

## **QEP Impact Report: *Speaking to Convey, Writing to Display***

### **I. Title and Description**

Richmond Community College (RichmondCC) is the gateway to new skills, new ideas, and a better quality of life for Richmond and Scotland County residents. RichmondCC's Quality Enhancement Plan (QEP) *Speaking to Convey, Writing to Display* focused on improving students' oral and written communication skills. Through a broad-based institutional process, the college community selected this theme to enhance the essential communication skills students need to achieve their academic and professional goals. The topic selection process included (1) reviewing the College's mission and vision; (2) facilitating conversations among and gathering information from all campus constituencies; and (3) reviewing pertinent student data.

### **II. Initial Goals and Intended Outcomes**

The goal of RichmondCC's QEP was to enhance graduates' ability to communicate effectively for their chosen career and educational paths, and the achievement of the goal was based on three specific Student Learning Outcomes (SLOs):

*Given a professional or academic context appropriate to the student's chosen career or educational path: 1) The student will express thoughts and ideas in writing using Standard English and appropriate vocabulary; 2) The student will express thoughts and ideas orally using Standard English and appropriate vocabulary; 3) The student will select and use appropriate means and methods to communicate thoughts and ideas.* Therefore, these SLOs supported all elements of the College's mission, vision, and strategic directives, improving the quality of education and enhancing the quality of life for students.

Three aspects drove the QEP: student learning, professional development, and assessment. The plan included direct intervention with students, beginning with an oral and written component in ACA 115 Success & Study Skills (later changed to ACA 122 College Transfer Success) and incorporating further writing and speaking opportunities for practice and feedback in courses in the disciplines. Direct intervention with students required instructor participation in professional development, including workshops and self-paced online instruction, to assist faculty with the use of speaking and writing activities within their disciplines. Recognizing that both students and faculty require support and resources to improve communication competencies across the curriculum, the College developed an Oral and Written Communication Center (OWCC). A comprehensive assessment plan was at the pulse of the QEP wherein student learning and instructor professional development initiatives were directly and indirectly measured to determine improvement.

### **III. Summary of Changes Related to the RichmondCC QEP**

#### **A. Significant Changes in College and Project Personnel and QEP elements**

- Kevin Parsons was named Vice President for Instruction and Chief Academic Officer in spring 2015.
- Sheri Dunn-Ramsay was named Dean of Institutional Effectiveness in spring 2015 and named Associate Vice President of Marketing and Strategic Planning in spring 2019.
- Director of Distance Learning position, which helped to provide support for online training and data collection, was filled twice since 2014. Alan Questell was named Director of DL in spring 2015.

- The RichmondCC Oral and Written Communication Center moved to a fixed location in Conder 106 and was moved again in spring 2018 to adjacent Conder 105 due to test proctoring spacing.
- Dr. Angie Adams was named Director of General Education Outcomes in fall 2015 and Humanities and Social Sciences Department Chair in fall 2016.
- Dr. Devon Hall was named Dean of Applied Science and Engineering in summer 2016.
- Lee Ballenger was named Dean of Arts and Sciences in fall 2016.
- OWCC Coordinator Charles Dickerson transitioned out of the OWCC into a full-time faculty position in spring 2017; the OWCC Coordinator position merged with the Academic Success Evening Coordinator as one position, filled by June Wright; a third OWCC tutor was also added.

#### **B. Changes in Curricula that impacted QEP Implementation**

RichmondCC's QEP included direct intervention with students, beginning with a written and oral component in ACA 115 Success & Study Skills. This course was used to introduce the QEP to all new students and to begin strengthening their oral and written communication skills. However, in spring 2015, all ACA 115 courses were replaced with ACA 122 College Transfer Success. This curriculum change required alternative QEP training for faculty teaching ACA 122. ACA 122 was once again redesigned fall 2016 to include a greater college transfer and QEP focus, requiring QEP re-training and review for ACA 122 Faculty. Additional ACA curriculum changes occurred again in fall 2018 to focus more on college-wide advising, student health/wellness, and Comprehensive Articulation Agreements. As a result, QEP elements remained part of the curriculum in 2018-19 but did not completely align with QEP SLOs which altered assessment data collection. Other changes affecting the plan included modifying selected QEP intervention courses in various disciplines to reflect enrollment trends: for Math/Science, MAT 172 replaced MAT 171, and BIO 111 replaced BIO 140 since it was no longer offered. For the Nursing discipline intervention courses, NAS 102 replaced NUR 213; these course changes demonstrated potential to impact a greater number of students represented across specific disciplines; for the Allied Health discipline, DIA 101 replaced HIT 280 due to scheduling and enrollment demands. For Public Services, EDU 144 changed to EDU 119, and CJC 221 changed to CJC 222, both changes due to scheduling and enrollment demands. For the Humanities and Social Sciences discipline, PSY 150 changed to PSY 241, and SOC 210 changed to HIS 131, both changes due to enrollment and course offerings as well as comparative General Education data with HIS 131. English and Reading courses also changed from ENG 131 to ENG 232 and COM 231 to DRA 111, changes due to course offering and incorporating additional communication interventions across the discipline.

