

# Richmond

COMMUNITY COLLEGE

## Quality Enhancement Plan



## Speaking to Convey, Writing to Display

October 15-17, 2013



Table of Contents

Executive Summary .....	2
1. Focus of the Plan and Commitment to Student Learning.....	3
1.1 The College Environment .....	3
1.2 Richmond Community College Mission Statement .....	5
1.3 Richmond Community College Vision.....	6
2. The Selection of the QEP Topic.....	7
2.1 Phase One of the QEP Topic Selection .....	8
2.2 Phase Two of the QEP Topic Selection .....	10
2.3 The Development and Promotion of the QEP .....	13
2.3.1 QEP Marketing Promotion Efforts .....	15
2.3.1.1 Name the QEP Contest .....	15
3. Scholarship and Literature .....	16
3.1 Literature Review and Best Practices .....	18
4. The Plan .....	28
5. Implementation of the Plan .....	31
5.1 Professional Development.....	47
5.2 Student Learning .....	51
5.3 Establishment of Oral and Written Communication Center (OWCC).....	53
5.4 Timeline of Implementation.....	54
6. Assessment of the Plan .....	59
6.1 Assessment of Student Learning Outcomes .....	60
6.2 Assessment of Professional Development Activities .....	61
6.3 Assessment of Oral and Written Communication Center (OWCC).....	63
6.4 Use of Assessment Results .....	63
7. Projected Costs .....	63
8. References and Appendices .....	71
Appendix A. Mission, Vision, and Strategic Directives .....	76
Appendix B. Topic Selection Surveys and Results .....	78
Appendix C. Oral and Written Communication Rubrics.....	90
Appendix D. Fall 2012 Faculty Survey and Results .....	92
Appendix E. QEP Organizational Chart .....	95
Appendix F. QEP Topic Selection Committee.....	96
Appendix G. QEP Development Committee .....	97
Appendix H. Initial and On-going Assessment Timelines.....	98

## Executive Summary

Richmond Community College (RCC) is the gateway to new skills, new ideas, and a better quality of life for Richmond and Scotland County residents. RCC's Quality Enhancement Plan (QEP) *Speaking to Convey, Writing to Display* focuses on improving students' oral and written communication skills. Through a broad-based institutional process, the college community selected this theme in order 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. The goal of RCC's QEP is to enhance our graduates' ability to communicate effectively for their chosen career and educational paths, and the achievement of the goal is based on three specific Student Learning Outcomes:

*Given a professional or academic context appropriate to the student's chosen career or educational path:*

- *The student will express thoughts and ideas in writing using Standard English and appropriate vocabulary.*
- *The student will express thoughts and ideas orally using Standard English and appropriate vocabulary.*
- *The student will select and use appropriate means and methods to communicate thoughts and ideas.*

Therefore, these SLOs support 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 drive the QEP: student learning, professional development, and assessment. The plan includes direct intervention with students, beginning with an oral and written component in ACA 115 Success & Study Skills and incorporating further writing and speaking opportunities for practice and feedback in courses in the disciplines, also known as Situated Communication Courses (SCC). Direct intervention with students will require 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, an Oral and Written Communication Center (OWCC) will also be established. A comprehensive assessment plan is at the pulse of the QEP wherein student learning and professional development initiatives will be directly and indirectly measured to determine improvement.

## **1.0 Focus of the Plan and Commitment to Student Learning**

RCC is committed to improving student learning. The College's QEP directly reflects its mission and vision of improving the quality of life for the students it serves and facilitating a life-long learning environment that fosters educational, economic, and personal growth.

### **1.1 The College Environment**

In April 1964, the North Carolina Department of Community Colleges established Richmond Technical Institute. In October 1980, the name was changed to Richmond Technical College. In July 1987, the name was again changed to Richmond Community College and the College began offering college transfer courses when the North Carolina General Assembly approved the College's application for community college status. The College employs 70 full-time curriculum faculty, 7 full-time occupational faculty, and 108 full-time staff (including Basic Skills instructors) assisted by 49 part-time curriculum faculty, 34 part-time occupational faculty, and 61 part-time staff (including Basic Skills instructors).

The College is located in Hamlet, North Carolina, and officially serves both Richmond and Scotland Counties, although students from other counties and states are enrolled. RCC's student population (unduplicated headcount) for Academic Year 2012-13 (fall, spring and summer terms) was 3,179 for-credit and 6,759 not-for-credit students. Nearly 45% of the College's curriculum students must complete two or more developmental courses prior to entering into their curriculum program of study. In fall 2012, 36% of curriculum students

balanced a job, either part-time or full-time, and 81% of curriculum students at Richmond Community College were eligible for federal financial aid.

The College employs an "open door" admissions policy to provide students a full range of educational opportunities. RCC strives to accept individuals wherever they are educationally and provides them with opportunities to pursue educational programs and services that assist them in achieving their academic and career goals.

