	\$1,000	\$1,000	\$500	\$500	\$500
Subtotals	\$147,628	\$169,228	\$145,928	\$139,928	\$131,528
Total					\$734,240

Table 4.2 shows the plan for deployment of the faculty champions who will promote the QEP and mentor their peers in assessment development. This table explains the rise and fall of costs in that budget line item.

**Table 4.2 – Faculty Champions**

<b>Faculty Champion Roll Out</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Savannah Campus	2	8	4	4	1
Liberty Campus	0	1	1	1	1
Effingham Campus	0	1	1	1	1
Faculty Champion Totals	2	10	6	6	3

The budget has been approved by the President, is sustainable, and represents a gradual scaling up of the project. The total five-year budget for the QEP is \$734,240. The costs

are the highest in year two which corresponds to full implementation. Faculty Champion costs represent the part-time faculty costs per course release. For the QEP Director, the cost was calculated at an annual salary of \$60,000 plus benefits. A position description for the QEP Director is located in Appendix 7.9. For the QEP Faculty Champions, the cost was calculated at \$1,400 per course for an average 3 credit hour course.

QEP Marketing costs are the highest in year one. Those costs significantly decrease after year one and serve as maintenance costs for general communication practices. QEP Marketing costs in year one include but are not limited to: graphic design/branding, flyers, pull-up banners, video production, Q-Fest food, and mouse-pads. Professional Development & Events budgets correspond to three faculty trainings per year and two major events per year for students and faculty. Costs take into consideration any food for the events, costs of guest speakers, and other related expenses.

The Conover Assessment will be purchased for all students the first year. At the end of AY 2016-17, a request will be made to add a \$10 student fee to cover this cost. Assuming this fee is approved, there will be no direct cost to the College for the Conover Assessment. Currently, 15 other technical colleges assess a registration and activity fee that is at least \$10 greater than the College's fees. Therefore, it is reasonable to assume this fee will be approved. However, if the fee is not approved, an alternative assessment may have to be procured. Nonetheless, the cost has been retained as a budget line item in years two through five to demonstrate the full financial responsibilities of the QEP. The remainder of the budget consists of basic overhead supplies, cost to produce training manuals, and any unexpected marginal costs for the QEP Director, QEP Committees, and QEP Faculty Champions. Appendix 8.0 shows the QEP organizational structure.

## Chapter 5

### Broad-based Involvement in Development and Implementation

#### The Development Team

The Dean for General Studies & Learning Support and a psychology faculty (Ph.D.) member agreed to lead the literature review. The Dean for Business and Technology would meet with various groups within the College to update them on the selected topic and their possible role in its implementation. On **April 4, 2016**, the QEP development team met, and the Dean for General Studies & Learning Support provided an update on the first draft of the literature review. The first draft of the QEP Model was also presented. On **June 3, 2016**, the team initiated a final naming contest. Faculty and staff were encouraged to create a name for the QEP. The team narrowed the entries to five recommendations for which faculty and staff voted. The vote resulted in the selection of “Think More. Be More.” as the official title of the QEP.

The QEP development team consisted of a broad range of stakeholders. They included:

- Mathematics faculty and expert in statistical analysis.
- Psychology faculty and expert in assessment and critical thinking.
- Dean for Curriculum & Special Projects and SACSCOC Accreditation Liaison.
- Social/Behavioral Sciences Department Chair.
- Director of the Learning Enrichment Center.
- Legal Studies Department Chair.
- Executive Director of the Savannah Technical College Foundation.
- Director of Communication.
- College Librarian.
- Dean for General Studies and Learning Support.

Student feedback from surveys was also included as a key reference in the development of the plan. In addition, the development team strongly considered the dynamics of the student experience at Savannah Technical College. Embedded course experiences were considered critical given that students at the College are exclusively transient.

The QEP development team created a working title for the QEP of “Think More, Get More, Be More.” Two student learning outcomes (SLOs) were created to address the topic:

- General Education Courses – Students will gather, analyze, and evaluate the information and ideas that inform their habits and behaviors.
- Technical Education Courses – Students will learn and demonstrate employable habits and behaviors in an industry context.

On **June 7, 2016**, the team collaborated on the development and assessment plan regarding the Student Learning Outcomes. It was determined that faculty could easily integrate the SLOs into their curriculum. In most cases, faculty were already assessing students in ways appropriate to the QEP. A careful review of the data analysis model resulted in some slight changes to how the SLOs would be measured. A rating scale of 1-10 was modified to a scale of 0-3.

The team continued to meet. A number of marketing meetings were conducted in June, resulting in a comprehensive communication and marketing plan for the QEP. A proposed professional development schedule was drafted. The “Q” was developed as a marketable character to help raise awareness and increase student engagement. It was also determined that in-classroom promotion was critical given recent unsuccessful attempts to solicit feedback from students via email.

### **The Pilot Implementation Team**

It was determined that the pilot implementation team would include a narrower but still broad-based constituency of faculty and staff to include:

- Legal Studies Department Chair.
- Psychology faculty and expert in assessment and critical thinking.
- Select students from legal studies.
- QEP Director.
- Dean for Business & Technology.
- Dean for General Studies and Learning Support.

The implementation team oversaw the QEP preliminary pilot during summer 2016, including implementation of the marketing plan, the fall semester pilot program, and the establishment of the three primary QEP committees.

### **Preliminary Pilot Findings**

#### **Description**

All students in Paralegal Studies classes in the summer semester who were taking classes with the Department Chair of Legal Studies were provided the Conover Assessment. The instructor developed assessment items that aligned to the Technical Education SLO. A planning pre-conference with the Dean for General Studies & Learning Support was conducted prior to launch to discuss rubrics, assessment, and project goals. Classes started on **May 31, 2016**, and concluded on **July 22, 2016**.

#### **Results**

Given the timeframe of the pilot and the time constraints of this document, only pre-test and preliminary results are available. At the end of the pilot, only 60% of the eligible students participated in the assessment. Of those students, the following data were reported:

- Students are consistently scoring the lowest on Critical Thinking and Professionalism;
- 4 students have completed skill enhancements (explicit instruction in a content area);
  - Professionalism – 100% Mastery;

- Planning and Organizing- 100% Mastery; and
- Critical Thinking- 100% Mastery (though still showed a deficiency in Problem Solving and Analyzing Information).

The instructor completed the assessment. The lowest score response for the instructor was Media Rules, whereas students consistently mastered this competency. SLO data has not yet been reported.

### **Recommendations**

After reflection upon the initial results of the pilot, and with other considerations, the following is recommended:

- Incentivize student participation. One possible option is to make access to their gateway course contingent upon completing the pre-assessment.
- Continue to monitor faculty and student data to look for similarities and differences. Both will serve as a foundation for drafting the QEP faculty professional development.
- Working with Conover presents two possible challenges:
  - The students 900# (ID number) is being used as their password. This, in addition to their individual student email, is being used as a unique identifier. However, neither is available to be included in the reporting functionality.
  - There seems to be other reporting limitations such as ad hoc reporting and unique identifier flexibility, and this may require either a deeper understanding of the reporting capabilities of the software or the development of a customized report from Conover with the data the College needs for assessment.

### **QEP Implementation**

The College has assembled a QEP Implementation Team which is comprised of three QEP Implementation Committees to assist with implementation and oversight of the plan.

<b>Quality &amp; Integrity Committee</b>
George Erwin (Chair), Department Head – Marketing Management Program
Terrie Sellers, Vice President for Student Affairs
Rachale LaVoie, Project Specialist – Child Care Resource & Referral, Crossroads Campus
Rushe Hudzinski-Sero, Business Management Instructor
Aiesha Dawda, Office Assistant, Registrar
Dion DeRoia, Instructor – Criminal Justice Instructor, Liberty Campus
Jacqueline Muller, Department Head – Medical Assisting Program

<b>SLO &amp; Data Committee</b>
Cinda Young (Chair), Department Head – Early Childhood Care and Education Program
Susan Pinkston, Department Head – Business Management Program
Amber Robinson, Academic Advisor – Public Service Division of Academic Affairs
Troy Cook, Librarian – Liberty Campus
Tammy Brannen, Director – Enterprise Technology Services
Yvette Gonzalez-Smith, Accounting Instructor, Liberty Campus
Vic Burke, Vice President for Institutional Effectiveness
Timothy Wheelles, Cosmetology Instructor, Liberty Campus

<b>Professional Development &amp; Events Committee</b>
Kelley Riffe (Chair), Academic Advisor – Business and Technology Division
Teresa Potts, Executive Director of Financial Aid
Leigh Moore, Procurement Services Specialist
Donette Ansah, Professional Tutor, Liberty Campus
Charlene Ford, Dean of Adult Education
Cindy Cole, Academic Advisor – Health Sciences Division of Academic Affairs
Shannon McNabb, Human Resources Coordinator

The QEP Implementation Plan will be introduced program-by-program rather than campus-by-campus. Therefore, implementation will begin simultaneously at all campuses and will continue to be implemented across all campuses simultaneously throughout the course of the QEP.

Faculty training and implementation responsibilities will be coordinated by the QEP Director, however, completion responsibility will lie with Deans and Department Heads for the academic programs, which are located at all campuses. Also, all Faculty Champions will be identified by the Deans and President of the Faculty Senate by the end of **March 2017**. As noted in the QEP, Faculty Champions are those who help promote the QEP throughout the College and help train other faculty.

The Conover Workplace Readiness Assessment will be administered to all incoming students in Introductory and Gateway courses. This pre-program test or “pre-test” will provide a baseline knowledge of the student’s current workplace readiness to the student and faculty. The Conover Assessment also measure a student’s critical thinking skills. As a pre-test, the Conover Workplace Readiness Assessment results provides a quantifiable foundation on which to build that would not otherwise be present.

From this foundation, faculty can apply the knowledge of teaching critical thinking within the classroom, emphasizing the value of critical thinking to the student in achieving the context-specific Student Learning Outcomes for that course. As the student’s critical thinking skills increase, their ability to reach evidence-based, informed judgments regarding the desired and appropriate behaviors within their chosen discipline will increase as well.

As an instructional tool, the initial Conover Assessment pre-test provides faculty with beginning knowledge of a student’s critical thinking skill. For students, the Conover Assessment provides a starting point that faculty and student begin at together.

## Implementation Timeline

An implementation timeline has been developed to provide a format which will serve as a guide for executing tasks and actions required for QEP implementation. The timeline includes tasks/actions, designates the personnel responsible for those tasks, provides target dates, and defines deliverables. The complete implementation plan timeline is included in below in Figure 5.1.

### 5.1 – QEP Implementation Plan Timeline

Quality Enhancement Plan Implementation Timeline			
Semester/ Activity	Task	Responsibility	Deliverables
<b>Year 1: 2016-17</b>			
<b>Summer 2016:</b> July Launch to Faculty; August Launch to Students; Facebook Launch;	a. Presentation to Faculty Senate, Monthly Faculty Development Meeting and Department meetings. b. Instructors announced in each class, announcement on Blackboard opening page and on College webpage. c. Article and photos placed in facebook.	QEP Team; Communications Director	Successful communication to the college community of the QEP and topic – completed. a. Presented to Faculty Senate on July 15 <sup>th</sup> and answered questions. b. Provided handout to instructors to read at beginning of each class, placed article on Blackboard and placed article and photos on Facebook.
Legal Studies Pilot Program with Pre-assessment of students and SLO implementation;	a. Legal Studies Instructor developed assessment items that aligned to the Technical Education Student Learning Outcomes. b. Legal Studies Instructor, with guidance and input from the QEP Team, administered Conover pre-test at the beginning of the semester, and Conover post-test at the end of the semester. c. Following the post-test, the QEP	QEP Team, Legal Studies Director, Psychology Faculty	Production of a study of the potential impact of the QEP – completed. a. With guidance from the Dean of General Studies and Learning Support, the

	<p>Team and Division Chair for Legal Studies assembled and reported the pilot program findings to the QEP Team.</p>		<p>Division Chair for the Legal Studies Division developed the noted assessment items during Spring, 2016 for use with the Summer, 2016 Legal Studies students.</p> <p>b. The pre-test and post-test were administered during the first and last weeks, respectively, of the Summer, 2016 semester.</p> <p>c. The QEP Team Leads (the Deans for Business &amp; Technology and General Studies &amp; Learning Support) gathered the data from the post and pre-tests and assembled the report for inclusion in the QEP document.</p>
<p><b>Fall 2016:</b> Onsite Committee Visit – Presentation of the QEP</p>	<p>The QEP Team Leads presented the planned Quality Enhancement Plan to the appropriate Onsite Committee personnel.</p>	<p>QEP Team Leads: Dean of Business &amp; Technology; Dean of General Studies</p>	<p>Presentation of the QEP and accompanying documents to Onsite Committee for assessment and reviewing report – completed. The QEP Team Leads presented the College's Quality Enhancement Plan to the Onsite Committee QEP representatives on October 18<sup>th</sup>, 2016.</p>
<p>Presentation of the QEP to the college community</p>	<p>At the annual Fall, 2016 Professional Development Day, the Dean's of Business</p>	<p>QEP Team Leads: Dean of Business</p>	<p>Presentation of the QEP, its</p>

	& Technology and General Studies presented the QEP to the college community.	& Technology; Dean of General Studies, and Communications Director	expected impact, and the role of the college community to the College – successfully completed. The Dean’s of Business & Technology and General Studies & Learning Support presented the QEP and Onsite Committee recommendations to the college community on December 14, 2016
<b>Spring 2017:</b> Selection and hiring of QEP Director	The QEP Team and Vice President for Academic Affairs developed the job description for, and successfully recruited, the QEP Director.	QEP Team and Vice President for Academic Affairs	Successful filling of the QEP Director position – completed. Mr. Jonathan Sullivan was hired in October, 2016 as the QEP Director.
Development of QEP Committees: - Quality/Integrity; - Student Learning Outcomes & Data; - Professional Development & Events	The newly-hired QEP Director recruited volunteer members for each committee, and provided each committee with a detailed brief of their responsibilities toward implementation of the QEP.	QEP Director	Successful staffing of the 3 volunteer-service committees – completed. QEP Director Sullivan conferred with the various Deans, Faculty Senate, and leadership, identified potential committee members, secured their willingness to serve and held their first inter-committee meeting on January 12, 2017.
First Simultaneous Q-Fest at All Campuses	a. QEP Director worked with the College Communications Director to plan the first Q-Fest. b. The Communications Director	QEP Director and Communications Director	Exposure of the purpose, plan, and benefits of the QEP to students

	<p>ensured marketing of the Q-Fest through college communications channels, to include the digital information screens, Facebook, Twitter, and Blackboard.</p> <p>c. The QEP Director ensured the recruitment of volunteers from employees and students to staff the Q-Fest activities occurring at all campuses.</p> <p>d. The QEP Director ensured the procurement of Q-Fest marketing items, to include volunteer T-shirts, information brochures, and give-away items.</p>		<p>(primarily) and reinforce with college staff – completed January 25, 2017.</p> <p>a. The QEP Director planned the Q-Fest event with the Communications Director early in the month of January.</p> <p>b. The Communications Director began advertising the Q-Fest date and activities for all campuses by January 15<sup>th</sup> through all designated channels.</p> <p>c. Volunteers to staff the event were recruited from college employees and students by January 20<sup>th</sup>.</p> <p>d. The QEP Director selected and procured all designated marketing items, distributed them, and utilized them during Q-Fest on January 25, 2017.</p>
<p>Develop Student Learning Outcomes for all courses</p>	<p>a. Student Learning Outcomes for all General Education courses will be developed by early May, 2017.</p> <p>b. Student Learning Outcomes for all program courses will be developed by early May, 2017.</p>	<p>QEP Director and Student Learning Outcomes &amp; Data Committee with input from Faculty Senate and Department Heads</p>	<p>A context-specific Student Learning Outcome for every General Education and degree-level course – underway, completion expected by early</p>