#### **C. Continuous Improvement Process for Assessment**

The QEP initiated a first College-wide Assessment Team which blended assessment of General Education competencies and QEP outcomes. After the first two assessments in spring 2014 and spring 2015, and again in 2017, the RichmondCC Assessment Team recognized the need to provide clarity and specific details that reflected the three QEP SLOs, modifying the current assessment rubric and creating an instrument that better equipped faculty and students with guidelines for effective oral and written communication practices. Aside, these successful QEP assessment practices led to a second and separate college General Education Assessment Team, involving more faculty in the assessment process. The QEP Assessment Team modified scoring

dimensions and clarified language as needed. The revised assessment instruments included the following competencies to reflect the third outcome, stating that “Students will select and use appropriate means and methods to communicate thoughts and ideas:”

<b>Appropriate Format QEP (oral presentation)</b>	The medium by which the visual aid is displayed significantly supports the presenter’s message.	The medium by which the visual aid is displayed adequately supports the presenter’s message.	The medium by which the visual aid is displayed minimally supports the presenter’s message.	Fails to use a visual aid or use of visual aid significantly impedes the presentation.
<b>QEP (written activity)</b>	The written artifact exhibits correct use of proper structure and format.	The written artifact exhibits some elements of proper structure and format.	The written artifact exhibits minimal elements of proper structure and format.	The written artifact fails to meet minimal formatting and structural guidelines.

The QEP Assessment Team also standardized communication guidelines with a college-wide checklist:

Oral Presentation: To what extent does the visual aid support the presenter’s message?

- Introductory information with title and student’s name
- Visual aid supports the introduction, body, and conclusion
- Professional design that is balanced without clutter and grammatically correct:
  - Font is large enough for audience to read and should contrast with background color so that it is legible for the audience
  - Key words, dates, points, or ideas are NOT an entire excerpt from the written paper
  - Graphics should contain appropriate heading, label, or caption
  - Avoid distracting animations
  - Any video should be relative to the topic, not random
  - Electronic visual aid (i.e., PowerPoint, Prezi, or original demonstration—no posters/handouts)
  - Holding a physical object or using an isolated video that is not part of a larger, personally developed presentation is not sufficient.
  - Be sure the student presents the visual aid in slide show mode, not working/drafting mode
- Practice BEFORE the date of the presentation:
- Be able to correctly pronounce ALL words (i.e., names, titles, places, vocabulary, etc.)
- The presenter uses the visual to supplement the presentation and does not read directly from it
- The written paper does NOT qualify as a visual aid
- The presenter should use a voice that is projected clearly and heard by the audience:
  - Do not mumble
  - Do not turn back towards the audience for any reason
  - Use a lapel microphone
  - Enunciate all words and word endings clearly

Written Activity: To what extent does the written activity mirror a prescribed style and format?

- Cover page or header with name, instructor, course, and date
- Title is grammatically correct and centered
- Appropriate margins and font size
- Contains an appropriate introduction, body, and conclusion (separate paragraphs)
- Contains citations and reference page in the appropriate format (if applicable)
- Minimum of one typed page

The QEP implementation timeline allowed gradual implementation each semester with different areas of instruction. For example, Business Technologies and ACA 115 (later changed to ACA 122) were the first areas of instruction to fully implement the plan, followed by other areas in subsequent semesters such as Engineering Technologies Groups One and Two, Science, Math, Nursing, Allied Health, Public Services, Humanities and Social Sciences, and English and Reading. Faculty who were fully implementing the QEP participated in an extensive training sequence, which mirrored the plan's SLOs, the semester prior to implementation. QEP training provided and reinforced ideas, tools, and resources for teaching and assessing oral and written communication skills within the discipline. Training was assessed throughout implementation and modified as necessary.