The recession beginning in 2008 caused the unemployment rates in Richmond and Scotland Counties to increase, at times, to the highest in the state. As of May 1, 2013, the unemployment rate was 12% for Richmond County and 16.1 % for Scotland County. According to the Congressional Budget Office (2012), "Households with unemployed workers are adversely affected by joblessness in many ways. For workers who have been displaced through no fault of their own—specifically, who lost or left a job because their plant or company closed or moved ... the change in earnings associated with losing a job during a recession may persist for many years, even when these workers eventually find a new job" (vii). Richmond and Scotland Counties have many displaced workers. The Congressional Budget Office (2012) notes the need for workers to shift from one industry to another occupation which often means acquiring new skills. Many of these individuals turning to RCC need assistance in acquiring the necessary skills to shift into a new career. Speaking and writing are the primary basis upon which an individual's work, learning, and intellect will be judged in college, in the workplace, and in the community.

Many faculty and staff members have been recognized for their outstanding commitment to student learning and success. For example, in 2013, Toni Goodwin, Math Instructor, was chosen 2013 Teacher of the Year by Q98 radio (State-wide award); on July 25, 2012, the Early Childhood Program received recognition from the National Association for the Education of Young Children; in 2012, April-Chavis Johnson was given The National Society of Leadership and Success Excellence in Teaching Award; in 2012, Devon Hall, Business Professor, and



Angie Adams, Sociology Professor, presented “Brain-Based Learning and Teaching” at the national conference hosted by Lilly Conferences on College & University Teaching; in 2010, Alan Questell, Business Department Chair, was named the DL Instructor of the Year (State-wide award); in 2007, Linda Pridgen, English and Reading Department Chair, presented “Southern Culture and Native Americans: An Exploration of the Lumbee Culture of Southeast North Carolina” at the Two-Year College English Association—Southeast Conference. Additionally, the College's Associate Degree Nursing program has a three year average of 95% passing rate for first-time takers on the National Council Licensure Examination.

RCC President Dr. Dale McInnis’ “One College, One Mission and One Student Body” theme, coupled with the institutional open-door policy, further demonstrates commitment to all students’ needs. Additionally, he visits every ACA 115 course, typically taken during a student’s first semester, to have personal contact with the students. During the May 2013 campus Leadership meeting, Dr. McInnis made speaking and writing an institutional priority. Equally important, College personnel in all areas agree that developing students’ oral and written communication skills is not the sole responsibility of the English department faculty. While the writing process may be introduced in the English courses and communication skills in a single Communications course, RCC is ready to enhance students’ academic and professional abilities by reinforcing their oral and written communication skills and to offer additional opportunities to practice and ultimately improve and demonstrate mastery of them. RCC welcomes the SACSCOC reaffirmation of accreditation process and the opportunity of developing the *Speaking to Convey, Writing to Display* (QEP) as another way to improve the skills of its students and enrich the College’s cultural environment.

## **1.2 Richmond Community College Mission Statement**

The mission of RCC is to provide life-long educational opportunities, workforce training and retraining, cultural enrichment, and community services by employing traditional and distance learning methods to support economic development and enhance the quality of

people's lives. Since 1964, Richmond Community College has sought to educate students to reach their fullest potential. The College is dedicated to providing services that provide intellectual growth while enabling students to utilize their talents. The topic of speaking and writing parallels the College's mission by preparing its student population as life-long learners with educational opportunities and training. With increasingly higher unemployment rates and a more competitive job market, individuals need to develop the skills that enable them to professionally present themselves. Many of RCC's students have been affected by this economy, and displaced workers are now seeking assistance from the community college to better themselves for new, marketable skills. The ability to speak and write clearly is an essential component of professional representation in the ever changing job market. Individuals who are not able to effectively communicate and convey their thoughts through oral and written methods are at a disadvantage when competing academically or professionally in business-related opportunities.

### **1.3 Richmond Community College Vision**

Richmond Community College will foster educational achievement, economic development, and personal growth in Richmond and Scotland Counties while engaging students in an educational experience that prepares them for the diverse and changing twenty-first century work place. During the past, educators and employers have expressed concerns about college graduates not possessing the oral and written communication skills necessary to be successful in the workforce (Cronin & Glenn, 1991). RCC is committed to improving the communication competencies of the general population and workforce. The QEP will improve the oral and written communication skills that will assist in creating more-highly skilled workers and prepared learners for future endeavors.