			May, 2017.
Develop QEP Faculty Training curriculum	<p>a. The QEP Director will research the relevant literature on critical thinking and the improvement of critical thinking.</p> <p>b. The QEP Director and the Quality &amp; Integrity Committee will develop a draft faculty training plan for the purpose of providing in-depth instruction on the teaching and improving critical thinking in the classroom.</p> <p>c. The QEP Director will work with the Faculty Senate and the Quality &amp; Integrity Committee to refine the draft training plan into a final Faculty QEP Training Curriculum, to be completed by mid-April, 2017.</p>	QEP Director and Professional Development & Events Committee	A curriculum that will be utilized to train all college faculty on the importance of critical thinking, the QEP-specific definition of critical thinking, and how to apply the context-specific SLOs in the classroom with a goal of increasing students' critical thinking skills – underway, completion expected by mid-April, 2017.
Develop QEP Training Manual	The QEP Director will develop a Faculty QEP Training Manual that accurately reflects the Faculty QEP Training Curriculum.	QEP Director and Professional Development & Events Committee	A manual that will serve as a reference for the QEP training curriculum – underway, completion expected by mid-April, 2017.
Administer Conover Workplace Readiness Assessment to all Faculty and Staff	<p>a. The QEP Director will work with the Quality &amp; Integrity Committee and Faculty Champions to ensure the Conover Workplace Readiness Assessment is administered to all faculty and staff.</p> <p>b. Upon complete administration of the assessment, the QEP Director will work with the SLO/Data Committee to gather the results and prepare a report for inclusion in the QEP Annual Report.</p>	QEP Director, Quality & Integrity Committee	Familiarize all college employees with the Conover Workplace Readiness Assessment – completion expected in late April, 2017
<b>Summer 2017:</b> Complete training at all college campuses for Deans, Faculty Champions, and faculty within the Aviation and Public Service divisions of Academic Affairs.	<p>a. The QEP Director will work with the Faculty Champions and the Professional Development &amp; Events Committee to develop a training schedule that ensures comprehensive training for the faculty of the Aviation and Public Service divisions of Academic Affairs.</p> <p>b. The QEP Director will secure an appropriate venue for the training of the faculty of the Aviation and Public</p>	QEP Director, Faculty Champions, and Professional Development & Events Committee	All Deans, Faculty Champions, and faculty within the Aviation and Public Service divisions, on all campuses, will be prepared to apply context-specific SLOs within the classroom and

	<p>Service divisions of Academic Affairs.</p> <p>c. The QEP Director will secure and store records confirming the successful training of the faculty of the Aviation and Public Service divisions of Academic Affairs.</p>		<p>teach students how to apply critical thinking skills toward satisfactory student learning outcomes – expected completion June, 2017.</p>
<p>Complete training at all campuses for the faculty within the Business &amp; Technology, Health Sciences, Industrial Technology, and General Education divisions of Academic Affairs.</p>	<p>a. The QEP Director will work with the Faculty Champions and the Professional Development &amp; Events Committee to develop a training schedule that ensures comprehensive training for the faculty of the Business &amp; Technology, Health Sciences, Industrial Technology, and General Education divisions of Academic Affairs.</p> <p>b. The QEP Director will secure an appropriate venue for the training of the faculty of the Aviation and Public Service divisions of Academic Affairs.</p> <p>c. The QEP Director will secure and store records confirming the successful training of the faculty of the Business &amp; Technology, Health Sciences, Industrial Technology, and General Education divisions of Academic Affairs.</p> <p>d. The QEP Director will review the QEP Faculty Training records and ensure all faculty have been trained.</p>	<p>QEP Director, Deans, Faculty Champions and Professional Development &amp; Events Committee</p>	<p>All faculty will be prepared to apply context-specific SLOs within the classroom and teach students how to apply critical thinking skills toward satisfactory student learning outcomes – expected completion August, 2017.</p>
<p>Professional Development event to promote and re-familiarize Faculty and Staff on the next phase of the QEP Implementation Plan.</p>	<p>a. The QEP Director will work with the Professional Development &amp; Events Committee and Faculty Champions to produce an agenda for refreshing faculty and staff familiarity with the QEP and its training methods. The Quality &amp; Integrity Committee will review the agenda to ensure compliance with mission.</p> <p>b. The QEP Director will work with the Professional Development &amp; Events Committee to secure an appropriate venue for the event.</p> <p>c. The QEP Director will work with the Communications Director to ensure comprehensive distribution of the scheduled date of the event and required attendance.</p> <p>d. The QEP Director will maintain records</p>	<p>QEP Director, Faculty Senate, Vice President for Student Affairs, Professional Development &amp; Events Committee</p>	<p>Successful event which provides the college community with a notification that the College is entering the classroom phase of the QEP, that phase’s potential impact, and each team member’s role in the implementation – to be completed in late August, 2017.</p>

	of the event agenda, activities, material and attendance for inclusion in the annual report.		
<b>Years 2-4: 2017-18 - 2019-20</b>			
<p><b>Fall 2017</b> <b>Year 2:</b> Pre-test 25% of new students in Introductory and Gateway courses on the Conover Workplace Readiness Assessment</p>	<p>a. The QEP Director will work with Academic Deans to develop a logistical plan to ensure the availability and access to PC’s has been secured and the targeted percentage of students will be assessed.</p> <p>b. The QEP Director will work with the Dean of General Studies, the Faculty Senate, Faculty Champions, and the Communications Director to ensure faculty are notified and logistical process for administering the pre-test to their students.</p> <p>c. The QEP Director will monitor the pre-test process and move it forward until Conover Workplace Readiness Assessment benchmarks for new students in the Introductory and Gateway courses have been achieved.</p> <p>d. The QEP Director will ensure the gathering of pre-test data from Conover for analysis, conclusion and reporting.</p>	QEP Director and SLO & Data Committee	<p><b>Year 2:</b> Collect and analyze pre-test data for incoming students – to be completed by late September, 2017.</p>
<p><b>Fall 2018</b> <b>Year 3:</b> Pre-test 80% of new students in Introductory and Gateway courses on the Conover Workplace Readiness Assessment</p>			<p><b>Year 3:</b> Collect and analyze pre-test data for incoming students – to be completed by late September, 2018.</p>
<p><b>Fall 2019</b> <b>Year 4:</b> Pre-test 100% of new students in Introductory and Gateway courses on the Conover Workplace Readiness Assessment</p>			<p><b>Year 4:</b> Collect and analyze pre-test data for incoming students – to be completed by late September, 2019.</p>
QEP Fall Committee Meetings	<p>The QEP Director, working with the following committees will:</p> <p>a. Data &amp; SLO Committee: Examine all pre-test &amp; post-test data compiled over the course of the last year, analyze the data and assemble reports and trend graphs reflecting the committee’s conclusions.</p> <p>b. All Committees: Compile the information, data, analysis and conclusions for assembly of the Annual Report.</p> <p>c. Quality &amp; Integrity Committee: Ensure the QEP implementation is proceeding according to the submitted and approved plan; make any necessary recommendations for adjustment.</p> <p>d. Professional Development &amp; Events Committee: Develop the agenda for the Annual QEP Professional Development Event to be held in</p>	QEP Director, Quality & Integrity Committee, SLO & Data Committee, and Professional Development & Events Committee	Produce a report regarding the pre-test data for incoming students to include percentage of students assessed. Develop a calendar for the coming year’s implementation activities. Develop the agenda for the December Annual QEP Professional Development event – Meetings to occur in October, deliverables to be completed by mid-

	December.		November.
Produce Annual Report	<p>a. The QEP Director, working with the SLO &amp; Data Committee and the Quality &amp; Integrity Committee will assemble the Annual Report.</p> <p>b. The SLO &amp; Data Committee will ensure the accuracy of the data integrated into the Annual Report.</p> <p>c. The Quality &amp; Integrity Committee will ensure the overall accuracy of the Annual Report and adherence to the QEP.</p>	QEP Director, SLO & Data Committee, and Quality & Integrity Committee	Produce an Annual Plan that is accurate and comprehensive in the provision of information regarding the progress-to-date of the QEP and its results, including any recommended college-wide or program-specific plan adjustments – to be completed by mid-November.
Post-test those certificate students (if any) that had been pre-tested with the Conover Workplace Readiness Assessment and have completed their programs for the purpose of evaluating the improvement of employability skills through the teaching and learning of critical thinking.	<p>d. The QEP Director will work with the Academic Deans to develop a logistical plan to ensure the required availability and access to PC’s has been secured and the targeted percentage of students will be post-tested.</p> <p>e. The QEP Director will work with the Dean of General Studies, the Faculty Senate, Faculty Champions and the Communications Director to ensure the proper faculty are notified in advance of the schedule and logistical process for administering the post-test to their students.</p> <p>f. The QEP Director will monitor the post-test process and move it forward until the maximum number of pre-tested students in the Introductory and Gateway courses that completed their programs have also completed the post-test Conover Workplace Readiness Assessment.</p> <p>g. The QEP Director will ensure the gathering of post-test data from Conover for analysis, conclusion and reporting.</p>	QEP Director and SLO/Data Committee	Produce post-test data to be compared with pre-test data – to be completed by the first week in December.
Fall Annual QEP Professional Development Event	<p>a. The QEP Director will work with the Professional Development &amp; Events Committee and Faculty Champions to produce an agenda for refreshing faculty and staff familiarity with the QEP and its training methods. The Quality &amp; Integrity Committee will review the agenda to ensure compliance with mission.</p>	QEP Director, Professional Development & Events Committee, Communications Director	Successful event with the college community that is in keeping with the prepared agenda and provides the community with to-date

	<p>b. The QEP Director will work with the Professional Development &amp; Events Committee to secure an appropriate venue for the event.</p> <p>c. The QEP Director will work with the Communications Director to ensure comprehensive distribution of the scheduled date of the event and required attendance.</p> <p>d. The QEP Director will maintain records of the event agenda, activities, material and attendance for inclusion in the next annual report.</p>		<p>information on the progress of the QEP, to include presentation of the Annual Report – to be completed by mid-December.</p>
<p><b>Spring:</b> Pre-test new students in Introductory and Gateway courses on the Conover Workplace Readiness Assessment</p>	<p>a. The QEP Director will work with the Academic Deans to develop a logistical plan to ensure the required availability and access to PC’s has been secured and the targeted percentage of students will be assessed.</p> <p>b. The QEP Director will work with the Dean of General Studies, the Faculty Senate, Faculty Champions and the Communications Director to ensure the proper faculty are notified in advance of the schedule and logistical process for administering the pre-test to their students.</p> <p>e. The QEP Director will monitor the pre-test process and move it forward until Conover Workplace Readiness Assessment benchmarks for new students in the Introductory and Gateway courses have been achieved.</p> <p>c. The QEP Director will ensure the gathering of pre-test data from Conover for analysis, conclusion and reporting.</p>	<p>QEP Director and SLO &amp; Data Committee</p>	<p>Collect and analyze pre-test data for incoming students – to be completed by late January.</p>
<p>Simultaneous Q-Fest at All Campuses</p>	<p>a. QEP Director will work with the College Communications Director and Professional Development &amp; Events committee to plan the Q-Fest.</p> <p>b. The Communications Director will ensure marketing of the Q-Fest through college communications channels, to include the digital information screens, Facebook, Twitter, and Blackboard.</p> <p>c. The QEP Director will ensure the recruitment of volunteers from employees and students to staff the Q-Fest activities occurring at all campuses.</p>	<p>QEP Director and Communications Director</p>	<p>Exposure of the purpose, plan, and benefits of the QEP to students (primarily) and reinforce with college staff – to be completed by the last week in January.</p>

	<p>d. The QEP Director will ensure the procurement of Q-Fest marketing items, to include volunteer T-shirts, information brochures, and give-away items.</p> <p>e. The QEP Director will record all activities and estimated attendance for the annual report.</p>		
<p>Review, compare, and analyze historic pre-test and post-test data on the Conover Workplace Readiness Assessment for all students that have completed programs and taken both tests.</p>	<p>a. SLO &amp; Data Committee will review and analyze all pre-test and post-test data to date, and compile their conclusions.</p> <p>b. The SLO &amp; Data Committee will compare the student’s Conover results with the Work Ethic grades and analyze for potential correlations.</p> <p>c. The SLO &amp; Data Committee will assemble their conclusions into a report reflecting their conclusions in both narrative and graphic trend form, and submit the report to the QEP Director.</p> <p>d. The QEP Director will maintain the data and reports for inclusion into the next Annual Report.</p>	<p>QEP Director, SLO &amp; Data Committee and Quality &amp; Integrity Committee</p>	<p>Prepare a report detailing the analysis and conclusions drawn from the data to add to the annual report, including any recommended college-wide or program-specific plan adjustments – to be completed by mid-February.</p>
<p>QEP Spring Committee Meetings</p>	<p>The QEP Director, working with the following committees will:</p> <p>a. Data &amp; SLO Committee: Examine all pre-test &amp; post-test data compiled this semester, analyze the data and assemble reports and trend graphs reflecting the committee’s conclusions.</p> <p>b. Quality &amp; Integrity Committee: Ensure the QEP implementation is proceeding according to the submitted and approved plan; make any necessary recommendations for adjustment.</p> <p>c. Professional Development &amp; Events Committee: Develop the agenda for the Spring QEP Professional Development Event to be held in May.</p>	<p>QEP Director, Quality &amp; Integrity Committee, SLO &amp; Data Committee, and Professional Development &amp; Events Committee</p>	<p>Assess the progress of the QEP Implementation Plan to date and prepare a presentation to be submitted to the college community during the Spring QEP Professional Development Event – to be completed by mid-March.</p>
<p>Post-test those students that had been pre-tested with the Conover Workplace Readiness Assessment and have completed their programs for the purpose of evaluating the improvement of employability skills through the teaching and learning of critical</p>	<p>a. The QEP Director will work with the Academic Deans to develop a logistical plan to ensure the required availability and access to PC’s has been secured and the targeted percentage of students will be post-tested.</p> <p>b. The QEP Director will work with the Dean of General Studies, the Faculty Senate, Faculty Champions and the Communications Director to ensure the proper faculty are notified in advance of the schedule and logistical process</p>	<p>QEP Director and SLO &amp; Data Committee</p>	<p>Produce post-test data to be compared with pre-test data – to be completed by the last week of Spring Semester.</p>

<p>thinking.</p>	<p>for administering the post-test to their students.</p> <p>c. The QEP Director will monitor the post-test process and move it forward until the maximum number of pre-tested students in the Introductory and Gateway courses that completed their programs have also completed the post-test Conover Workplace Readiness Assessment.</p> <p>d. The QEP Director will ensure the gathering of post-test data from Conover for analysis, conclusion and reporting.</p>		
<p>Spring QEP Professional Development Event</p>	<p>a. The QEP Director will work with the Professional Development &amp; Events Committee and Faculty Champions to produce an agenda for refreshing faculty and staff familiarity with the QEP and its training methods. The Quality &amp; Integrity Committee will review the agenda to ensure compliance with mission.</p> <p>b. The QEP Director will work with the Professional Development &amp; Events Committee to secure an appropriate venue for the event.</p> <p>c. The QEP Director will work with the Communications Director to ensure comprehensive distribution of the scheduled date of the event and required attendance.</p> <p>d. The QEP Director will maintain records of the event agenda, activities, material and attendance for inclusion in the annual report.</p>	<p>QEP Director, Professional Development &amp; Events Committee, Communications Director</p>	<p>Successful event with the college community that provides the community with to-date information on the progress of the QEP – to be completed the last week of Spring Semester.</p>
<p><b>Summer:</b> Pre-test new students in Introductory and Gateway courses on the Conover Workplace Readiness Assessment</p>	<p>a. The QEP Director will work with the Academic Deans to develop a logistical plan to ensure the required availability and access to PC's has been secured and the targeted percentage of students will be assessed.</p> <p>b. The QEP Director will work with the Dean of General Studies, the Faculty Senate, Faculty Champions and the Communications Director to ensure the proper faculty are notified in advance of the schedule and logistical process for administering the pre-test to their students.</p> <p>c. The QEP Director will monitor the pre-test process and move it forward until</p>	<p>QEP Director and SLO &amp; Data Committee</p>	<p>Collect and analyze pre-test data for incoming students – to be completed by mid-June.</p>