Instruments and assessment processes were reviewed during the training, and faculty were given the assessment tools as a required measurement instrument that could also be used in grading students' oral and written activities or in developing grading rubrics for discipline-specific activities that also held students accountable for demonstrating effective use of oral and written communication skills and measuring QEP outcomes. As a result of the first two annual college-wide assessment weeks, evaluation of the scores increased inter-rater reliability among assessors and increased college-wide assessment perceptions. Scores of student artifacts highlighted courses wherein students received QEP instruction, opportunities to practice, and feedback for improvement juxtaposed to courses that, perhaps, did not provide full QEP interventions. Assessment results indicated a need to provide additional training on the rubric/checklist that reinforced the need to emphasize standardizing oral and written communication competencies for all faculty members implementing the QEP. Therefore, in an effort to implement assessment across the curriculum and to increase faculty buy-in and competency results, the Assessment Team provided a panel-led training session on August 10, 2015, plus an updates/goals training highlighting successful implementation practices on August 14, 2017. These trainings emphasized the importance of effective communication skills, assessment data, and real impact on student learning (i.e., competent/excellent oral and written communication skills help students excel academically and professionally); 100% of faculty participating in the communication checklist training expressed favorable perceptions regarding the checklist. Throughout implementation, frequent correspondence through QEP training sessions, follow-up emails, online self-guided Moodle trainings, and professional development assessment were used to ensure faculty were adequately supported. The QEP Marketing Committee, supported by the RichmondCC Foundation, was also instrumental throughout the implementation process, providing student and faculty incentives, initiating awareness videos involving students, faculty, and President Dr. Dale McInnis.

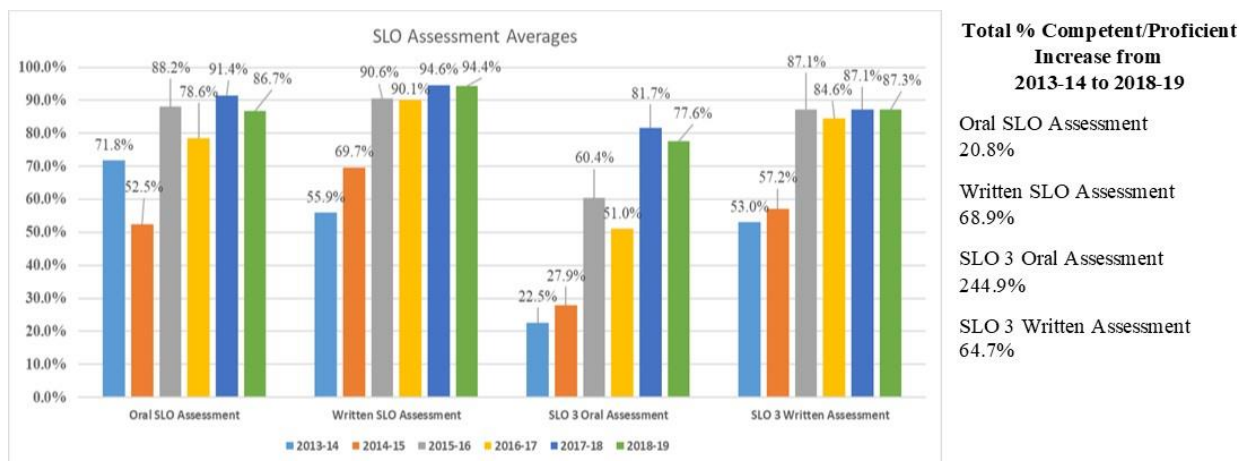
#### IV. Direct Impact of the QEP on Student Learning