Because meeting the needs of the local business community is part of the College's vision, Steve Smith, RCC Vice President for Workforce and Economic Development (WED), interfaces constantly with the employers, current students, displaced workers, unemployed, and

under-employed in the College service area and customizes Occupational Extension (OE) programs to address specific skill deficits identified by employers. He maintains industry need encompasses low and middle skill level jobs in manufacturing, textiles, plastics, glass production, auto parts production, paper goods, chemical synthesis, and others. Over the past 24 months, several trends in workforce characteristics have emerged. Vice President Smith notes that recurring themes relevant to the QEP include the following employer issues:

- need for employees to read and make decisions based upon that information
- need for employees to communicate in writing through work product or manufacturing protocols information concerning critical events that impact production
- need for mid-level managers who must be able to speak effectively to resolve conflict and manage people and processes on the floor (soft skills)
- need for supervisors to orally and compositionally direct the work flow of others for whom they are responsible
- need for employees to critically analyze situations which require skills of oral and written inquiry
- need for employees to articulate work needs, problems, concerns in a concise and confident manner to supervisors
- need for employees to demonstrate written mastery of problem solutions in internal promotions processes
- need for employees to pass written tests, college course work, third-party credentialing exams, and similar on-the-job training initiatives (context driven)

## **2.0 The Selection of the QEP Topic**

In January of 2011, Richmond Community College initiated a broad based dialogue for selecting its QEP topic. A two-phase selection process was employed in which a variety of campus and community stakeholders were asked to provide input on the college's QEP topic.



## **2.1 Phase One of the QEP Topic Selection**

Richmond Community College's commitment to collaboration among its students, faculty, and staff is reflected in the day-to-day practices on campus as well as the process by which the QEP topic was established. To ensure that a collaborative method was used, College administration identified key faculty, staff, students, and others within the organization to assist in topic selection.

A website was created to serve as a source of continuing information about the status of the QEP, provide resources relating to the QEP, and facilitate the submission of comments and proposals relating to the QEP (<http://engineering.richmondcc.edu/QEP/QEP.htm>). In January of 2011, the President, after consulting with the College leadership, appointed the QEP Topic Selection Committee comprised of representation from across the faculty and staff (see Appendix F for committee membership and positions).

In February of 2011, the Committee convened to discuss and give feedback on possible QEP topics. The Committee members solicited input from their colleagues and suggested appropriate topics based on the consideration of RCC's Mission statement, Vision statement, and Strategic Directives (see Appendix A). The guiding question was "What do we want our students to know, to do, and to value when they graduate from Richmond Community College?"

The QEP Topic Selection Committee reviewed all the suggestions received in discussions with, or in other communications from, the faculty, students, administration and the Board of Trustees during the month of August. The topics were reviewed in relation to the mission, vision, strategic directives, and the guiding question. The Topic Selection Committee also considered whether the topic had a broad base of support across RCC. This discussion took place in the context of a review of RCC's student learning outcomes and General Education Competencies that began in 2008 and culminated 2011. This review began when RCC engaged the services of J.I. Everett and Associates, Inc. to assist the faculty in the reviewing, enhancing, and developing new student learning outcomes at the course level. Over

the next several years, selected faculty participated in a series of professional development activities to enhance their knowledge of assessment, student learning outcomes at all levels, and general education competencies. These included attending the SACSCOC Annual Meeting in 2009 and 2010; workshops at Midlands Technical Institute in Columbia, S.C. in 2010 and 2011; and the SACSCOC Summer Institute in 2011. This review produced five Competencies:

- Communications: The student will demonstrate effective reading, speaking, and writing skills.
- Critical Thinking: The student will apply reflection, analysis, synthesis, logical reasoning, and evaluation to formulate judgments, reach decisions, and solve problems.
- Global/Sociological Responsibility: The student will explain how various cultures contribute to the development of a multicultural society.
- Information Literacy: The student will find, evaluate, organize, and use information effectively and accurately.
- Quantitative and Scientific Reasoning: The student will understand and apply mathematical and scientific principles and methods.

In August 2011, the College engaged another consultant, P.A. Training Solutions, to assist the faculty in the final step of developing student learning outcomes for the general education competencies. Assessment of the five general education competencies using the newly defined student learning outcomes began in the fall semester of 2011.

The Committee recommended seven QEP topics for consideration and exploration:

- Academic and workplace values and behaviors.
- Critical thinking, researching, and problem solving
- Technology and information literacy
- On-line learning
- Math and science literacy
- Oral and written communication skills

- Global and community awareness

These seven potential topics clearly reflect and validate the consensus developed through the General Education review with “Oral and written communication skills,” “Critical thinking, researching, and problem solving,” “Global and community awareness,” “Technology and information literacy,” and “Math and science literacy,” mirroring the five identified competencies.

## **2.2 Phase Two of the Topic Selection**

The Committee began the process of narrowing the topics. During the months of August and September 2011, the Committee approached various stakeholder groups including faculty, staff, students, and community members to solicit input for narrowing the seven topics to one. The QEP Topic Selection Committee used both online and printed surveys to reach all the College’s stakeholders (see Appendix B for actual surveys and results). The first survey was administered to the faculty and staff, had 126 responses, and presented the seven topic areas under consideration. Oral and written communication was identified as the topic area most needing enhanced instruction, most applicable across all programs, and second most directly supporting RCC’s mission. When faculty and staff were asked to rank the top three topics, oral and written communications was the number one topic selected. A clear distinction emerged with three topics, communications, values and behaviors, and critical thinking receiving significantly higher rankings than the other four topic proposals.