	<p>Conover Workplace Readiness Assessment benchmarks for new students in the Introductory and Gateway courses have been achieved.</p> <p>d. The QEP Director will ensure the gathering of pre-test data from Conover for analysis, conclusion and reporting.</p>		
<p>Review, compare, and analyze all pre-test and post-test data on the Conover Workplace Readiness Assessment for all students that have completed programs and taken both tests.</p>	<p>a. SLO &amp; Data Committee will review and analyze all pre-test and post-test data to date, and compile their conclusions.</p> <p>b. The SLO &amp; Data Committee will compare the student’s Conover results with the Work Ethic grades and analyze for potential correlations.</p> <p>c. The SLO &amp; Data Committee will assemble their conclusions into a report reflecting their conclusions in both narrative and graphic trend form, and submit the report to the QEP Director.</p> <p>d. The QEP Director will maintain the data and reports for inclusion into the next Annual Report.</p>	<p>QEP Director, SLO &amp; Data Committee and Quality &amp; Integrity Committee</p>	<p>Prepare a report detailing the analysis and conclusions drawn from the data and submit to Senior Leadership, including any recommended college-wide or program-specific plan adjustments – to be completed by mid-July.</p>
<p>Post-test those students that had been pre-tested with the Conover Workplace Readiness Assessment and have completed their programs for the purpose of evaluating the improvement of employability skills through the teaching and learning of critical thinking.</p>	<p>a. The QEP Director will work with the Academic Deans to develop a logistical plan to ensure the required availability and access to PC’s has been secured and the targeted percentage of students will be post-tested.</p> <p>b. The QEP Director will work with the Dean of General Studies, the Faculty Senate, Faculty Champions and the Communications Director to ensure the proper faculty are notified in advance of the schedule and logistical process for administering the post-test to their students.</p> <p>c. The QEP Director will monitor the post-test process and move it forward until the maximum number of pre-tested students in the Introductory and Gateway courses that completed their programs have also completed the post-test Conover Workplace Readiness Assessment.</p> <p>d. The QEP Director will ensure the gathering of post-test data from Conover for analysis, conclusion and reporting.</p>	<p>QEP Director and SLO &amp; Data Committee</p>	<p>Produce post-test data to be compared with pre-test data – to be completed by the last week of Summer Semester.</p>
<p>Summer QEP Professional Development Event</p>	<p>a. The QEP Director will work with the Professional Development &amp; Events</p>	<p>QEP Director, Professional</p>	<p>Successful event with the college</p>

	<p>Committee and Faculty Champions to produce an agenda for refreshing faculty and staff familiarity with the QEP and its training methods. The Quality &amp; Integrity Committee will review the agenda to ensure compliance with mission.</p> <p>b. The QEP Director will work with the Professional Development &amp; Events Committee to secure an appropriate venue for the event.</p> <p>c. The QEP Director will work with the Communications Director to ensure comprehensive distribution of the scheduled date of the event and required attendance.</p> <p>d. The QEP Director will maintain records of the event agenda, activities, material and attendance for inclusion in the annual report.</p>	<p>Development &amp; Events Committee, Communications Director</p>	<p>community that provides the community with to-date information on the progress of the QEP – to be completed the last week of Summer Semester.</p>
<b>Year 5: 2020-21</b>			
<p><b>Fall 2020:</b> Pre-test 100% of new students in Introductory and Gateway courses on the Conover Workplace Readiness Assessment.</p>	<p>a. The QEP Director will work with the Academic Deans to develop a logistical plan to ensure the required availability and access to PC's has been secured and the targeted percentage of students will be assessed.</p> <p>b. The QEP Director will work with the Dean of General Studies, the Faculty Senate, Faculty Champions and the Communications Director to ensure the proper faculty are notified in advance of the schedule and logistical process for administering the pre-test to their students.</p> <p>c. The QEP Director will monitor the pre-test process and move it forward until 100% of new students in the Introductory and Gateway courses have completed the Conover Workplace Readiness Assessment.</p> <p>d. The QEP Director will ensure the gathering of pre-test data from Conover for analysis, conclusion and reporting.</p>	<p>QEP Director and SLO &amp; Data Committee</p>	<p>Collect and analyze pre-test data for incoming students – to be completed by late September, 2020.</p>
<p>QEP Fall Committee Meetings</p>	<p>The QEP Director, working with the following committees will: Data &amp; SLO Committee: Examine all pre-test &amp; post-test data compiled over the course of the last year, analyze the data and assemble</p>	<p>QEP Director, Quality &amp; Integrity Committee, SLO &amp; Data Committee, and</p>	<p>Produce a report regarding the pre-test data for incoming students to include percentage of</p>

	<p>reports and trend graphs reflecting the committee’s conclusions.                      All Committees: Compile the information, data, analysis and conclusions for assembly of the Annual Report.                      Quality &amp; Integrity Committee: Ensure the QEP implementation is proceeding according to the submitted and approved plan; make any necessary recommendations for adjustment.                      Professional Development &amp; Events Committee: Develop the agenda for the Annual QEP Professional Development Event to be held in December.</p>	<p>Professional Development &amp; Events Committee</p>	<p>students assessed.                      Develop a calendar for the coming year’s implementation activities. Develop the agenda for the Annual December QEP Professional Development and Reporting event – Meetings to occur in October, deliverables to be completed by mid-November, 2020.</p>
<p>Produce Annual Report</p>	<p>a. The QEP Director, working with the SLO &amp; Data Committee and the Quality &amp; Integrity Committee will assemble the Annual Report.                      b. The SLO &amp; Data Committee will ensure the accuracy of the data integrated into the Annual Report.                      c. The Quality &amp; Integrity Committee will ensure the overall accuracy of the Annual Report and adherence to the QEP.</p>	<p>QEP Director, SLO &amp; Data Committee, and Quality &amp; Integrity Committee</p>	<p>Produce an Annual Plan that is accurate and comprehensive in the provision of information regarding the progress-to-date of the QEP and its results, including any recommended college-wide or program-specific plan adjustments – to be completed by mid-November, 2020</p>
<p>Post-test those students that had been pre-tested with the Conover Workplace Readiness Assessment and have completed their programs for the purpose of evaluating the improvement of employability skills through the teaching and learning of critical thinking.</p>	<p>a. The QEP Director will work with the Academic Deans to develop a logistical plan to ensure the required availability and access to PC’s has been secured and the targeted percentage of students will be post-tested.                      b. The QEP Director will work with the Dean of General Studies, the Faculty Senate, Faculty Champions and the Communications Director to ensure the proper faculty are notified in advance of the schedule and logistical process for administering the post-test to their students.                      c. The QEP Director will monitor the post-test process and move it forward until the maximum number of pre-tested students in the Introductory</p>	<p>QEP Director and SLO &amp; Data Committee</p>	<p>Produce post-test data to be compared with pre-test data – to be completed by the last week of Fall Semester, 2020.</p>

	<p>and Gateway courses that completed their programs have also completed the post-test Conover Workplace Readiness Assessment.</p> <p>d. The QEP Director will ensure the gathering of post-test data from Conover for analysis, conclusion and reporting.</p>		
Annual QEP Professional Development and Reporting Event	<p>a. The QEP Director will work with the Professional Development &amp; Events Committee and Faculty Champions to produce an agenda for refreshing faculty and staff familiarity with the QEP and its training methods. The Quality &amp; Integrity Committee will review the agenda to ensure compliance with mission.</p> <p>b. The QEP Director will work with the Professional Development &amp; Events Committee to secure an appropriate venue for the event.</p> <p>c. The QEP Director will work with the Communications Director to ensure comprehensive distribution of the scheduled date of the event and required attendance.</p> <p>d. The QEP Director will maintain records of the event agenda, activities, material and attendance for inclusion in the next annual report.</p>	QEP Director, Professional Development & Events Committee, Communications Director	Successful event with the college community that is in keeping with the prepared agenda and provides the community with to-date information on the progress of the QEP, to include the Annual Report – to be completed by mid-December, 2020.
<b>Spring 2021:</b> Pre-test 100% of new students in Introductory and Gateway courses on the Conover Workplace Readiness Assessment.	<p>a. The QEP Director will work with the Academic Deans to develop a logistical plan to ensure the required availability and access to PC's has been secured and the targeted percentage of students will be assessed.</p> <p>b. The QEP Director will work with the Dean of General Studies, the Faculty Senate, Faculty Champions and the Communications Director to ensure the proper faculty are notified in advance of the schedule and logistical process for administering the pre-test to their students.</p> <p>c. The QEP Director will monitor the pre-test process and move it forward until 100% of new students in the Introductory and Gateway courses have completed the Conover Workplace Readiness Assessment.</p> <p>d. The QEP Director will ensure the</p>	QEP Director and SLO & Data Committee	Collect and analyze pre-test data for incoming students – to be completed by late January, 2021.

	gathering of pre-test data from Conover for analysis, conclusion and reporting.		
Simultaneous Q-Fest at All Campuses	<p>a. QEP Director will work with the College Communications Director and Professional Development &amp; Events committee to plan the Q-Fest.</p> <p>b. The Communications Director will ensure marketing of the Q-Fest through college communications channels, to include the digital information screens, Facebook, Twitter, and Blackboard.</p> <p>c. The QEP Director will ensure the recruitment of volunteers from employees and students to staff the Q-Fest activities occurring at all campuses.</p> <p>d. The QEP Director will ensure the procurement of Q-Fest marketing items, to include volunteer T-shirts, information brochures, and give-away items.</p> <p>e. The QEP Director will record all activities and estimated attendance for the annual report.</p>	QEP Director and Communications Director	Exposure of the purpose, plan, and benefits of the QEP to students (primarily) and reinforce with college staff – to be completed by the last week in January, 2021.
Review, compare, and analyze all pre-test and post-test data on the Conover Workplace Readiness Assessment for all students that have completed programs and taken both tests.	<p>a. SLO &amp; Data Committee will review and analyze all pre-test and post-test data to date, and compile their conclusions.</p> <p>b. The SLO &amp; Data Committee will compare the student’s Conover results with the Work Ethic grades and analyze for potential correlations.</p> <p>c. The SLO &amp; Data Committee will assemble their conclusions into a report reflecting their conclusions in both narrative and graphic trend form, and submit the report to the QEP Director.</p> <p>d. The QEP Director will maintain the data and reports for inclusion into the next Annual Report.</p>	QEP Director, SLO & Data Committee and Quality & Integrity Committee	Prepare a report detailing the analysis and conclusions drawn from the data and submit to Senior Leadership, including any recommended college-wide or program-specific plan adjustments – to be completed by late-February, 2021.
QEP Spring Committee Meetings	<p>The QEP Director, working with the following committees will:</p> <p>a. Data &amp; SLO Committee: Examine all pre-test &amp; post-test data compiled this semester, analyze the data and assemble reports and trend graphs reflecting the committee’s conclusions.</p> <p>b. Quality &amp; Integrity Committee: Ensure</p>	QEP Director, Quality & Integrity Committee, SLO & Data Committee, and Professional Development & Events	Assess the progress of the QEP Implementation Plan to date and prepare a presentation to be submitted to the college community

	<p>the QEP implementation is proceeding according to the submitted and approved plan; make any necessary recommendations for adjustment.</p> <p>c. Professional Development &amp; Events Committee: Develop the agenda for the Spring QEP Professional Development Event to be held in May.</p>	Committee	during the Spring QEP Professional Development Event – to be completed by mid-March, 2021.
<p>Post-test those students that had been pre-tested with the Conover Workplace Readiness Assessment and have completed their programs for the purpose of evaluating the improvement of employability skills through the teaching and learning of critical thinking.</p>	<p>a. The QEP Director will work with the Academic Deans to develop a logistical plan to ensure the required availability and access to PC's has been secured and the targeted percentage of students will be post-tested.</p> <p>b. The QEP Director will work with the Dean of General Studies, the Faculty Senate, Faculty Champions and the Communications Director to ensure the proper faculty are notified in advance of the schedule and logistical process for administering the post-test to their students.</p> <p>c. The QEP Director will monitor the post-test process and move it forward until the maximum number of pre-tested students in the Introductory and Gateway courses that completed their programs have also completed the post-test Conover Workplace Readiness Assessment.</p> <p>d. The QEP Director will ensure the gathering of post-test data from Conover for analysis, conclusion and reporting.</p>	QEP Director and SLO & Data Committee	Produce post-test data to be compared with pre-test data – to be completed by the last week of Spring Semester, 2021.
<p>Spring QEP Professional Development Event</p>	<p>a. The QEP Director will work with the Professional Development &amp; Events Committee and Faculty Champions to produce an agenda for refreshing faculty and staff familiarity with the QEP and its training methods. The Quality &amp; Integrity Committee will review the agenda to ensure compliance with mission.</p> <p>b. The QEP Director will work with the Professional Development &amp; Events Committee to secure an appropriate venue for the event.</p> <p>c. The QEP Director will work with the Communications Director to ensure comprehensive distribution of the scheduled date of the event and</p>	QEP Director, Professional Development & Events Committee, Communications Director	Successful event with the college community that provides the community with to-date information on the progress of the QEP, including any recommended college-wide or program-specific plan adjustments – to be completed the last week of Spring Semester, 2021.