##### A. Summary of Data: Impact of QEP in Areas of Instruction Implementing the Plan

Area of Instruction/Discipline	Initial Implementation: Percentage of Courses with both Oral and Written Components	Post-implementation: Percentage of Courses with Both Oral and Written Components
<b>Business Technologies</b>	16.2%	52.6%
<b>ACA 115/122</b>	16.6%	100.0%
<b>Engineering Technologies Group One</b>	19.0%	19.0%
<b>Engineering Technologies Group Two</b>	13.0%	22.5%
<b>Math</b>	1.0%	42.1%
<b>Science</b>	10.5%	50.0%
<b>Nursing</b>	75.0%	83.3%
<b>Allied Health</b>	50.0%	60.0%
<b>Public Services</b>	20.0%	20.0%
<b>Humanities and Social Sciences</b>	32.3%	35.0%
<b>English and Reading</b>	64.5%	69.0%

##### B. Analysis of Student Performance

Student performance measured by the oral and written communication instrument is based on a total of 428 oral artifacts and 437 written artifacts collected from a total of 2,551 oral and 2,861 written artifacts over 12 semesters. The initial baseline data captured the first semester of implementation (20% random sample with minimums based on course enrollment) and comparative, on-going (5% random sample with minimums based on course enrollment) data demonstrated level of competent/proficient performance for all three QEP SLOs. Performance averages demonstrated the plan's success and positive impact on student learning (see competency baseline and percentage chart below):



**SLO 1: Students will communicate thoughts and ideas orally using Standard English and appropriate vocabulary:** QEP oral outcomes measured from 2013-14 pilot year data from ACA 115/122, BUS 110, and ECO 252 established an average college baseline of 71.8% competency/proficiency. Assessments from 2014-15 indicated significant differences from the

pilot results with a decline in oral communication competency rates: in ACA alone, for 2013-14, 80% of ACA 115 student oral artifacts were competent or above while only 29.2% of ACA 115/122 artifacts were competent or above for the 2014-15 academic year—a 63.5% decline in oral communication competency rate. BUS 110 and ECO 252 (Business Technologies Department) also indicated a decline in oral communication competence of 21.4%. After modifying measurement tools and expectations, 2015-16 competency levels significantly improved from the pilot and first year results. At the close of 2016-17, assessment data indicated an overall 78.6% competency/proficiency in oral communication skills (with 7 out of 13 intervention courses scoring higher than 80% competent/proficient) based on the QEP measuring tool. The 2016-17 assessment, slightly down from the previous year, highlighted the need for additional focus on improving and standardizing oral communication skills expectations; 2017-18 oral data demonstrated 91.4% competency/proficiency with 16.3% increase over the previous year. The 2018-19 final year showed both proficient/competent increases and decreases across specific disciplines with a slight overall decline; however, the college-wide performance average for all final 20 intervention courses indicated 86.7% competency/proficiency, still above the average baseline of 71.8% (see QEP competency Oral Assessment discipline charts below):

Oral SLO Assessment						
Course	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
ACA 122/ACA 115	80.0%	29.2%	100.0%	48.2%	89.6%	
Business Technologies (BUS 110 & ECO 252)	63.5%	49.9%	83.3%	78.6%	89.6%	100.0%
Engineering Group 1 (MEC 271 & EGR 285)		78.5%	96.5%	64.3%	100.0%	100.0%
Engineering Group 2 (AHR 110 & ELC 112)			74.0%	78.6%	89.6%	85.4%
Math Group (MAT 143 & MAT 172)			87.0%	91.6%	100.0%	100.0%
Science Group (BIO 111 & PHY 151)				97.7%	89.6%	87.5%
Nursing Group (NUR 102 & NAS 102)				91.1%	100.0%	77.1%
Allied Health Group (DIA 101 & MED 118)					100.0%	58.4%
Public Services Group (EDU 119 & CJC 222)					64.6%	87.5%
Humanities & Social Science Group (HIS 131 & PSY 241)						70.8%
English/Reading Group (DRA 111 & ENG 232)						100.0%

**SLO 2: Students will communicate thoughts and ideas in writing using Standard English and appropriate vocabulary:** QEP written outcomes measured from 2013-14 pilot year data from ACA 115/122, BUS 110, and ECO 252 established an average college baseline of 55.9% written competency/proficiency. As opposed to oral data, written communication skills outcomes nearly increased on average each year of implementation. Competency fluctuated within the disciplines, but overall improvement continued and reached a 90% competency threshold in 2015-16. The 2016-17 written skills assessment illustrated continued competency, in spite of a 4.5% dip from the previous year's overall results, with an overall 90.1% competent/proficient results (with 11 of the 13 intervention courses producing 80% or higher competent/proficient results based on the QEP assessment tool). 2017-18 data indicated 94.6% competency/proficiency results, a slight increase over the previous year. Notably, HIS 131 (prior to having QEP communication interventions) assessment occurred in 2013-14 for General Education communication outcomes and again in 2018-19 for QEP outcomes; comparatively, 2013-14 resulted in 39% written competency while 2018-19 resulted in 96.9% competency: this 148% increase significantly illustrates the QEP's successful impact on student learning and