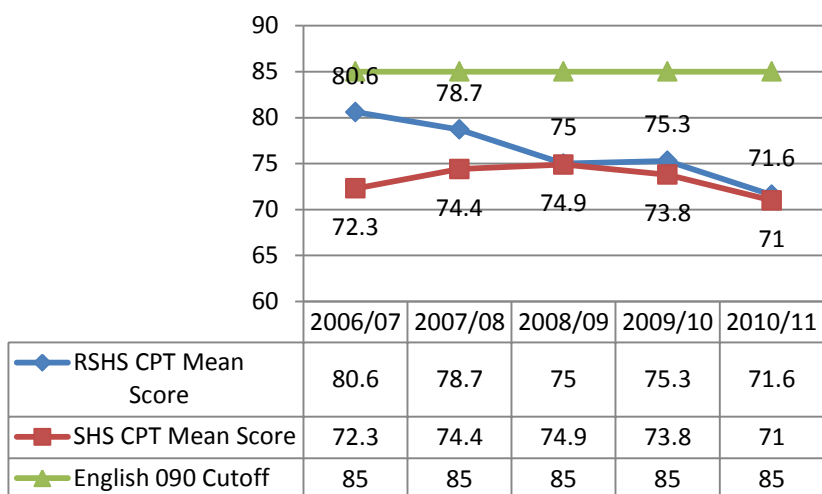
Surveys were also administered to external stakeholders (employers and board members). Based on the staff and faculty results, these surveys focused on the top three topic areas. The stakeholders’ survey received 40 responses. The response was less definitive than in the faculty and staff survey with stakeholders rating communications as the most important of the three topics while expressing a slight preference for the values and behaviors topic. The Topic Selection Committee placed more weight on the importance response. The student survey results were also mixed with critical thinking receiving the most positive responses on importance, communications and values/behaviors tying for most positive responses on the

topic from which students would receive the greatest benefit, and values/behaviors being ranked the highest in student preference. Overall, the Committee's interpretation of the results was that oral and written communications received the strongest response. Additionally, the Committee conducted small group discussions comprised of faculty, staff, and administration to insure that the focus of the QEP would accurately reflect the needs of the entire student body. To ensure campus-wide awareness, information about the QEP was presented and input solicited at monthly mandatory employee meetings, held for staff and faculty during fall and spring academic semesters. As another method of disseminating information and soliciting and receiving input, QEP discussions and professional development sessions were incorporated into the past three fall semester faculty development days.

Upon reviewing the results of the surveys of RCC's faculty and staff, students, and community stakeholders as well as discussion groups, the QEP Topic Selection Committee began to focus on Oral and Written Communication. Various data sources were explored to establish (or refute) the perceived need for a comprehensive institution-wide oral and written communications project intended to enhance the learning experience at RCC.

Examination of incoming student scores on college placement tests in the area of sentence skills revealed significant issues. In the academic year 2010-11, the average sentence skills placement scores for recent graduates of the two high schools within RCC's service area were 71.6 and 71 representing a five-year decline from 80.6 and 72.3, respectively. With the cutoff score for ENG 090, RCC's highest level of developmental English course, at 85, this indicated that the average high school graduate enrolling at RCC did not possess the writing skills required for college-level English.

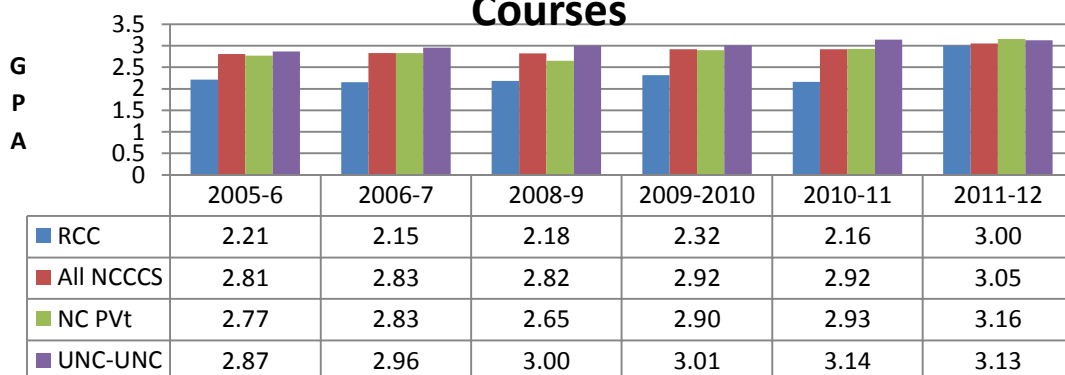
### Average Accuplacer Sentence Skills: Incoming Students



This chart was constructed by the RCC Office of Institutional Effectiveness and Accountability from institutional data and data retrieved from the North Carolina Community College System data warehouse.