	<p>required attendance.</p> <p>d. The QEP Director will maintain records of the event agenda, activities, material and attendance for inclusion in the annual report.</p>		
<p><b>Summer 2021:</b> Pre-test 100% of new students in Introductory and Gateway courses on the Conover Workplace Readiness Assessment</p>	<p>a. The QEP Director will work with the Academic Deans to develop a logistical plan to ensure the required availability and access to PC's has been secured and the targeted percentage of students will be assessed.</p> <p>b. The QEP Director will work with the Dean of General Studies, the Faculty Senate, Faculty Champions and the Communications Director to ensure the proper faculty are notified in advance of the schedule and logistical process for administering the pre-test to their students.</p> <p>c. The QEP Director will monitor the pre-test process and move it forward until 100% of new students in the Introductory and Gateway courses have completed the Conover Workplace Readiness Assessment.</p> <p>d. The QEP Director will ensure the gathering of pre-test data from Conover for analysis, conclusion and reporting.</p>	<p>QEP Director and SLO &amp; Data Committee</p>	<p>Collect and analyze pre-test data for incoming students – to be completed by mid-June, 2021.</p>
<p>Review, compare, and analyze all pre-test and post-test data on the Conover Workplace Readiness Assessment for all students that have completed programs and taken both tests.</p>	<p>a. SLO &amp; Data Committee will review and analyze all pre-test and post-test data to date, and compile their conclusions.</p> <p>b. The SLO &amp; Data Committee will compare the student's Conover results with the Work Ethic grades and analyze for potential correlations.</p> <p>c. The SLO &amp; Data Committee will assemble their conclusions into a report reflecting their conclusions in both narrative and graphic trend form, and submit the report to the QEP Director.</p> <p>d. The QEP Director will maintain the data and reports for inclusion into the next Annual Report.</p>	<p>QEP Director, SLO &amp; Data Committee and Quality &amp; Integrity Committee</p>	<p>Prepare a report detailing the analysis and conclusions drawn from the data and submit to Senior Leadership, including any recommended college-wide or program-specific plan adjustments – to be completed by mid-July, 2021.</p>
<p>Post-test those students that had been pre-tested with the Conover Workplace Readiness Assessment and have</p>	<p>a. The QEP Director will work with the Academic Deans to develop a logistical plan to ensure the required availability and access to PC's has been secured and the targeted</p>	<p>QEP Director and SLO &amp; Data Committee</p>	<p>Produce post-test data to be compared with pre-test data – to be completed by</p>

<p>completed their programs for the purpose of evaluating the improvement of employability skills through the teaching and learning of critical thinking.</p>	<p>percentage of students will be post-tested.</p> <p>b. The QEP Director will work with the Dean of General Studies, the Faculty Senate, Faculty Champions and the Communications Director to ensure the proper faculty are notified in advance of the schedule and logistical process for administering the post-test to their students.</p> <p>c. The QEP Director will monitor the post-test process and move it forward until the maximum number of pre-tested students in the Introductory and Gateway courses that completed their programs have also completed the post-test Conover Workplace Readiness Assessment.</p> <p>d. The QEP Director will ensure the gathering of post-test data from Conover for analysis, conclusion and reporting.</p>		<p>the last week of Summer Semester, 2021.</p>
<p>Summer QEP Professional Development Event</p>	<p>a. The QEP Director will work with the Professional Development &amp; Events Committee and Faculty Champions to produce an agenda for refreshing faculty and staff familiarity with the QEP and its training methods. The Quality &amp; Integrity Committee will review the agenda to ensure compliance with mission.</p> <p>b. The QEP Director will work with the Professional Development &amp; Events Committee to secure an appropriate venue for the event.</p> <p>c. The QEP Director will work with the Communications Director to ensure comprehensive distribution of the scheduled date of the event and required attendance.</p> <p>d. The QEP Director will maintain records of the event agenda, activities, material and attendance for inclusion in the annual report.</p>	<p>QEP Director, Professional Development &amp; Events Committee, Communications Director</p>	<p>Successful event with the college community that provides the community with to-date information on the progress of the QEP – to be completed the last week of Summer Semester, 2021.</p>
<p><b>Fall 2021:</b> Review, compare, and analyze all pre-test and post-test data on the Conover Workplace Readiness Assessment for all students that have completed programs and</p>	<p>a. SLO &amp; Data Committee will review and analyze all pre-test and post-test data to date, and compile their conclusions.</p> <p>b. The SLO &amp; Data Committee will compare the student’s Conover results with the Work Ethic grades and analyze for potential correlations.</p>	<p>QEP Director, SLO &amp; Data Committee and Quality &amp; Integrity Committee</p>	<p>Prepare a report detailing the analysis and conclusions drawn from the data and submit to Senior Leadership, including any</p>

<p>taken both tests.</p>	<p>c. The SLO &amp; Data Committee will assemble their conclusions into a report reflecting their conclusions in both narrative and graphic trend form, and submit the report to the QEP Director. d. The QEP Director will maintain the data and reports for inclusion into the next Annual Report.</p>		<p>recommended college-wide or program-specific plan adjustments – to be completed by early October, 2021.</p>
<p>Fall QEP Committee Meetings</p>	<p>The QEP Director, working with the following committees will: a. Data &amp; SLO Committee: Examine all pre-test &amp; post-test data compiled over the course of the last year, analyze the data and assemble reports and trend graphs reflecting the committee’s conclusions. b. All Committees: Compile the information, data, analysis and conclusions for assembly of the Annual Report. c. Quality &amp; Integrity Committee: Ensure the QEP implementation is proceeding according to the submitted and approved plan; make any necessary recommendations for adjustment. d. Professional Development &amp; Events Committee: Develop the agenda for the Annual QEP Professional Development Event to be held in December.</p>	<p>QEP Director, Data &amp; SLO Committee, Quality &amp; Integrity Committee, Professional Development &amp; Events Committee</p>	
<p>Produce Final QEP Annual Report.</p>	<p>a. The QEP Director, working with the SLO &amp; Data Committee and the Quality &amp; Integrity Committee will assemble the Annual Report. b. The SLO &amp; Data Committee will ensure the accuracy of the data integrated into the Annual Report. c. The Quality &amp; Integrity Committee will ensure the overall accuracy of the Annual Report and adherence to the QEP.</p>	<p>QEP Director, and SLO &amp; Data Committee and Quality &amp; Integrity Committee</p>	<p>Produce final analysis of all pre-test and post-test data and conclusions with supporting data – to be completed by the last week in September.</p>
<p>Produce 5 Year QEP Impact Report.</p>	<p>a. The QEP Director will compile all previous Annual Reports, Data Reports, Professional Development and Event agendas and supporting records. b. The QEP Director will compile the 5-year QEP Impact Report, in keeping with SACSCOC standards. c. The Quality &amp; Integrity Committee will review the 5-Year QEP Impact Report</p>	<p>QEP Director and Quality &amp; Integrity Committee</p>	<p>Produce the 5-Year Report per SACSCOC standards, to include: 1. A succinct list of the initial goals and intended outcomes of the QEP;</p>

	<p>for accuracy.</p>		<p>2. A discussion of any changes made to the QEP and the reasons;          3. A description of the QEP’s impact on student learning and/or the environment supporting student learning; the achievement of identified goals and outcomes and any unanticipated outcomes;          4. A reflection on what the institution has learned as a result of the QEP experience. – to be completed by the last week in October.</p>
<p>Final Fall Annual QEP Professional Development and Reporting Event</p>	<p>a. The QEP Director will work with the Professional Development &amp; Events Committee and Faculty Champions to produce an agenda for refreshing faculty and staff familiarity with the QEP and its training methods. The Quality &amp; Integrity Committee will review the agenda to ensure compliance with mission.          b. The QEP Director will work with the Professional Development &amp; Events Committee to secure an appropriate venue for the event.          c. The QEP Director will work with the Communications Director to ensure comprehensive distribution of the scheduled date of the event and required attendance.          d. The QEP Director will maintain records of the event agenda, activities, material and attendance for files.</p>	<p>QEP Director, Professional Development &amp; Events Committee, Faculty Champions, Quality &amp; Integrity Committee, Communications Director</p>	<p>Successful event with the college community that is in keeping with the prepared agenda and provides the community with the Final Annual Report and 5-Year QEP Impact Report – to be completed by mid-December, 2020.</p>

A brief description of core tasks identified in the Implementation Plan table and Action Plan Descriptions can be found in Appendix 8.1.

### **Faculty Training to Improve Critical Thinking in the Learning Environment**

The curriculum for training the faculty is currently being developed by the QEP Director and the Professional Development & Events Committee. The QEP Director has researched several approaches to the application of critical thinking and has selected the Brookfield model for teaching critical thinking, which focuses on uncovering, identifying, and challenging assumptions in order to make informed judgments that result in a desired outcome. This model will be applied for the purpose of instilling within the faculty the application of the QEP definition of critical thinking to the General and Technical Student Learning Outcomes for each course. The curriculum will also illustrate for the faculty how the skill of critical thinking will serve the student in developing an increased understanding of the need for, and practice of, critical employability skills.

Critical thinking will, therefore, be improved in the learning environment through the application of definition-specific training of faculty on how to emphasize and improve the student's use of context-specific critical thinking skills in order to meet the standards established by program-specific Student Learning Outcomes related to employability skills. Figure 5.2 demonstrates how applying QEP-specific training on critical thinking to the faculty in the planned training sessions will provide them with the information they need to present the context-specific Student Learning Outcomes to the student in the classroom, and guide the student toward increasing the practice of thinking critically about the context of the industry they will be working in. The expected outcome is that the student will deduce for themselves the value of those employability skills and begin to practice those skills in the classroom and, post-graduation, within the industry.

**Table 5.2 – Improving Critical Thinking in the Learning Environment**

<p><b>QEP-specific</b> <b>Training on</b> <b>Critical Thinking</b></p>		<p><b>Context-specific</b> <b>Student</b> <b>Learning</b> <b>Outcomes</b></p>		
<p><i>Applied to</i></p>		<p><i>Applied to</i></p>		
<p><b>Faculty</b> <b>Instruction on</b> <b>Critical Thinking</b></p>	<p><i>Applied in the</i> <i>Classroom to</i></p>	<p><b>Student</b> <b>Practice of</b> <b>Learned Skills</b></p>	<p><i>Will result in</i></p>	<p><b>Increased</b> <b>Student Practice</b> <b>of Positive</b> <b>Employability</b> <b>Skills</b></p>

The Faculty Training curriculum will be completed by **mid-April 2017** and is expected to be 8-12 hours in length. Faculty Training on the QEP definition of critical thinking and its application within the classroom will occur in three phases from **April 2017** through **August 2017** as follows:

**Phase One:** During **April-June 2017**, the QEP Director and members of the Professional Development & Events Committee will conduct training on all college campuses for Deans, Faculty Champions, and faculty within the Aviation and Public Service divisions of Academic Affairs.

**Phase Two:** During **July – August 2017**, the QEP Director, the Professional Development & Events Committee, Deans and Faculty Champions will conduct training sessions on all campuses for the faculty within the Business & Technology, Health Sciences, Industrial Technology, and General Education divisions of Academic Affairs. This will complete training of all faculty.

**Phase Three:** From **August 2017** forward – Additional Faculty Champions will be trained throughout the College to strengthen the cultural foundations of the QEP within the faculty.

**Ongoing:** The aforementioned training will be integrated into the New Faculty Orientation process for all new full-time and adjunct faculty, and will be completed during their first semester of employment with the College. Additionally, refresher training will be a part of ongoing faculty Professional Development.

As noted previously, a QEP Training Manual is also being developed that will be completed by **mid-April 2017** and distributed throughout the College. The manual will serve as a quick reference and refresher that will supplement the faculty training.

## **Chapter 6**

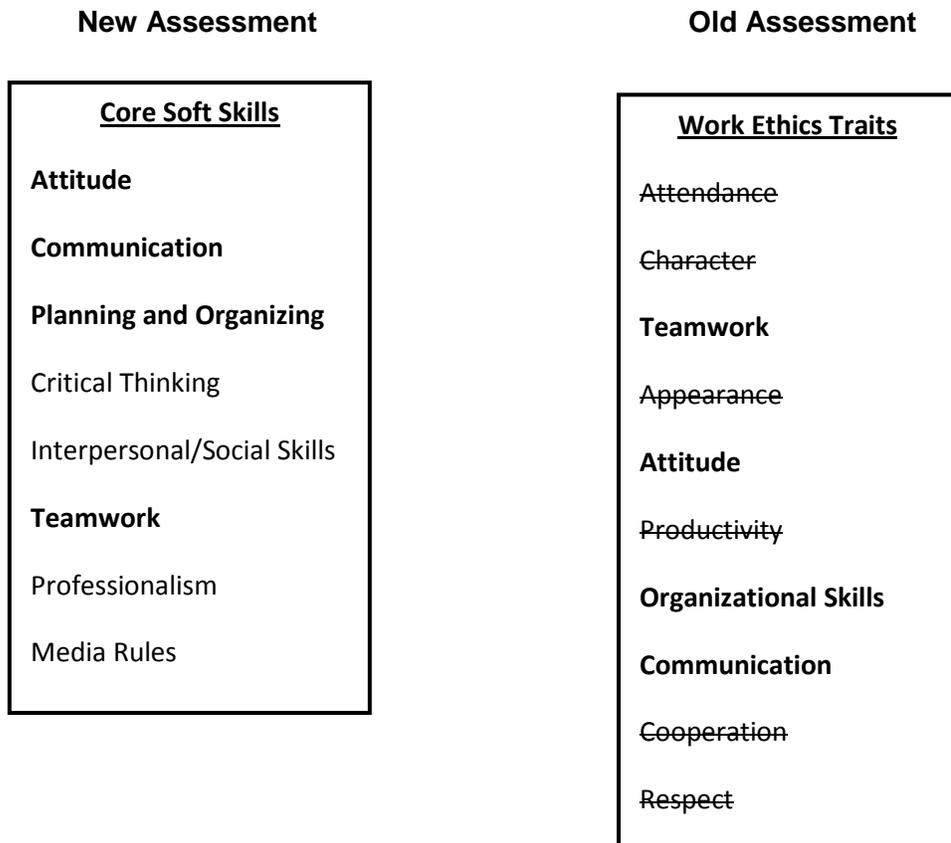
### **Assessment**

#### **Assessment Background**

The assessment plan directly relates to the project's model. While the College is using an embedded approach to assessing the general education and technical education student learning outcomes respectively, employability skills will be measured by pre-program and post-program assessment where appropriate. The College has selected Conover's Workplace Readiness Assessment for this purpose for the following reasons:

1. The Conover Assessment is web-based and easy to deploy across all campuses and online.
2. The Conover Workplace Readiness Credential is grounded in current literature (Durlak, Domitrovich, Weissberg, & Gullotta, 2015).
3. The Conover credential is recognized by the National Soft Skills Association.
4. The Conover provides remedial curriculum in content areas that students can utilize as a support service in order to complete their credential.

In order to build a culture that supports this project, once fully adopted, all students, faculty, and staff will complete the Conover Workplace Readiness Assessment. The Conover Workplace Readiness Credential assesses 8 core soft/critical skills. This is an updated list as compared to the current model the College deploys. Figure 6.1 is a comparison of how the new assessment compares to the current list of "Work Ethics Traits."



**Figure 6.1 – Assessment Model Comparison**

The move towards this new assessment is the right direction for the College and its students for a number of reasons. First, the “Core Soft Skills” will be assessed through a third-party, validated, assessment instrument, whereas the “Work Ethics Traits” are assessed by individual faculty judgment. The limited interactions faculty may have with their students in some classes likely makes this judgment specious. Second, the six categories from the current model that are no longer being assessed suffer from flaws: subjectivity (Character and Appearance), redundancy to the grade and the academic experience (Attendance, Productivity, and Cooperation) and difficulty in measurement (Respect). The new categories of assessment include items that more comprehensively address some of the old assessment categories

(Interpersonal/Social Skills and Professionalism) and also represent current demands in the workforce (Critical Thinking and Media Rules).