improvement in students' written communication competence. The 2018-19 final year also showed both proficient/competent increases and decreases across disciplines; however, overall performance average for all final 20 intervention courses indicated 94.4% competency/proficiency in written communication skills, resulting in 68.9% baseline increase (see QEP competency Written Assessment discipline charts below):

Written SLO Assessment						
Course	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
ACA 115/ACA 122	28.8%	51.4%	95.2%	88.9%	87.5%	
Business Technologies Group (BUS 110 & ECO 252)	83.0%	65.1%	81.0%	92.9%	91.7%	93.8%
Engineering Group 1 (MEC 271 & EGR 285)		92.7%	92.9%	85.8%	97.2%	97.2%
Engineering Group 2 (AHR 110 & ELC 112)			87.7%	73.3%	95.9%	91.7%
Math Group (MAT 143 & MAT 172)			96.0%	98.2%	97.6%	97.9%
Science Group (BIO 111 & PHY 151)				97.0%	93.7%	100.0%
Nursing Group (NUR 102 & NAS 102)				94.7%	100.0%	100.0%
Allied Health (DIA 101 & MED 118)					100.0%	85.4%
Public Services Group (EDU 119 & CJC 222)					87.5%	81.3%
Humanities & Social Science Group (HIS 131 and PSY 241)						97.0%
English/Reading Group (DRA 111 & ENG 232)						100.0%

**SLO 3: Students will select and use appropriate means and methods to communicate thoughts and ideas:**

This outcome reflects the visual aid used to supplement information presented in an oral artifact; the outcome reflects the paper format of the written artifact. Assessment data indicated overall weakness in students' ability to use appropriate visuals when delivering an oral presentation and formatting a paper when submitting a written assignment. Baseline data for 2013-14 indicated that 22.5% of student oral artifacts were competent or above, and 53.0% of student written artifacts were competent or above. The juxtaposition of 2013-14 data with 2014-15 data showed an increase in students' skill levels for SLO 3: 24.0% oral and 7.9% written competency increases. Assessment data for 2015-16 showed an overall college-wide increase as well. As more areas of instruction fully implemented the plan, 2016-17 data underscored the importance of using the College-wide Communication Formatting Checklist and standardizing oral communication expectations. The 2016-17 QEP assessment tool captured an overall decline in the third SLO *oral* skills with an overall increase in third SLO *written* skills: 51.0% of the random oral sample and 84.6% of the random written sample demonstrated competent/proficient results based on the QEP assessment tool. The 2017-2018 data highlighted improvement in students' oral communication competency/proficiency with 60.2% overall average increase in oral and 3.0% in written results from the previous year. The 2018-19 final year showed both proficient/competent increases and decreases across disciplines; however, overall third SLO performance average for all final 20 intervention courses indicated 77.6% oral and 87.3% written competency/proficiency. This was a slight decline from the previous year but still an increase from the 2013-14 baseline college average (see QEP 3<sup>rd</sup> SLO competency Oral and Written Assessment discipline charts below):

<b>QEP SLO 3 - Communicating Thoughts and Ideas Oral Assessment</b>						
<b>Course</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
ACA 115/ACA 122	37.0%	13.2%	95.2%	35.7%	91.7%	
Business Technologies Group (BUS 110 & ECO 252)	8.0%	15.5%	52.4%	50.0%	58.4%	91.7%
Engineering Group 1 (MEC 271 & EGR 285)		54.9%	42.9%	42.9%	75.0%	100.0%
Engineering Group 2 (AHR 110 & ELC 112)			59.8%	28.6%	64.6%	87.5%
Math Group (MAT 143 & MAT 172)			51.7%	57.9%	98.8%	81.3%
Science Group (BIO 111 & PHY 151)				64.8%	87.5%	64.6%
Nursing Group (NUR 102 & NAS 102)				76.8%	100.0%	75.0%
Allied Health (DIA 101 & MED 118)					92.9%	64.6%
Public Services Group (EDU 119 & CJC 222)					66.7%	75.0%
Humanities & Social Science Group (HIS 131 and PSY 241)						53.8%
English/Reading Group (DRA 111 & ENG 232)						82.3%