Reviewing grade point averages (GPA) of first year RCC transfer students to institutions of the University of North Carolina system indicated similar issues. The GPA in English courses of these RCC transfer students was significantly below the average for all North Carolina Community College System transfers, transfer students from private four-year institutions in North Carolina, and transfer students from one UNC system school to another.

### Transfer Performance: 1st YR GPA in English Courses



This report was constructed by the RCC Office of Institutional Effectiveness and Accountability from data extracted from multiple tables retrieved from the University of North Carolina system website <http://northcarolina.edu/ira/ir/analytics/tsp.htm>.

In examining an integral component of the general education competency of communications—oral communication—the difficulty of capturing and sharing artifacts with current institutional capabilities was noted as an obstacle to ensuring consistent assessment and planning effective interventions. The synergy between written and oral communication instruction and the desire to enhance the institutional capacity to assess oral communication across the curriculum argued for a focus on both writing and speaking.

The perceptions of employers, faculty, staff, students, and other stakeholders expressed through surveys and informal discussions, coupled with the lack of preparation of incoming students as reflected in the declining ACCUPLACER scores and poor performance of transfer students, provided rationale for recommending the approval of oral and written communication skills as the College's topic to the President's Leadership team in January 2012.

### **2.3 The Development and Promotion of the QEP**

After a QEP topic of oral and written communication skills was approved, Dr. Dale McInnis, in consultation with the College Leadership, selected a QEP Development Committee including co-chairs Angie Adams, Sociology Instructor, and Dr. Pam Case, Psychology Instructor. The list of QEP Development Committee members is located in Appendix G. The QEP Development Committee began meeting in October, 2011.

According to Bryson (2011), key department leaders and middle management personnel should be included in the decision-making process to reduce unnecessary resistance and make transitions smoother. This Committee selection broadly represented all parts of the College with emphasis on faculty involvement. In the beginning, there was much deliberation and critical analysis about narrowing the topic from a combined approach to a singular approach. After considerable debate, the QEP Development Committee members elected to implement a dual focus plan involving oral and written communication based on the perceived needs of the College's student population. Combining the instruction of oral and written communication and



subsequent activities enhances learning. Maugh (2012) maintains that “writing and speaking were fundamentally similar pursuits in many ways” (p. 177). The Committee agreed that improving the oral and written communication skills of students will positively impact their overall academic and professional development.

The Committee then began developing the focus statement and Student Learning Outcomes for oral and written communication. In addition to meeting face-to-face, the Committee created a Moodle site (accessible only to Committee members) to communicate effectively throughout the process. Minutes from the QEP meetings and other relevant information were posted to the Moodle Distance Learning site for individuals who were unable to attend; the entire Committee had opportunities to post reflections or comments. Additionally, Moodle has enabled the Committee to keep detailed records of the process.

After reviewing the literature available on the topic of oral and written communication, the Committee created a focus statement to encompass measureable outcomes regardless of the students’ selected program. Ultimately, the goal of the QEP was established: **The goal of RCC’s Quality Enhancement Plan is to enhance our graduates’ ability to communicate effectively for their chosen career and educational paths.** This goal will be achieved through the following Student Learning Outcomes:

*Given a professional or academic context appropriate to the student’s chosen career or educational path:*

- *The student will express thoughts and ideas in writing using Standard English and appropriate vocabulary.*
- *The student will express thoughts and ideas orally using Standard English and appropriate vocabulary.*
- *The student will select and use appropriate means and methods to communicate thoughts and ideas.*

These generic Student Learning Outcomes will be assessed based on student use of oral and written language in the context of the discipline and effective communication with a given audience. Students will recognize differences between Standard and Nonstandard English and

practice their use(s) in appropriate settings. It is expected that appropriate vocabulary and oral and written competencies will reflect the students' disciplinary discourse as well as formal English articulation. Details on how these SLOs will be assessed are provided in Section 6.1 Assessment of Student Learning Outcomes (p. 60-61).

### **2.3.1 QEP Marketing Promotion Efforts**

To promote the QEP and to educate the College community, the QEP Development Committee formed a Marketing Subcommittee which began working on October 15, 2012. The Committee members included Dr. Kimberly Noice (Instructor of Biology), Chair; Helena Thomas (College Recruiter); Dr. Carlotta Knotts (Director of Career Center); Melanie Hunt (ABE/Scotland County Coordinator); and Rob McCollough (President of the RCC Student Government Association 2012-2013).

#### **2.3.1.1 Name the QEP Contest**

The first charge of the QEP Marketing Subcommittee was to determine the name of the QEP. In order to raise student awareness of the QEP, the Subcommittee designed and marketed a "Name the QEP" contest. The Subcommittee first met on October 30, 2012, and designed the two-part student-involved contest with students providing slogans using the QEP topic of "written and oral communications" and then voting on their favorite QEP slogan.