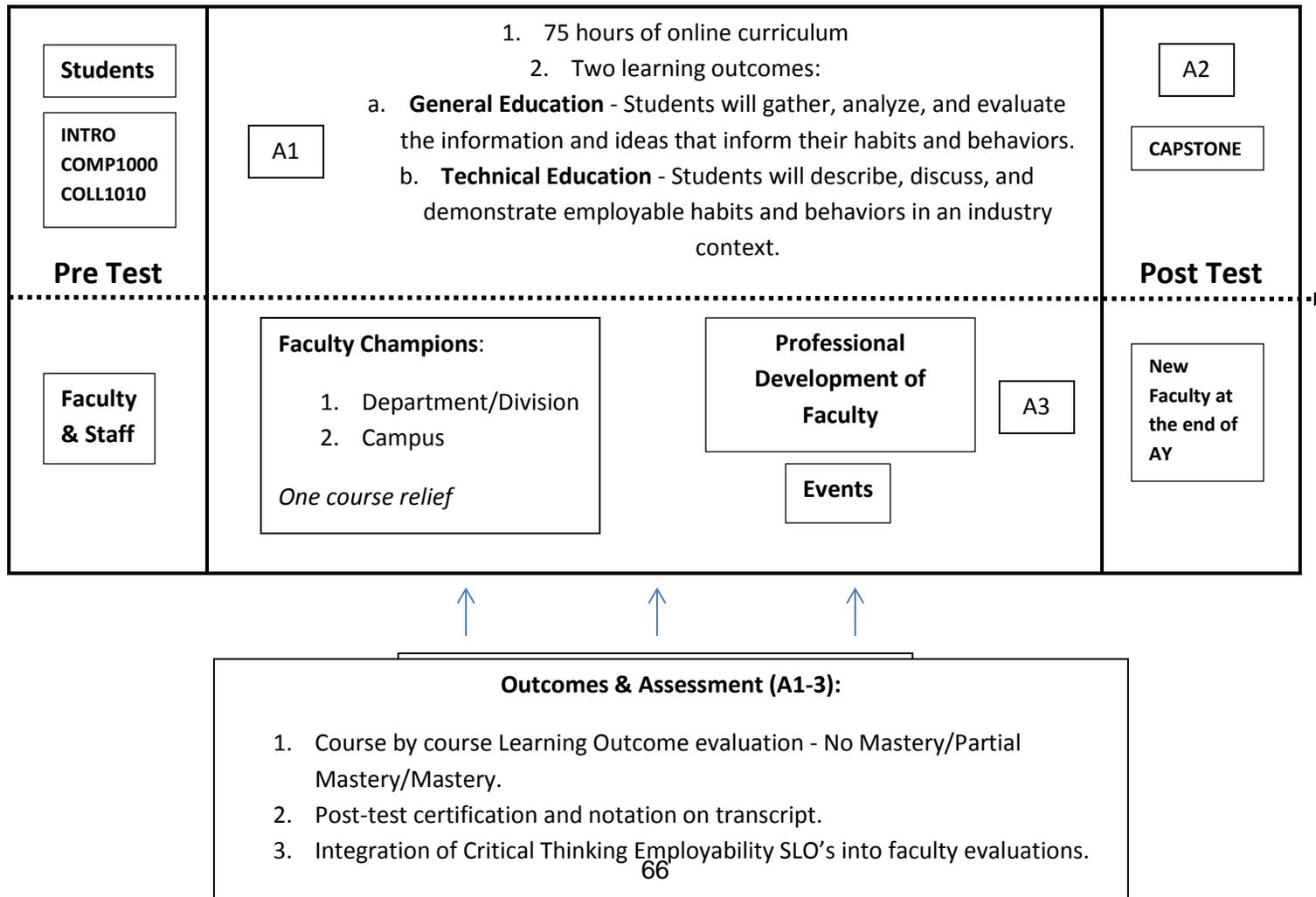
Students that demonstrate mastery in a core soft/critical skill will not have to repeat the Conover Assessment as a post-program test (“post-test”). Students who do not show mastery will be required to post-test. Upon completion of the post-test, the registrar will be notified so that a notation can be made on the student’s transcript. Faculty and staff data will be used for professional development which was discussed in depth in the Action Plan (Chapter 4).

It is the primary role of faculty to help students think in new ways and about new topics. The faculty role in helping students develop the critical soft, employability skills is that of a teacher. In turn, this project is primarily a student learning project that will promote campus-wide adoption of teaching best practices that promote critical thinking about employment related topics. These topics are universal to the human experience in the 21<sup>st</sup> century global marketplace. Consequently, faculty will no longer act as judges but as teachers. This shift is good for students and faculty, and takes a practice that did not align to student learning (Work Ethics Traits), and makes it all about student learning. Applied critical thinking, as an outcome of this plan, is a skill that will enable students to develop the skills, understand the nuances, and navigate the social, political and emotional climates of any company or business in such a way that promotes their long-term career success.

Figure 6.2 is a detailed schematic of the QEP model.

**Think More. Be More.**

**Figure 6.2 – Savannah Technical College’s QEP Model**



The SLOs are measured against rubrics developed by general and program-specific faculty, shown in Appendix 8.2. Rubrics will measure employability skills as assessed by the Conover Workplace Readiness Assessment: attitude, communication, planning and organization, critical thinking, interpersonal/social skills, teamwork, professionalism, and media rules.

To identify the extent to which students have attained the student learning outcomes, each instructor includes specific questions on particular assessment items to determine the successful attainment of the outcomes. The College is then able to reflect on these outcomes in relationship to the Workplace Readiness data to see if the goal of the QEP was accomplished: improving students' employability skills through improvement in students' critical thinking skills.

In addition to the SLO data and Workplace Readiness Credential data that will be collected, a pilot will be deployed in the fall term of Academic Year 2016-17. This will include all students for one faculty who teaches Legal Studies and Psychology classes respectively. While the learning experience for a student extends throughout the entire program of study, and Conover pre and post-test data will be normally collected at the introductory and capstone course level, the pilot will examine pre- and post-test data and SLO data in the same course to explore the relationships between the outcomes and the critical thinking-infused instruction. In addition, the pre- and post-test will be given to all of the students of a Psychology faculty who does not take the SLO approach. Data will be collected, and this cohort will serve as a control group for the assessment of the program's strength. Institutional Review Board (IRB) approval will be sought before implementing the fall pilot and control group study.

### **Assessment Methodology**

The impact of the QEP on the student learning environment requires assessment to be applied in the following areas:

1. The participation rate of new students taking the Conover pre-test assessment;
2. The adoption of the new Student Learning Outcomes by faculty;

3. Student mastery of the new Student Learning Outcomes;
4. Student mastery of employability skills on the Conover post-test assessments; and
5. The testing for and measurement of any potential correlation between (a) the success rate of students' performance of the new Student Learning Outcomes and (b) the pre-test/post-test assessments of students with the Conover Workplace Readiness Assessment (items 3 and 4 above).

**Assessment Goals**

Specific outcome goals and data benchmarks for the Conover Assessment and QEP SLOs have been developed in order to monitor the quality, integrity, and success of the QEP in addition to measurements that provide a framework for determining the comprehensive success of the QEP.

The Conover Assessment will be administered to new students (pre-test) as they are admitted to the College (in keeping with the student participation rates noted below). As these students near the end of their program of study, the Conover Assessment will be administered to them again (post-test) in the appropriate capstone course (NOTE: New entering students that demonstrate Mastery of the skills with an 80% score on the pre-test assessment will not take the post-test). The College has established within the QEP the following goals.

QEP Implementation Goal 1: Participation Rate of New Students taking the Conover Assessment:

Year 1	25%
Year 2	80%
Year 3	100%
Year 4	100%
Year 5	100%

As detailed in the Quality Enhancement Plan Implementation Timeline, the QEP Director will ensure the above goals are achieved through coordination with the appropriate Deans,

Faculty Champions, and faculty members to ensure the goals are met. Every semester, the QEP Director will calculate participation rates by comparing the student rolls for those courses assigned to administer the Conover pre-test with reports issued by Conover. The QEP Director will work with faculty to administer the pre-test assessment to students that may have missed the assessment. At the end of every semester, the participation rates will be preserved for inclusion in the Annual Report, the Final Annual Report, and the 5-year Impact Report.

The QEP will be determined to have met its stated goal in this area if the participation rates are within 5% of the stated goals at the end of the 5-year period.

QEP Implementation Goal 2: Demonstration of Competency on the Conover post-test.

(80% = Mastery)

Year 1	50% of students will achieve 80% or higher on the Conover post-test.
Year 2	60% of students will achieve 80% or higher on the Conover post-test.
Year 3	70% of students will achieve 80% or higher on the Conover post-test.
Year 4	75% of students will achieve 80% or higher on the Conover post-test.
Year 5	80% of students will achieve 80% or higher on the Conover post-test.

The College theorizes that student performance on the second administration of the Conover Assessment (post-test) will improve over performance on the first administration of the assessment (pre-test). Significant performance improvement would demonstrate improvement of students' employability skills, as measured by the Conover Assessment. At the conclusion of every semester, the QEP Director will collect and analyze reports from Conover which provide pre-test and post-test performance on the assessment by students. Students will be identified by their unique Student ID number, allowing such records to be produced. Should the student performance goals not be met, the QEP Director will ensure the QEP is being properly implemented, adjust where necessary and note the adjustment for the Annual Plan. If the plan is being properly implemented, the QEP Director, in cooperation with the Quality & Integrity

Committee and the SLO & Data Committee will make reasonable efforts to determine alterations that could improve the rate of student mastery on the Conover Assessment. The QEP will be determined to have met its stated goal in this area if the student mastery rates of the Conover Assessment post-test are within 5% of the stated goals at the end of the 5-year period.

While the QEP is premised on the theory that improving the critical thinking skills of students will lead to an improvement in employability skills, there is no reason to assert that all students will improve their performance of the new Student Learning Outcomes across their respective programs. It is also possible that new students may not achieve a score of 80% on the Conover pre-test, but may do well on the Student Learning Outcomes very early in their program. Similarly, it is possible that correlations may exist between student performance on the Conover pre/post-test assessment and student performance on the Student Learning Outcomes.

In light of this possibility, the data gathered to assess these two items will also be analyzed and compared by the QEP Director and the Data & SLO Committee for the purpose of identifying any correlative trends that may exist, i.e. (a) a correlation between Conover pre-test performance and early performance against the new SLOs; and/or (b) a correlation between SLO performance across the program and Conover post-test scores.

For each student learning outcome the following goals have been established:

QEP Implementation Goal 3: Faculty Adoption of new SLOs:

Year 1	25%
Year 2	75%
Year 3	100%
Year 4	100%
Year 5	100%

The QEP Director will ensure the above goals are achieved through coordination with the appropriate Deans, Faculty Champions, Faculty Department Heads and faculty. Every

semester, the QEP Director will communicate with these parties to ensure faculty has adopted the Student Learning Outcomes within the courses selected for that semester. At the end of the semester, the QEP Director will confirm adoption of the SLO in those courses by collecting a representative sample of SLO grading rubrics from the appropriate faculty and comparing those scores to the SLO scores entered by faculty into our database for each student to ensure correlation.

The QEP will be determined to have met its stated goal in this area if the participation rates are within 2% of the stated goals at the end of the 5-year period.

QEP Implementation Goal 4: Student Mastery of SLOs:

(80%)

Year 1	50% of students will achieve mastery on the SLO rubric.
Year 2	60% of students will achieve mastery on the SLO rubric.
Year 3	70% of students will achieve mastery on the SLO rubric.
Year 4	75% of students will achieve mastery on the SLO rubric.
Year 5	80% of students will achieve mastery on the SLO rubric.

The College has established within the QEP the above goals for student mastery of the new Student Learning Outcomes related to employability skills. It should be noted that “mastery” of the new Student Learning Outcome is defined within the QEP as a student’s ability to achieve the highest level identified on the SLO rubric. The student will receive points for each of the SLOs. A numerical suffix will be added to the letter grade of every student. This number (0, 1, 2, or 3) will reflect the students’ performance as measured by the appropriate rubric for the SLO required in that course. The scale for selection of the number is in the following list.

- 0 = Student did not complete
- 1 = No Mastery
- 2 = Partial Mastery
- 3 = Mastery

At the conclusion of every semester, the QEP Director will collect and analyze SLO scores and compare them to the goals stated above. Should the goals not be met, the QEP Director will ensure the QEP is being properly implemented, adjust where necessary and note the adjustment for the Annual Plan. If the plan is being properly implemented, the QEP Director, in cooperation with the Quality & Integrity Committee will make reasonable efforts to determine alterations that could improve the rate of student mastery. The QEP will be determined to have met its stated goal in this area if the student mastery rates are within 5% of the stated goals at the end of the 5-year period.

Each student learning outcome will be measured in a representative sample of General Education courses and select capstone courses for programs of study as follows:

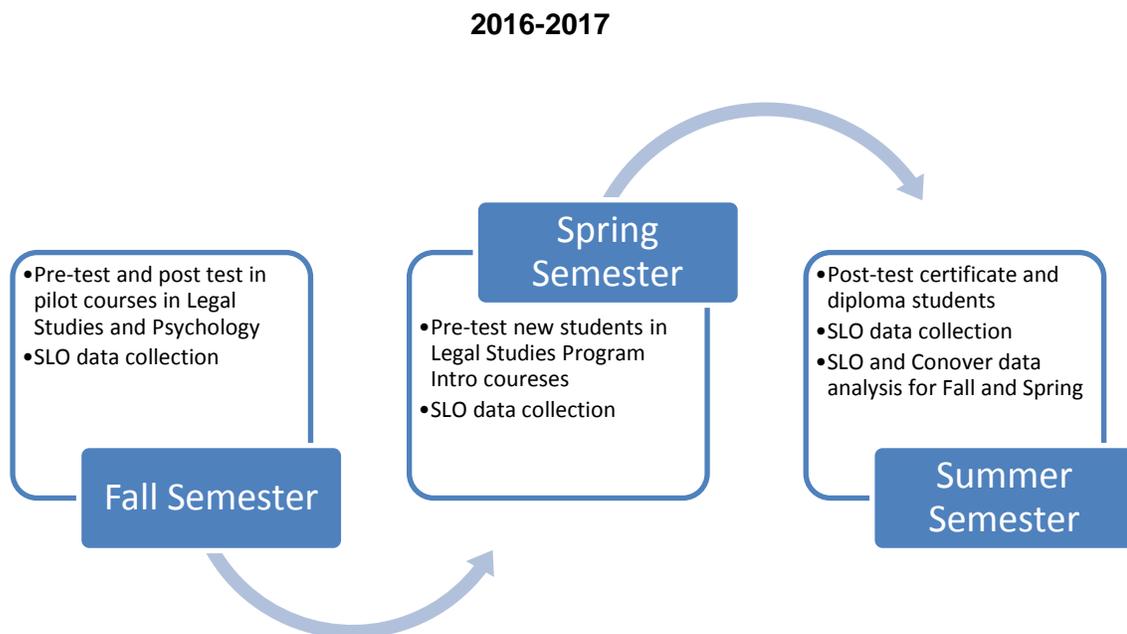
<b>SLO</b>	<b>Courses</b>
General Education	ENGL 1101, ENGL 2130, HIST 2111, HIST 1112, SPCH 1101, MATH 1011, MATH 1103, MATH 1111, MATH 1113
Technical Education	Select capstone courses determined by the SLO QEP Committee

The SLO QEP Committee will convene in early **November 2016**, in conjunction with the faculty participating in the pilot. The committee will determine the Technical Education courses the QEP SLO will be measured in. A schedule of when the outcomes will be assessed can be found in “Figure 6.5 – Data Collection and Evaluation Plan.” In addition, a rigorous outcomes-based assessment plan has been developed. Appendix 8.3 shows the first year of the plan. Subsequent plans will be developed that reflect the use of assessment data.

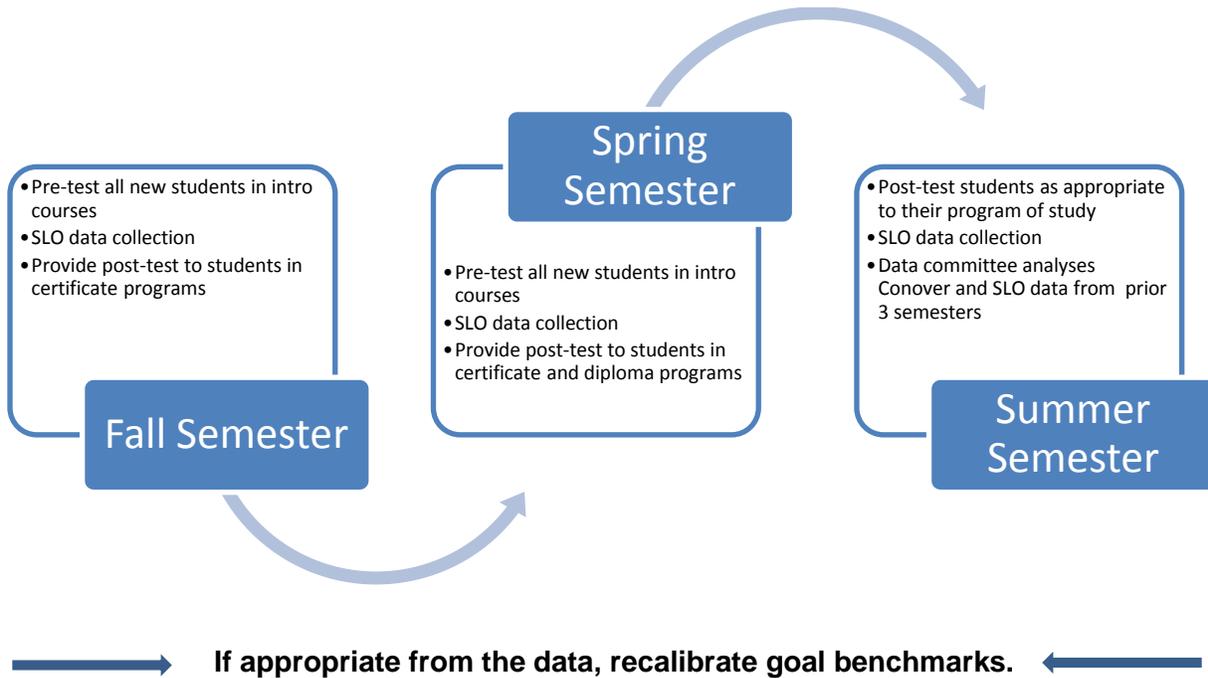
### Action and Assessment Plan Overview

The following is an overview of the timetable of key events throughout the five-year duration of the QEP. As drawn from Chapter 3, the baseline data from the QEP is two-fold. First, the current “Work Ethics Traits” data analysis yielded evidence which demonstrated that the feedback was redundant to the grade distribution. Second, the data derived from the initial pilot can be found in Chapter 5, and subsequent data collected in the Fall 2016 term will also be used. Figure 6.5 outlines the data collection and evaluation.