<b>QEP SLO 3 - Communicating Thoughts and Ideas Written Assessment</b>						
<b>Course</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
ACA 115/ACA 122	35.0%	37.5%	81.0%	77.8%	75.0%	
Business Technologies Group (BUS 110 & ECO 252)	71.0%	60.0%	100.0%	82.2%	81.3%	91.7%
Engineering Group 1 (MEC 271 & EGR 285)		74.0%	75.0%	85.7%	77.8%	88.9%
Engineering Group 2 (AHR 110 & ELC 112)			87.5%	64.3%	89.6%	64.6%
Math Group (MAT 143 & MAT 172)			91.8%	92.6%	95.3%	89.6%
Science Group (BIO 111 & PHY 151)				94.6%	95.9%	87.5%
Nursing Group (NUR 102 & NAS 102)				94.7%	87.5%	100.0%
Allied Health (DIA 101 & MED 118)					91.7%	79.2%
Public Services Group (EDU 119 & CJC 222)					89.6%	79.2%
Humanities & Social Science Group (HIS 131 and PSY 241)						92.4%
English/Reading Group (DRA 111 & ENG 232)						100.0%

**C. RichmondCC Oral and Written Communication Center (OWCC)**

The OWCC supported the QEP with student writing and speaking initiatives, faculty training and support, and assessment. The Center, which evolved from the RCC Writing Center, functions as both a campus writing and speaking center. The significant growth of 760% (increased tutoring sessions) and 920% (increased students receiving services), in addition to meeting outcomes for student performance and satisfaction, further demonstrated growth and positive enhancement in student learning as a direct result of the QEP (see OWCC chart):

<b>Year</b>	<b>Total Semester Tutoring Sessions</b>	<b>Students Receiving Services</b>	<b>Students Achieving a "C" or better</b>	<b>Students Satisfaction Rating (rated 4+ on a 5-point scale)</b>
Spring 2014	89	45 students	88%	100%
Fall 2014	145	73 students	82%	97%
Spring 2015	258	115 students	88%	99%
Fall 2015	307	181 students	84%	100%
Spring 2016	632	374 students	94%	99%
Fall 2016	530	245 students	87%	N/A
Spring 2017	515	301 students	88%	99%
Fall 2017	680	375 students	94%	98%
Spring 2018	842	542 students	92%	98%
Fall 2018	601	328 students	96%	97%
Spring 2019	765	459 students	95%	100%

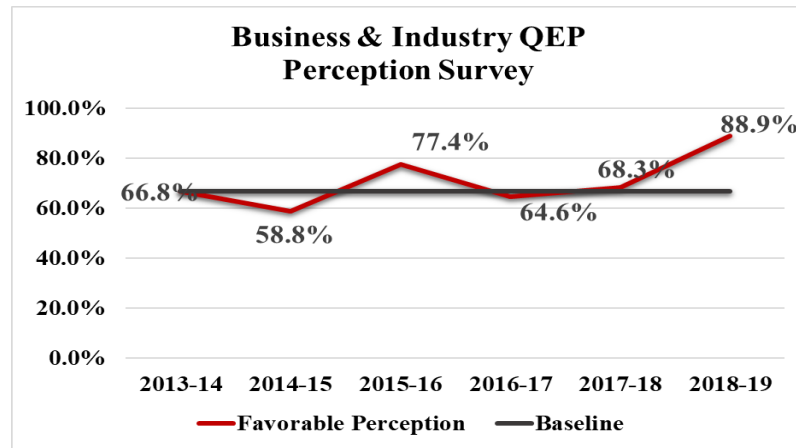
*\*Some students received services in more than one class.*



*\*\*Grading scale changed fall 2018.*

#### D. Perception Data

1) **Industry Perception Data:** This piece of assessment involved local business and industry perceptions of RichmondCC graduates' communication skills. 2013-14 baseline survey results indicated 66.8% favorable perceptions of graduates' speaking and writing skills as well as their ability to demonstrate appropriate use of Standard English with work-related tasks and with interacting with other employees. Final survey results indicated significant improvement over the baseline with 33.1% increase. Notably, final survey responses also showed 11.1% responses were neutral without an opinion. Therefore, eliminating neutral responses demonstrated 100% positive perceptions of RichmondCC graduates' communication skills (see chart below):