The first half of the "Name the QEP" contest ran from December 8, 2012 to January 18, 2013. The contest was advertised using social media pages, posters, emails, and the RCC electronic marquis at the main entrance. A total of 95 students participated in the contest by submitting possible slogans. The Marketing Subcommittee then met on January 23, 2013 to narrow the 95 entries to the top 24 slogans that best fit the QEP topic. From January 28 - February 4 2013, students were able to vote on their favorite slogan; 104 students voted. The top six slogans were then voted on by the entire QEP Development Committee from February 5 - February 11 2013. There was a close tie between the top three slogans, and on February 14, 2013, Dr. McInnis approved the final slogan *Speaking to Convey, Writing to Display*. The RCC

Foundation provided prizes for the contest. The student who submitted the winning slogan was awarded a \$200 VISA gift card; three students voting on their favorite slogan were randomly chosen to win a \$20 cash prize. The Marketing Subcommittee, under leadership of new Chair Crystal Greene, Nursing Instructor, will continue to promote the plan as needed.

### **3.0 Scholarship and Literature**

It seems obvious that college students need to have good communications skills; they need to be able to speak and write in a way that marks them as educated. Specifically, they need those skills to get and function in a job (Cronin and Glenn, 1991; Peterson, 1997; SCANS, 2000), to increase their academic performance and enhance their critical thinking skills (Miller, Gallagher, and Carter, 2003; Yook, 2012), to develop leadership skills (Kinnick and Parton, 2005), to facilitate persistence in higher education (Yook, 2012), and to function as citizens (Miller, Gallagher, and Carter, 2003; Yook, 2012).

The RCC Topic Selection Committee chose oral and written communication skills as the topic of its Quality Enhancement Plan in part because sentence skills placement scores demonstrate written deficiencies upon student enrollment. Poor written and oral communication skills are recognized to be a national problem for students entering post-secondary institutions (AAC&U, 2002; Cronin and Grice, 1993; Cronin, Grice, and Palmerton, 2000) and likewise applies to RCC. For the past five years, the average ACCUPLACER sentence skills score of students coming from the high schools in the institutional service area have been well below the cut off score that places students in ENG 090/ENG 090A, the highest developmental level writing course (see chart on p. 12). Furthermore, the scores have been declining over that period. Although the College does not assess the speaking skills of in-coming students, faculty and to a lesser extent staff perceive problems in this area as well.

To combat the poor skills of underprepared in-coming students, RCC provides methods of remediation and support. Developmental writing classes are offered for low-performing incoming students, and in fall 2010, the RCC Writing Center was established to provide

interventions for writing across the curriculum. There is a Public Speaking (COM 231) course available, and it is required in three A.A.S. programs and counts as an elective in the A.S. and A.A. college transfer programs. In addition, there is an Applied Communications course (ENG 102) required in three of the diploma programs. Communication elements are addressed in part; however, more focus across the curriculum is needed. As established in the literature review, communications experts argue that proficiency requires contextual application. It is obvious that interventions in speaking and writing across the curriculum work: Hennessy and Evans (2005) and Young (2006) maintain that writing across the curriculum interventions improve students' overall understanding of course content and strengthen communication skills. Anecdotal reports from faculty members indicate that even when students have successfully completed the developmental writing courses and the required composition courses, they often do not use Standard English adequately when writing for their other courses. This problem is not unique to RCC. Current scholarly literature supports the idea that one or two courses in writing or speaking are not sufficient for students to develop proficient skills. Thus, greater focus on interventions is needed to improve students' global communication capabilities. Although the RCC Writing Center addressed intervention needs through tutorial services, there is no college mandate for all departments to utilize services. Neither has there been a structured program of professional development to prepare and assist faculty in developing and implementing written and oral instruments as an integral tool in order to simultaneously enhance content learning and communication skills within a disciplinary context. The QEP puts a framework in place that requires the use of the OWCC by all departments and provides both professional development and readily available materials and resources for faculty.

Students' writing skills are already assessed as they enter RCC; however, assessment of their speaking skills is needed as well. The College needs to determine how to help students who have been taught writing (and in some cases, speaking) skills to apply them across the curriculum and in their daily lives. Students who have not developed effective oral

communication skills need specific opportunities to learn and demonstrate them. Therefore, RCC's QEP is designed to help students learn the skills they do not have and utilize the skills they do have, and by implication, it is also designed to help faculty and staff understand and implement effective pedagogy in these areas. A review of the literature supports the best practices for accomplishing this learning and utilization of communication skills.<sup>1</sup>

### **3.1 Literature Review and Best Practices**

#### **What is known about how adults learn, and how does this knowledge apply to learning oral and written communication skills?**

Accurate and timely feedback is fundamental to all learning (Halpern & Hakel, 2000, 2003; Epstein, et al., 2002). Personeau-Conway & Romerhausen (2012) point out that when students engaged in oral communication activities are provided with immediate feedback, dialogue that leads to student understanding is more likely to occur. Feedback on writing assignments is, by the nature of the assignment, less immediate, and to counteract that the writing conference allows for feedback during the process of preparation and writing.