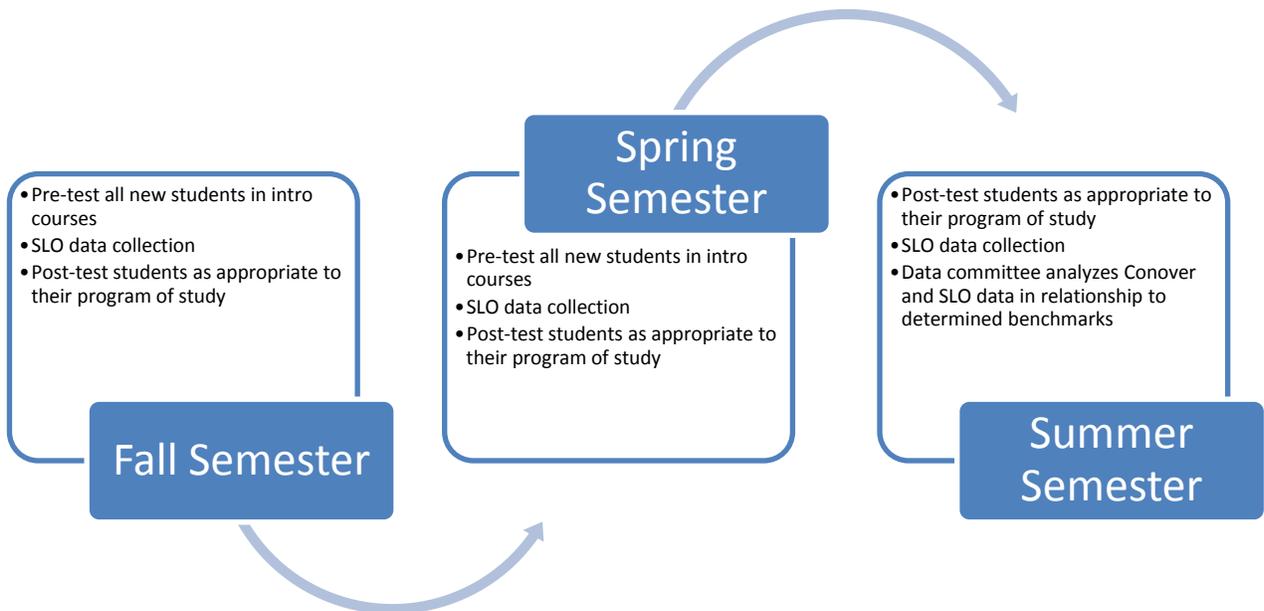
**Figure 6.5 – Data Collection and Evaluation Plan**



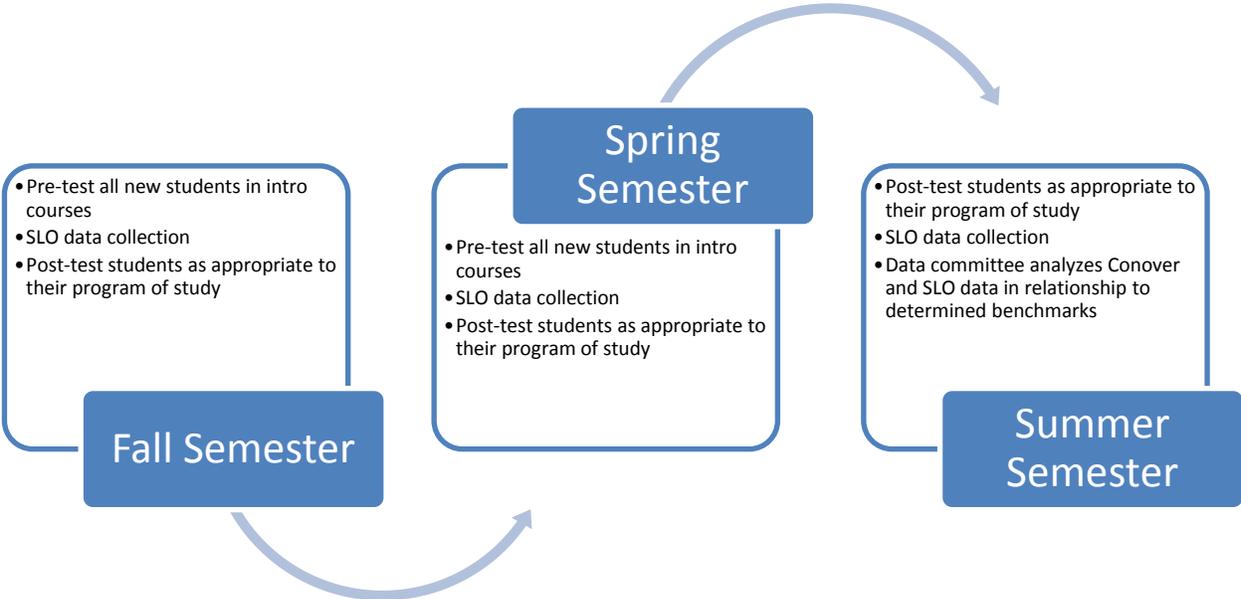
2017-2018



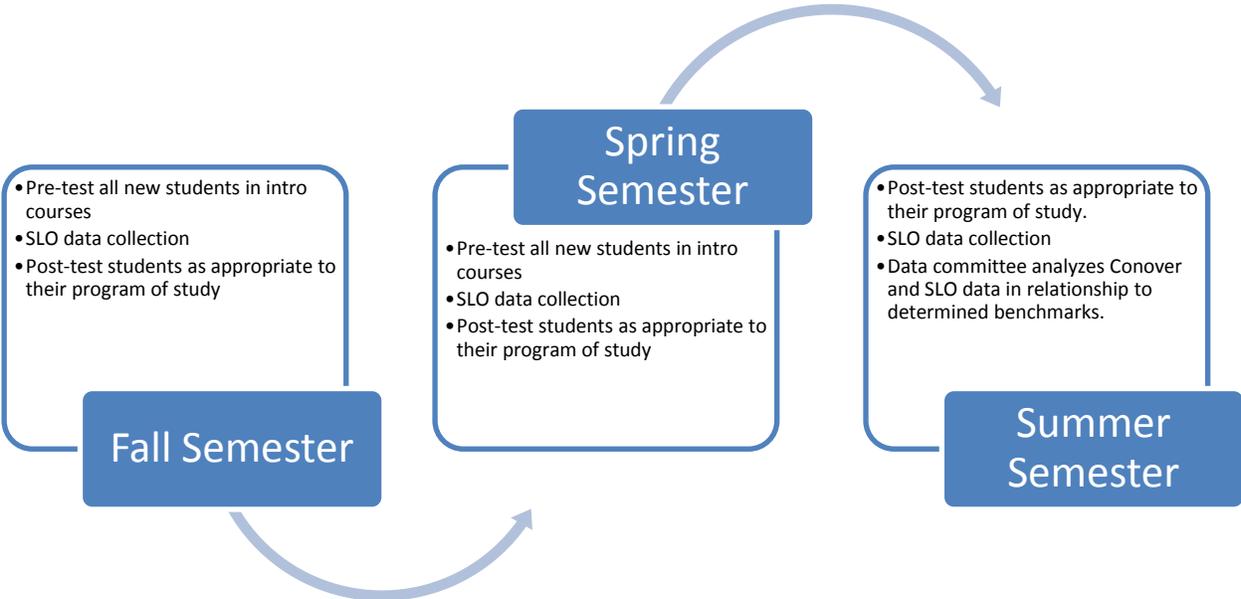
2018-2019



2020-2021



2021-2022



## Appendices

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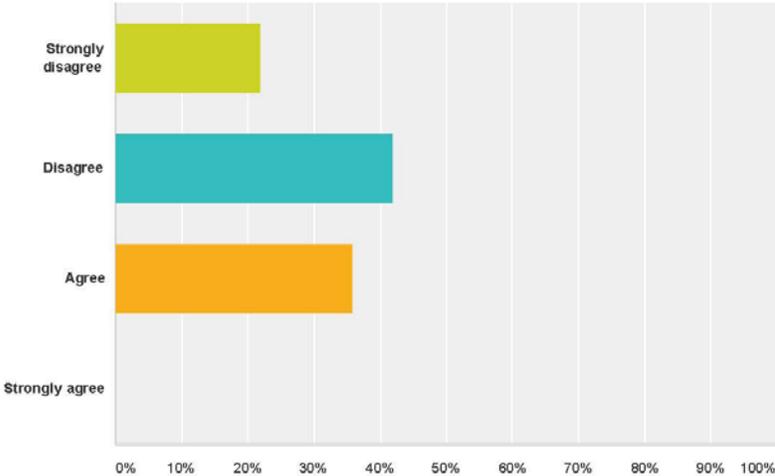
## 7.2 – QEP Development Timeline

Date	Task
12/7/13 - 12/10/13	SACS COC Annual Meeting – Atlanta, GA
9/7/2014	QEP Coordinator Meeting with VPIA
10/29/14	Initial QEP Development Team Meeting
12/6/14 – 12/9/14	SACS COC Annual Meeting – Nashville, TN
1/28/15 – 3/26/15	QEP/ATD Data Team Meetings – Development, delivery, and review of primary research for Achieving the Dream and Quality Enhancement Plan
6/29/15	QEP Development Team Meeting – Discussion of Primary and Secondary Data uncovered by QEP/ATD Data Team
7/19/15 – 7/22/15	SACS COC Institute on Quality Enhancement and Accreditation Orlando, FL
7/25/15	QEP Development Team Meeting – Discussion of ASU/SEDA Workforce Development Study
9/8/15	QEP Development Team Meeting – Design of QEP Topic Survey
10/21/15	QEP Development Team Meeting – QEP Topic Survey Data Review
11/06/15	QEP Briefing for VPIA and Dean of Curriculum and Special Projects
11/10/15	QEP Briefing for President
11/17/15	QEP Briefing and feedback from Board of Directors
12/05/15	SACS COC Annual Meeting Houston, TX
1/20/16	QEP Development Team Meeting - Topic Decision Made
2/19/16 – 3/29/16	QEP Topic update meetings to all internal stakeholders
2/25/16	Site visit to East Georgia University (QEP title ‘Think Critically’)
4/4/16	QEP Model and SLOs Completed
5/31/16	Pilot Started
6/2/16	QEP Marketing Meeting – Development of Marketing Plan
6/23/16	QEP Marketing Meeting – Update on ‘branding’ and roll-out strategy
7/1/16	QEP First Draft Completed
7/15/16	QEP Second Draft Completed and submitted with preliminary documents for Dr. Kirk’s August 4 <sup>th</sup> visit.
7/22/16	Pilot Completed
8/12/16	Final Draft completed
8/22/16	2 <sup>nd</sup> Pilot Begins
12/2/16	2 <sup>nd</sup> Pilot Ends

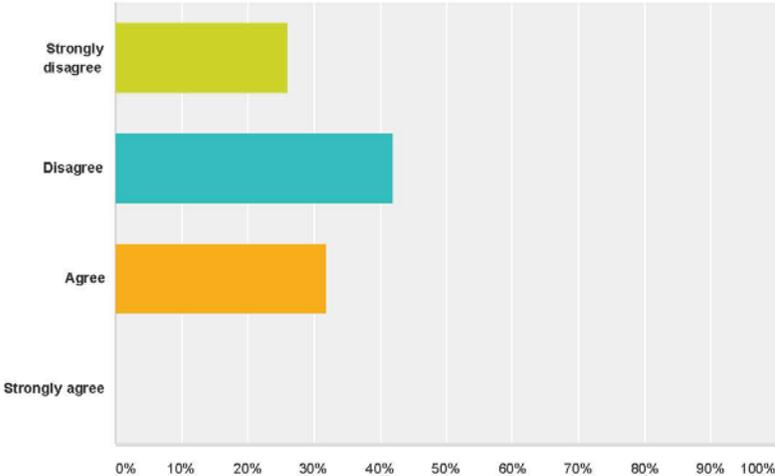
7.3 – Surveys: Faculty, Student, and Industry

2015 Faculty QEP Survey

**Q7 The work ethics grade accurately reflects a student’s employability skills.**

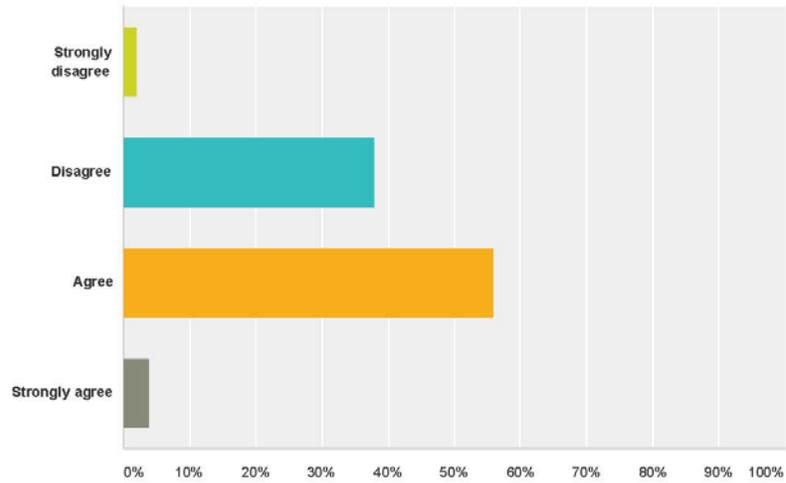


**Q8 The work ethics grade is a valuable instrument for measuring a student’s readiness for the workplace.**

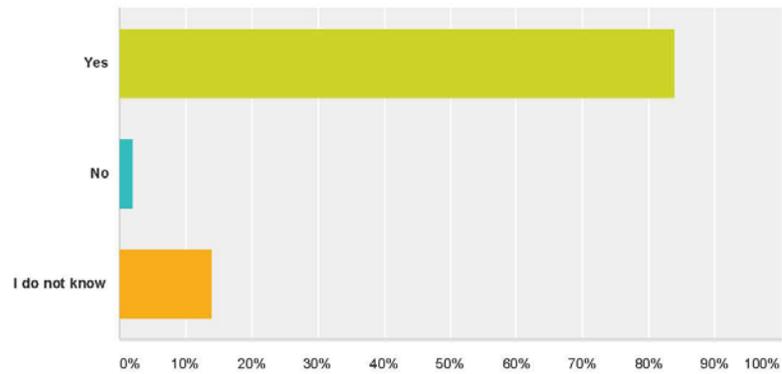


2015 Faculty QEP Survey

**Q9 Our students have a strong work ethic.**

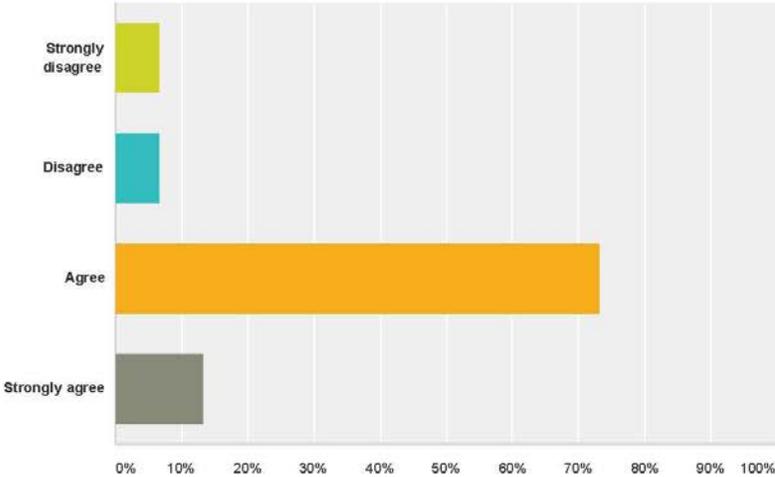


**Q10 Do you believe that a course specifically designed to address general employability skills would be more effective than the current model that covers pieces of work ethics in every course?**