2) **Faculty/Student Perception Data: (Faculty)** Prior to changes in IE personnel, faculty and student perception data was captured solely within QEP Intervention courses. In 2015-16, IE began adding QEP indirect assessment measures to the college-wide Employee and Student Satisfaction Surveys. Initial assessment measures indicated positive perceptions of the QEP: 89.2% of faculty teaching QEP intervention courses felt the plan positively supported student learning. Aside, faculty participating in an online, self-guided QEP training sequence on Standard English and basic grammar skills also indicated a 92.5% favorable rating, adding to the idea that faculty implementing the QEP felt the tools, resources, and ideas provided to them via professional development contributed to improvement in students' communication competencies. Subsequent satisfaction survey results illustrated similar trends with 94.1% satisfactory rating on final 2018-19 survey results, a 5.5% baseline increase. **(Student)** Favorable perceptions on the 2015-16 Student Satisfaction Survey showed initial baseline data of 84.5%. Final 2018-19 data showed 94.6% favorable QEP student perceptions with an overall 12.0% increase, demonstrating students felt QEP interventions improved their oral and written communication skills.

#### V. Unanticipated Outcomes

QEP assessment identified other student learning weaknesses. Assessment results of ACA 115/122 indicated that students also need more assistance with career planning. Because of this unanticipated outcome, ACA 122 College Transfer Success was modified to provide students with greater

opportunities and support in creating realistic and meaningful career and academic plans. Consequently, as part of Strategic Directives and Goals, internal Advising Software, *RichmondCC Student Advising System*, was introduced spring 2016 as a way to improve retention and completion initiatives. Indirectly, these efforts improved internal communication between personnel regarding students' academic goals, course and schedule decisions, as well as support for academic performance. These findings reinforced the College's Strategic Planning initiatives, asserting that all students have an effective career plan and paralleling the QEP's purpose in reshaping the College's communication culture.

QEP assessment also identified weaknesses in students' use of presentation software skills. Many students do not know how to correctly conduct a formal presentation using a PowerPoint. Other indirect connections which reshaped the communication culture of the College include improvement in faculty to student communications, particularly with assignment directions and expectations; Dashboard updates/retention data; Advisory Training Guide and internal professional development; Career and Transfer Center; and other online retention efforts—all provided as ways to disseminate academic information to improve student performance and student success.

## **VI. Reflection of the QEP Experience**

The QEP process was beneficial and successfully executed: 20.8% increase in oral competency; 68.9% increase in written competency; 244.9% increase in oral means/methods competency and 64.9% increase in written means/methods competency; and 920% increase in OWCC student usage. The plan contributed to additional support resources for students, influencing student learning on a large scale as well as reshaping the communication culture of the College and improving perceptions of RichmondCC graduates. Although the plan produced many positive results, all elements of the plan were micro-assessed to ensure adequate data and modification considered. The micro-assessment sparked reservations at times over the dual or combined approach. Administration questioned inundating students with too many speaking and writing assignments in too many classes. Students and faculty also suggested that the plan was over-ambitious with too many measurable outcomes; indirect assessment measures indicated a plan with one single approach might have been more manageable with even higher outcome results, allowing for a greater focus on one communication skill set. Extracurricular ideas resulted from the plan, such as a college-wide communication broadcast project. However, due to the complexity and time involved with a dual focus plan, combined with ongoing advising and retention initiatives, instructional ideas such as this did not occur.

The QEP was an integral part of RichmondCC since the pilot implementation semester. Students, faculty, and industry constituents validated the plan and reaffirmed its focus. Anecdotal feedback testified to the true QEP impact with students noting the “positive impact,” improved “confidence,” “adapting to crowds,” and “motivation to finish” which occurred as a direct result of *Speaking to Convey*, *Writing to Display*. Business and Industry constituents highlighted the positive impact as well. Moreover, RichmondCC's QEP significantly improved students' speaking and writing skills across the disciplines, demonstrating communication competencies that will provide academic, professional, and personal success for current and future RichmondCC graduates.