Contextual learning is important (Halpern and Hakel, 2000, 2003). Programs such as Writing Across the Curriculum, Writing in the Disciplines, Speaking Across the Curriculum, and Speaking in the Disciplines implicitly recognize the need to apply skills in context. Support for such programs is based on the recognition that a single course or sequence of courses in writing or speaking skills does not help students transfer those skills into their other courses, their jobs, or their daily lives (e.g., Cronin & Glenn, 1991; Anson & Dannels, 2009; Miller, Gallagher, & Carter, 2003; and Mottet, 2006). Some educators support the idea that communication skills are best learned in the context of job-related experiential learning because

---

<sup>1</sup> RCC notes that there are a number of QEP documents on the topic of written or oral and written communications. Two that have been especially useful in providing a starting point into the appropriate literature are *Rhetorica: The Art of Writing and Speaking at Young-Harris College 2011-2015* and *Write Now!* from Randolph Community College 2009.

they involve specific practice and feedback (Hyvärinen, Tanskanen, Katjavuori, & Isotalus, 2010).

Spaced or distributed practice, rather than massed practice, is important for long-term retention (Halpern and Hakel, 2000, 2003). When students have repeated opportunities to retrieve, apply, and get feedback spread out over time, they are more likely to retain their knowledge and skills. Understanding that distributed practice is better for long-term retention leads to decisions about assignments and tasks implemented in courses. For example, assigning several small papers with opportunities for accurate and timely feedback spread over a term is more likely to produce learning and retention than a single, longer paper due at the end of a term (e.g., Hennessy and Evans, 2005; Rochford, 2003). In addition, scaffolding or layering of instruction and opportunities to practice oral and written communication skills over the semesters a student is enrolled in the community college means that the student will learn and re-learn skills in a variety of contexts. Thus, long-term retention is enhanced.

When teachers are asked about the importance of timely and accurate feedback, spaced practice, and contextual learning, they are likely to indicate that they know about the value of such practices for learning, but they are very likely not to translate that knowledge into their teaching practices (Halpern and Hakel, 2003). Teachers often teach the way they were taught. They lecture. Lectures are efficient ways to transmit information, but they do not by themselves promote understanding or retention (Halpern and Hakel, 2000, 2003). Thus, the College's QEP must include a meaningful faculty development component, so faculty members will be able to implement appropriate strategies that give students the opportunity for practice and feedback.

### **Writing Pedagogy and Writing Across the Curriculum**

In the literature review of Randolph Community College's QEP document, *Write Now!*, two distinct approaches to the intricate process of teaching writing are explored. The first approach largely focuses on mechanics and requires students to learn a set of writing skills. It is assumed that when students master surface-level aspects of writing, such as memorizing



parts of speech, completing grammar exercises, and memorizing isolated lists of spelling words, they will be able to apply these skills to whole texts (Holden, 1994; Carter, 1990). The second approach requires students to concentrate on communicating messages, working deductively from whole ideas to parts that bring the written text together. The authors note that the kinds of activities useful in this approach include journal writing for self-reflection, peer editing, student/teacher conferences, in-class writing, reviewing existing essays, and mini grammar lessons for individual students. Since this approach is about conveying meaning, the cognitive process of writing is emphasized. Students plan, draft, revise, edit, proofread, and publish, and the process develops problem-solving skills (Emig, 1971; Flowers & Hayes, 1981).

Young (2006) states that “there is no such thing as ‘the’ writing process,” (p. 54). Writing processes are specific to individuals and contexts. In spite of this, Young provides a guide for the kinds of activities in which a student might engage in each of the generic stages of the cognitive process of writing listed in the paragraph above. It is clear that there is a strong correlation between writing to communicate and writing to learn. The primary focus of the assignment that is made, whether it be learning the material or conveying ideas to others, determines the time and effort needed to allocate the various stages and activities. Writing processes specific to context generates the notion of Writing Across the Curriculum (WAC).

Thaiss and Porter (2010) define WAC as a “program to assist teachers across disciplines using student writing as an instructional tool for their teaching,” and Writing in the Disciplines (WID) as writing that is “occurring in some form as assignments in subjects or courses in one or more disciplines in an institution,” (p. 538). They review the history of WAC and WID, then examine the health of the movement that began in the 1970s. Most notably, they found that 33% of community colleges surveyed indicated that they had a WAC program, a figure lower by far than the 55% - 65% of other types of institutions of higher education. Thaiss and Porter did not offer any reason for the lower percentage of community colleges reporting WAC programs. Three additional findings of their study were 1) institutions that have writing

centers that work closely with the WAC programs tend to be more successful than those without an affiliated writing center; 2) library staff that work in close collaboration with WAC program directors tend to promote greater longevity of the WAC program; and 3) WAC programs in institutions that provide appropriate faculty development tend to have greater longevity.