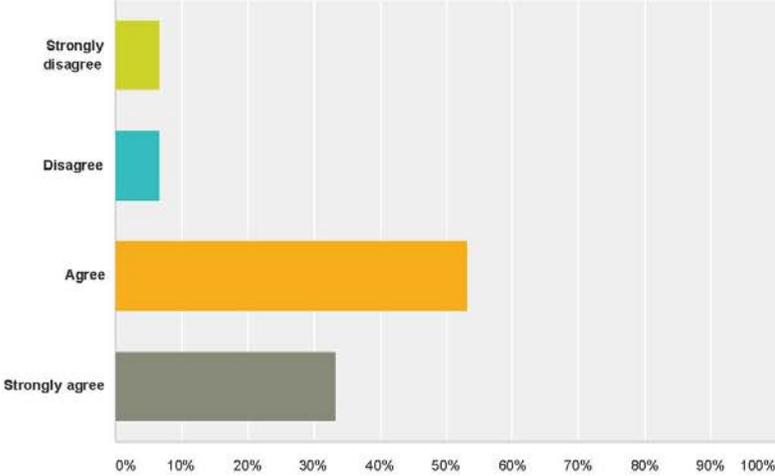


2015 Industry QEP Survey

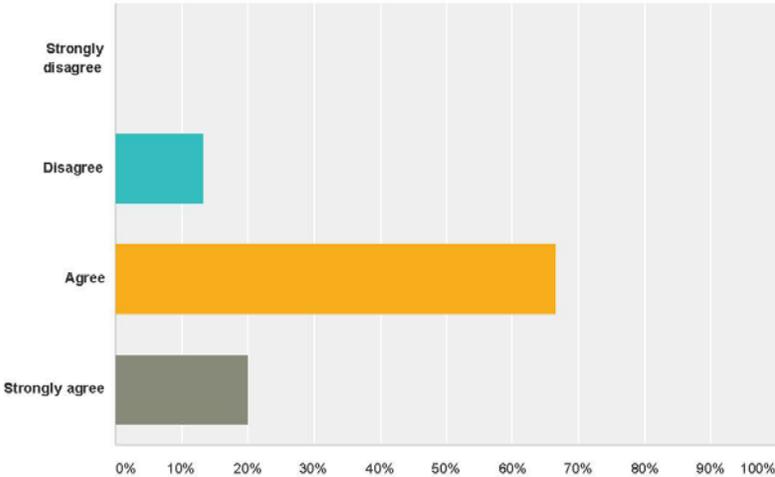
**Q7 The work ethics grade accurately reflects a graduate's employability skills.**



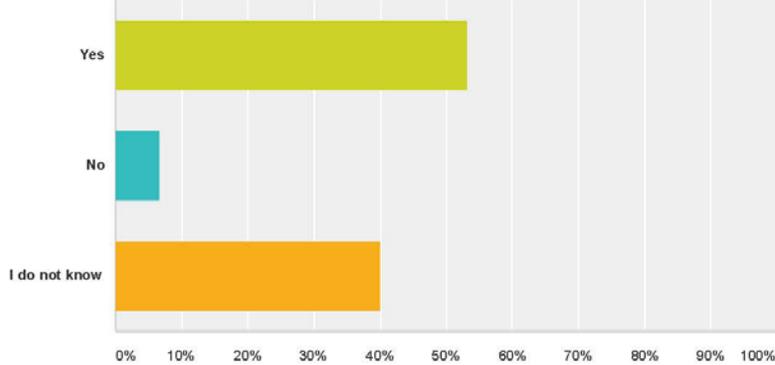
**Q8 The work ethics grade is a valuable tool for you as an employer.**



2015 Industry QEP Survey  
**Q9 Our graduates have a strong work ethic.**

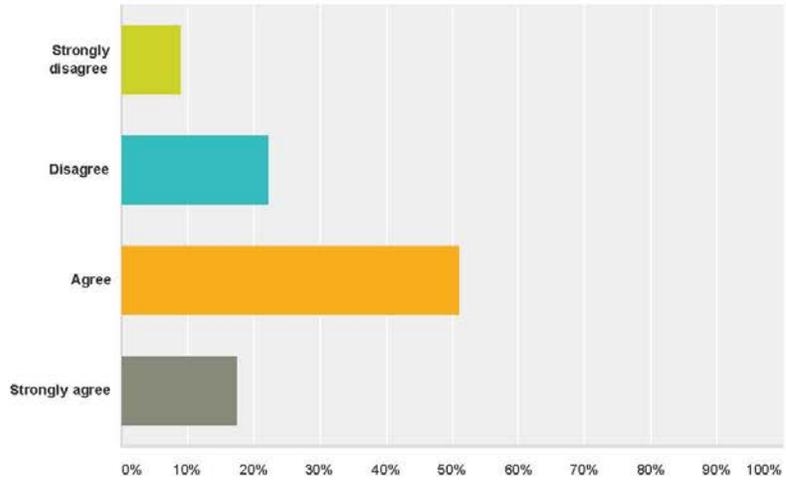


**Q10 Do you believe that a course specifically designed to address general employability skills would be more effective than the current model that covers pieces of work ethics in every course?**

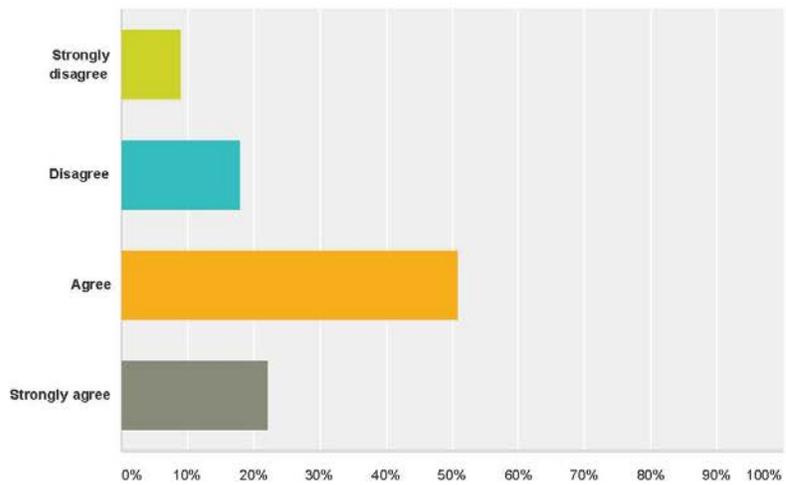


2015 Student QEP Survey  
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

**Q7 The work ethics grade you receive accurately reflects your employability skills.**

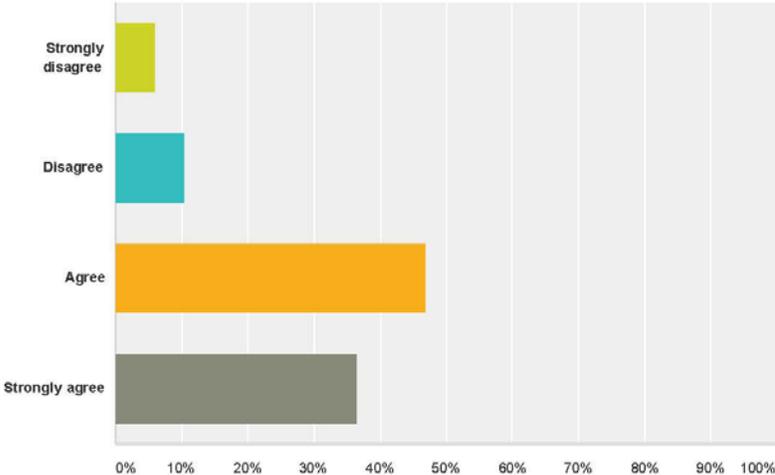


**Q8 The work ethics grade is a valuable tool for you as a student.**

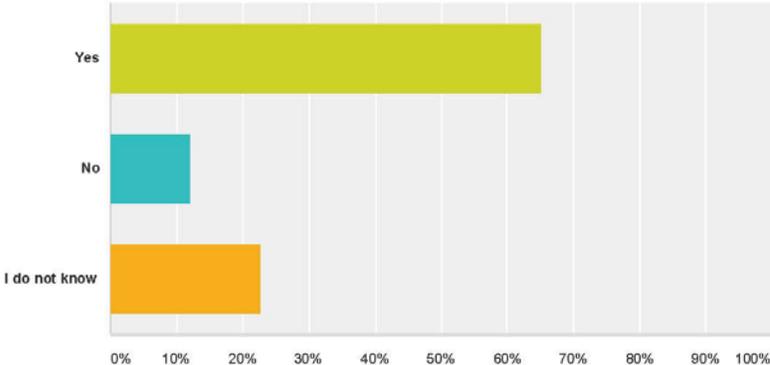


2015 Student QEP Survey

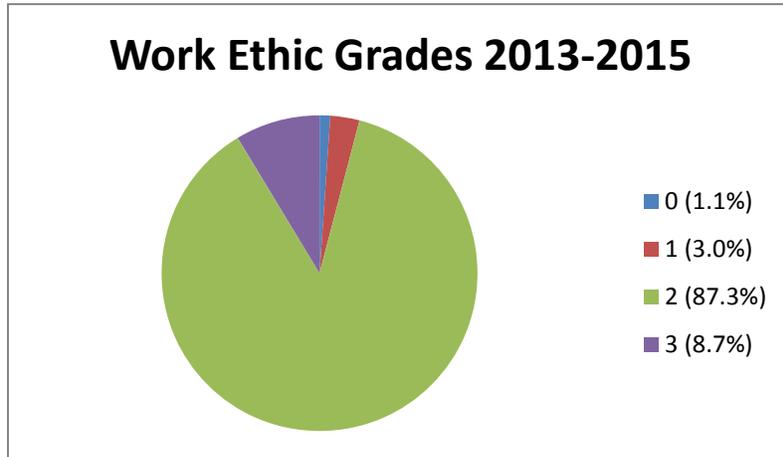
**Q9 Savannah Technical College encourages a strong work ethic.**



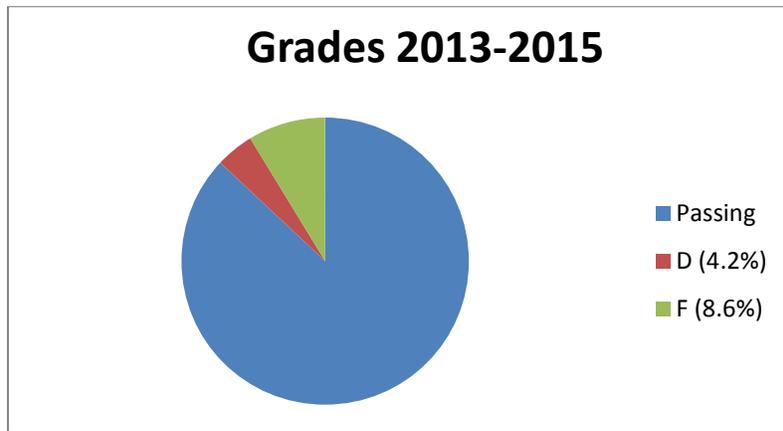
**Q10 Do you believe that a course specifically designed to address general employability skills would better prepare you for your career than the current model that covers pieces of work ethics in every course?**



### 7.4 – Work Ethics Grade Analysis



### 7.4 – Grade Analysis



## 7.5 – Pilot Data Example Report

### Summary

<b>Date Started</b>	June 22, 2016 22:16
<b>Date Completed</b>	June 22, 2016 22:26
<b>Total Time</b>	00:09:45

Skill Enhancements	
Attitude	88% 
Communication	100% 
Planning and Organizing	88% 
Critical Thinking	88% 
Interpersonal/Social Skills	100% 
Teamwork	100% 
Professionalism	88% 
Media Rules	100% 

## 7.6 – Pilot Assessment items for SLO

**SLO – Paralegal Students will learn and demonstrate employable habits and behaviors in an industry context.**

- **Video Case Study - When Friends Ask for Legal Advice**

Dante, a paralegal, is approached by a friend for legal advice about his apartment lease. His landlord is refusing to allow him to have a dog in his apartment.

After viewing the video case study, answer the following in the discussion forum:

1. Would a paralegal working in a real estate office be able to give advice as an incidental activity?
2. Is advising the person that you are a paralegal enough to avoid sanctions for the Unauthorized Practice of Law (UPL)?
3. What is the law in Georgia on UPL?

Be sure to comment on at least one of your classmate's posts in order to receive full credit. You must do more than simply respond that you agree or disagree. I want to see more than merely, "good answer!" Provide substantive comments to your colleague's posts to show that you appreciate and understand the points that he or she addressed.

- **Confidentiality Issue: Public Information**

A law firm has a case that has received coverage in the local newspaper. Two of the paralegals from the same law firm are having coffee in a public coffee shop. One of the paralegals who is not assigned to the case reads an article about the client and asks her friend who is working on the case about the accuracy of the article.

After viewing the video case study answer the following in the discussion forum:

1. How does public disclosure of information about a client or a case change the paralegal's responsibility to maintain confidentiality?
2. Are there any ethical issues in discussing cases in a public area?
3. Is the paralegal who was not working on the case under any duty of confidentiality?

Be sure to comment on at least two of your classmate's posts in order to receive full credit. You must do more than simply respond that you agree or disagree. I want to see more than merely, "good answer!" Provide substantive comments to your colleague's posts to show that you appreciate and understand the points that he or she addressed.

- **Privilege Issue: Misdirected E-mail**

The paralegal working on a confidential memo for a client has accidentally sent it to opposing counsel. The supervising attorney, visibly upset, has given instructions all on how to handle the situation.

After viewing the video case study answer the following in the discussion forum:

1. What is the potential of fact of the e-mail and confidential information to the opposing party?
2. What steps should be taken in your jurisdiction when e-mail is inadvertently sent to the wrong party?
3. Who is ultimately responsible and what are the penalties for inadvertent disclosure of confidential information by e-mail?

Be sure to comment on at least two of your classmate's posts in order to receive full credit. You must do more than simply respond that you agree or disagree. I want to see more than merely, "good answer!" Provide substantive comments to your colleague's posts to show that you appreciate and understand the points that he or she addressed.

- **Insurance Contract, Confidentiality Who is the Client**

A family is meeting with the attorney provided for them by their insurance company. Issues of what is and what is not covered by the insurance contract are discussed and a question arises as to who the client really is.

After viewing the video case study answer the following in the discussion forum:

1. How are the rights of the parties determined by the insurance contract?
2. If the attorney is being paid by the insurance company, who is the client to whom the lawyer has a loyalty and duty?
3. Is there a conflict of interest between representing the parents and representing the child?

Be sure to comment on at least two of your classmate's posts in order to receive full credit. You must do more than simply respond that you agree or disagree. I want to see more than merely, "good answer!" Provide substantive comments to your colleague's posts to show that you appreciate and understand the points that he or she addressed.

### 7.7 – QEP Team Roster

- Brent Stubbs – General Studies Dean, Co-Chair
- Brendan Ferrara, Business and Technology Division Dean, Co-Chair
- Jeff Ashman - Military Outreach Coordinator
- Ashley Baker - PBI Project Coordinator
- Barbara Beam - Counselor/Special Populations Coordinator
- Dr. Ethel Berksteiner - Director of Learning Enrichment Center
- Jim Burch - Library Director
- George Erwin - Marketing and Logistics Department Head and Faculty Senate President
- Gail Eubanks – Executive Director of Institutional Advancement and Communications
- Debra Geiger, Esq. - Paralegal Studies Department Head
- Sarah Hunt - English Department Chair
- Regan Lawson - Data Management Assistant
- Shannon McNabb, Textbook Manager
- Linda Mobley - Business and Technology Division Administrative Assistant
- Teresa Potts - Executive Director for Student Financial Services
- Dr. Scott Reeder - Psychology Instructor
- Amber Robinson - Public Services Division Academic Advisor
- Amy Shaffer - Director of Communications
- Mark Stump - Director of Student Navigation
- Tom Thompson - Accounting Department Head and 2006 QEP Coordinator
- Cinda Young - Early Childhood Development Department Head
- Ryan Zickafoose – Campus Shop Clerk

## 7.8 – QEP Marketing Plan

### Think More. Be More.

Name – Think More. Be More.

Tag Line – Learning employability skills through critical thinking

Promotion objective –

Faculty/staff – Educate and engage (July – October)

Students - Develop awareness (August) educate and engage (September – October)

### July, 2016

- Start Teasers for faculty/staff (*Amy*) (*Q is coming on internal signs...*)
- Web page with Q, the name, and tag line (*Amy/Brent/Brendan*) *this is to get people used to the Q landing page as the place to go for resources*;
- Introductory e-mail (*Gail/Amy*) *when landing page has resources, use mailchimp e-mail to distribute link, track clicks and opt-outs*
- Introduce Q and update faculty/staff at divisional meetings (*Brendan and Jonathan*)
  - Introduce Q'S TIPS – a weekly topical data/information point; reinforced on internal signage(*Brendan and Brent develop weekly schedule through October; Monday morning email to F/S, post on internal signs and FB*)
  - Introduce Spend 2 with Q – *encourage faculty and staff to start meetings with a conversation on this week's Q's TIP*;
- Survey (incentive is coffee mug) (*Brent*)

### August, 2016

- Facebook launch of Q as a Public Figure (*Amy*)
- August 22-26 Start the tease with students. Q cut-outs for each campus; internal signage and posters. Direct Students to Web Site (*Amy/Brent/Brendan*) *Amy to help with coordination of obtaining the cutouts.*
- August 29-September 2 Track Q and take a selfie. Use his FB feed to give a clue of where he is. Take a selfie and win a prize or enter to win a prize. Use FB feed to deliver employability skills tips Q's TIPS. (*Jonathan*)
- Q-TIPS and Spend 2 with Q continue for F/S

### September, 2016

- Push to Like Q on Facebook
- Q Mousepads for all computer labs (*need count and distribution plan*)
- Scavenger Hunt (*Jonathan*)
- Meet with student clubs – (*Jonathan*) *plan Q-related events and activities for Q-Fest*

### October, 2016

- October 10 and 11 – Q-Fest (*All*)

## 7.9 – QEP Director Position

**Position: Full-Time QEP Director**

The position is based at the Savannah Campus on White Bluff Rd. In this leadership role, the individual will act as the Quality Enhancement Plan (QEP) Director. In this role, the Director:

- Develops and coordinates the activities of the QEP committee and its subcommittees
- Acts as a liaison and coordinator with external stakeholders to obtain input into the QEP implementation
- Coordinates the roll-out of the QEP across all campuses
- Prepares a detailed analysis of QEP development, as well as status and performance through a set of benchmarks to measure the progress toward achieving QEP goals
- Leads the QEP Assessment Plan
- Acts as a liaison between all relevant constituencies to ensure the successful development and implementation of the QEP
- Communicates to the College community important and relevant information regarding student progress towards the expected goals
- Maintains all records and data on the project and coordinates the production of the final report
- Manages the QEP budget
- Performs other duties as assigned

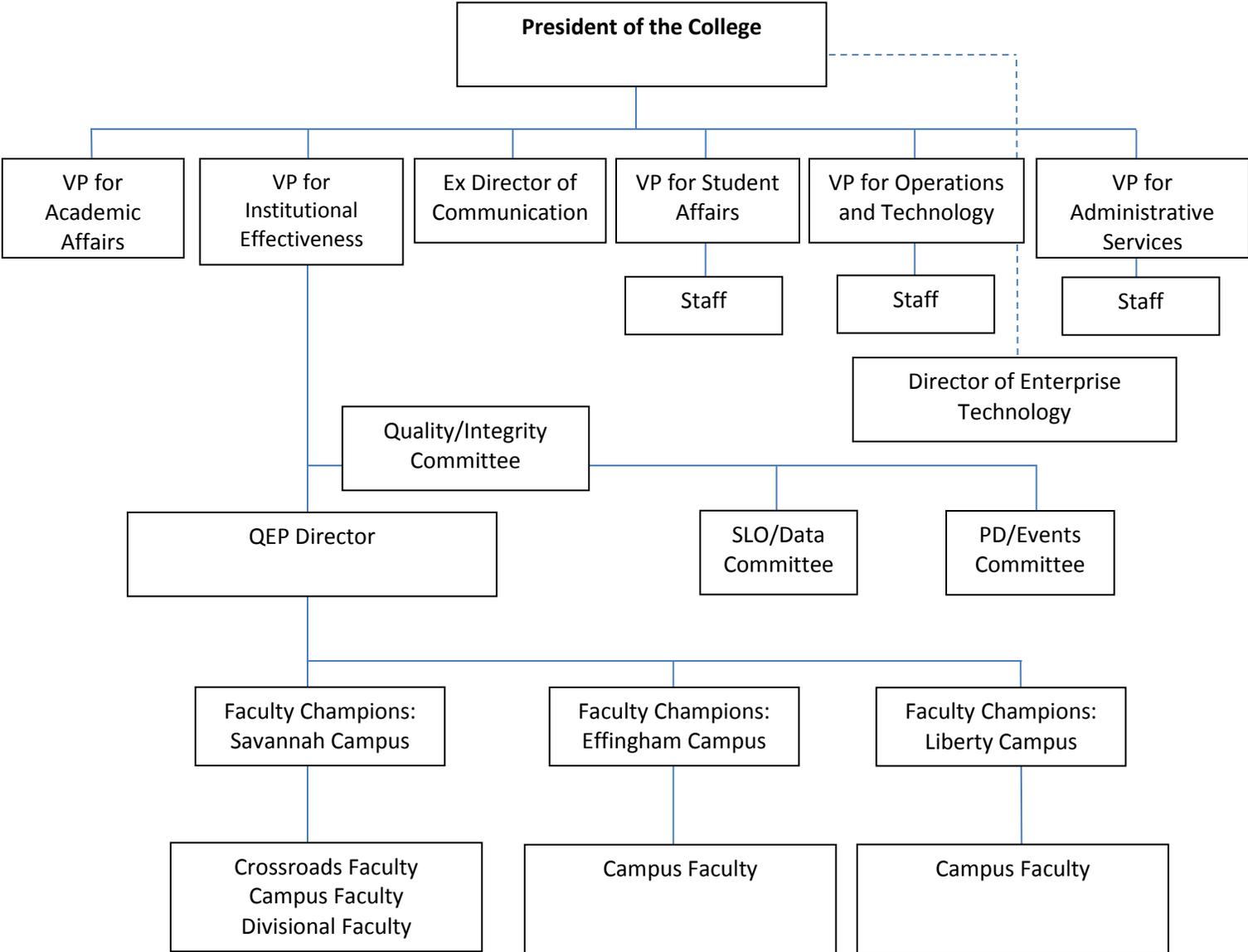
**Required Qualifications**

- A Baccalaureate degree from an accredited college or university \*and\* Five (5) years of experience in management or the defined departmental area.
- Excellent human-relations, interpersonal skills, and strong verbal and written communication skills
- Proficient in the use of technology in the classroom
- Knowledge and understanding of College organization, goals and objectives, and policies and procedures
- Possess proven experience in executing operational plans

**Preferred Qualifications**

- Preference will be given to those candidates who possess or are nearing completion of a terminal degree
- Proficient in the use of Banner
- Mentoring experience
- Possess strong managerial and team building skills and demonstrate ability to motivate and empower both direct and indirect reports to achieve goals

8.0 – QEP Organizational Structure



### 8.1 – Action Plan Descriptions

**Training Manual-** The manual is a complete guide that provides instruction for each step in the training process for a division, department, faculty and staff. It will also provide guidance for New Faculty Orientation integration.

**Conover Workplace Readiness Assessment-** This assessment is a third-party assessment that measures soft, critical, employability skills.

**Events-** These are campus wide events that help to create a culture that supports critical thinking and employable habits and behaviors both in and outside of the classroom.

**Quality/Integrity Committee-** This committee is responsible for overseeing the overall effectiveness of the QEP. This committee will convene at the end of each semester and will take under advisement the reporting from other committees.

**SLO/Data Committee -** This committee will review assessments aligned to the QEP SLOs to ensure measurability and conformity to the QEP goals. They will generate an annual report which details developments/progress in SLO attainment, assessment, and classroom integration. This committee will also review and analyze QEP data – Workplace Readiness and SLOs. They will generate an annual report which details trends in data, concerns, and any promising practice evident in the data.

**Professional Development & Events Committee-** This committee will develop the 3 professional development events a year and 2 QEP events a year. These events will reinforce good teaching and learning practices and student engagement regarding the QEP topic.

**QEP Annual Evaluation-** This is a report which acts as both a summative assessment of the QEP for a given year but also contains recommendations for changes/improvements in the following year (formative assessment). The QEP Quality/Integrity Committee works with the QEP Director to make sure changes/improvements are implemented.

**Faculty Champions-** Faculty Champions are those who help promote the QEP throughout the College and help train other faculty on ways of integrating critical thinking into their assessments.

## 8.2 – SLO Rubrics

General Education Rubric	No Mastery (3)	Partial Mastery (6)	Mastery (9)
Students will gather, analyze, and evaluate information, concepts, and ideas using primary employability skills of mathematical or scientific reasoning, assumptions, predictions, and statistics.	In evaluative formats, the student will not be able to demonstrate with any mastery with an accuracy below 60% the mathematical or scientific reasoning, assumptions, predictions, and statistics of analytical problems.	In evaluative formats, the student will be able to demonstrate with at least a 60% accuracy the mathematical or scientific reasoning, assumptions, predictions, and statistics of analytical problems.	In evaluative formats, the student will be able to demonstrate with at least an 80% accuracy the mathematical or scientific reasoning, assumptions, predictions, and statistics of analytical problems.
Students will gather, analyze, and evaluate information, concepts, and ideas using primary employability skills of writing, reading, critical thinking, and oral communication	In written or verbal forms, the student will not be able to demonstrate with any mastery with an accuracy below 60% the ability to communicate in various formats a reasoned argument and conclusion.	In written or verbal forms the student can organize their thoughts and ideas in a clear and concise manner, demonstrating with at least a 60% accuracy the ability to communicate in various formats a reasoned argument and conclusion.	In written or verbal forms the student can organize their thoughts and ideas in a clear and concise manner, demonstrating with at least an 80% accuracy the ability to communicate in various formats a reasoned argument and conclusion.

Key	
18	points = 3
12-17	points = 2
6-11	points = 1

<b>Technical Education Rubric</b>	<b>No Mastery (3)</b>	<b>Partial Mastery (6)</b>	<b>Mastery (9)</b>
Students will describe employability habits and behavior in an industry context	In written or verbal forms, the student is not able to articulate more than 49% of the habits and behaviors needed to be a competent employee in their chosen industry.	In written or verbal forms, the student will be able to articulate with 50-89% accuracy the habits and behaviors needed to be a competent employee in their chosen industry.	In written or verbal forms, the student will be able to articulate with 90% accuracy the habits and behaviors needed to be a competent employee in their chosen industry.
Students will discuss employability habits and behavior in an industry context	In written and verbal forms, the student has limited ability to describe employability behaviors expected in their industry and usually accepts information without question or discourse. Student is unaware of how their habits and behaviors impact on the job performance.	In written or verbal forms the student occasionally organizes their thoughts, and uses reasoning and some evidence when describing the habits and behaviors needed to be a competent employee in their field. They can follow a train of thought.	In written or verbal forms student can organize their thoughts and ideas in a clear manner, demonstrate the ability to relate theory to practice and can provide supporting information related to the habits and behaviors needed to be a competent employee in their chosen industry.
Students will demonstrate employability habits and behavior in an industry context	Student is lacking in specific skills required for their industry, does not alter behavior based on feedback and tends to get stuck repeating behavior that is not productive or safe.	Routinely demonstrates usual practice required for a competent employee in their field but often does not question or alter behavior based on feedback.	Can apply best practice when engaged in the actual skills related to their industry, including, but not limited to, safety, task proficiency, collaboration and productivity. Student can demonstrate specific industry behaviors related to the soft skills assessed at entry.*

<b>Key</b>	
27	points = 3
18-26	points = 2
9-17	points = 1

Quality Enhancement Plan		2016-17 Annual Plan		Person/Title Completing Form: QEP Director Date: TBD	
Purpose/Mission: Improving Employability Skills through improving Critical Thinking					
Measurable Objective	Action Strategies	Methods of Assessment	Resources	Summary of Assessment Data	Use of Assessment Results
1. Raising Awareness with student population of the title and basic purpose of the QEP	<ol style="list-style-type: none"> <li>1. "Q" Facebook Page</li> <li>2. Target Email communication</li> <li>3. QEP Marketing paraphernalia</li> <li>4. Q-Fest Celebration and Q-Week</li> <li>5. Faculty, staff, and student engagement sessions</li> </ol>	<ol style="list-style-type: none"> <li>1. Facebook page likes/page interaction</li> <li>2. Email reads</li> <li>3. Student participation at events</li> <li>4. Number of information sessions held in classrooms</li> </ol> <p>Measurement Goal: 75% of students touched to actual Fall enrollment</p>	<p>Marketing Director time and budget</p> <p>Approximately \$10,000 in budget costs</p>		
2. Training of all divisions on QEP implementation	<ol style="list-style-type: none"> <li>1. Development of Training Manual</li> <li>2. Training sessions for department heads</li> <li>3. Training sessions for faculty</li> </ol>	<p>Number of divisions trained</p> <p>Percentage of faculty adopted the SLO</p>	<p>QEP Director time</p> <p>\$500 in material costs</p>		
3. Professional Development to Faculty and Staff	<ol style="list-style-type: none"> <li>1. QEP Professional Development (PD)/Events Committee Meetings</li> <li>2. Assessment of faculty and staff with the Conover Assessment</li> <li>3. Integration of training into annual training events with regular PD calendar</li> </ol>	<p>Percentage of faculty and staff assessed with the Conover Assessment</p> <p>Number of faculty trained</p>	<p>QEP Director time</p> <p>Faculty time</p> <p>\$20,000 for third party trainers and other associated costs (e.g., part-time faculty stipends)</p>		

## 8.3 – Annual Plan