Although a smaller percentage of community colleges report having a WAC program (Thaiss and Porter, 2010), the nature of two-year colleges makes such a program important. Specifically, Richmond Community College prepares students for transfer to four-year programs and for entry into the workforce. Hennessy and Evans (2005) and Young (2006) suggest WAC benefits college students by providing opportunities for writing to learn that will improve their overall understanding of course content and by giving them multiple opportunities to practice writing as well as strengthen their written communication skills in rhetorical context (writing to communicate). According to Young, WAC “uses written language to develop and communicate knowledge in every discipline and across disciplines,” (p. 3).

Blumner (2000) discusses the relationship between WAC and a writing center and points out that the mission of each is typically different. WAC focuses on assisting teachers with the teaching of writing, and the writing center focuses on assisting students with writing. He notes that there are reasons to keep the writing centers and the WAC program separate (most importantly, to protect the student advocacy aspect of the writing center) as well as philosophical and practical reasons to combine the two. Choosing a merged WAC program and writing center turns the center into a teaching-learning center, and may compromise the student advocacy function of the writing center. The third possibility he presents is the circumstance in which an institution has a writing center but does not have a WAC program. He notes that the problem with this is that the director of the writing center becomes a de facto director of a non-existent (not funded or otherwise supported by administration) WAC program.

### **Oral Communication Pedagogy and Speaking Across the Curriculum**

Students learn to speak well in formal circumstances (e.g., oral presentations) or in less formal circumstances (e.g., group discussions or informal conversations) when they receive instruction in basic techniques and have the opportunity to reflect on the characteristics of modeled speech (Speaking in the Disciplines, 2007). Informal or low-stakes speaking opportunities can provide students with experience in oral communication dealing with discipline-related or course-related ideas and thoughts, leading to better performance in more formal speaking assignments (Speaking in the Disciplines, 2007). Speaking Across the Curriculum (SAC) tends to bring to mind oral presentations; however, interpersonal communication and group and task discussions should also be emphasized in SAC programs ([www.rmc.edu/offices/higgins-academic-center/SAC/ForFaculty.doc](http://www.rmc.edu/offices/higgins-academic-center/SAC/ForFaculty.doc)).

The National Communication Association's published list of speaking competencies for the college sophomore exit level include that students will be able to

- determine the purpose of oral discourse,
- choose and restrict a topic,
- formulate a thesis statement,
- provide adequate support material,
- select a suitable organizational pattern,
- demonstrate careful choice of words,
- make effective transitions,
- employ vocal variety in rate, pitch, and intensity,
- articulate clearly,
- employ language appropriate to the audience,
- demonstrate nonverbal behavior that supports the verbal message, and
- use interpersonal skills suitable to the context and audience (Morreale, Rubin, & Jones, 1998).

The National Communication Association (NCA) issued policy statements in 1996 which indicate that Communication Across the Curriculum (CAC) programs “should not be approved as substitutes for basic communication instruction provided by the discipline” and that such programs “should be developed in close consultation with the communication faculty on the campus, and with outside consultants as needed. These cross-disciplinary efforts must be acknowledged with resources, administrative support and recognition of faculty effort.” The basic communication instruction that the NCA is talking about is typically an introductory course in public speaking. However, not all SAC or CAC programs begin with an introductory course dedicated to basic speech skills. For example, Randolph-Macon College has included basic speech instruction in a First Year Course using speech communication professionals to instruct teachers and students so that they achieve the skills necessary to move on to SAC courses (<http://www.rmc.edu/new-collegiate-curriculum.aspx>).

Strategies to improve oral communication skills should be developed keeping in mind the need for continued opportunities to practice skills in the context of the discipline with feedback (Miller, et al., 2003; Dannels and Housley Gaffney, 2009); thus, a plan for improving students’ oral communication should include an early opportunity for learning basic skills (in a first-semester course or as part of a first-semester course such as our ACA 115) and structured opportunities in the disciplines for practice using them (this could take the form of speaking intensive courses, but an alternative is to use some oral communication activities in many courses) (<http://www.rmc.edu/offices/higgins-academic-center.aspx>). In addition, support for developing speaking skills could be provided by a speaking center in which well-trained tutors provide students with the opportunity to talk out their ideas and strategies for conveying them and give students formative feedback in the process of preparing for their speaking assignment, whatever form it may take (Maugh, 2012; Miller, et al., 2003).

### **Combining Oral and Written Communication Initiatives**

Miller, Gallagher, and Carter (2003) argue for teaching oral and written (as well as visual) communication in an integrated fashion. They use three “curricular experiments” at North Carolina State University to illustrate the value of doing so. One is a combined speaking and writing course that is discipline-specific and takes the place of the first composition course that is typically part of the general education core. Another is a campus-wide Speaking and Writing Across the Curriculum program. The third is LabWrite, which teaches students to write scientific lab reports in such a way that they are able to effectively summarize and explain the visual data. Miller, et al., begin by noting that oral and written communication were part of a unified rhetoric prior to the twentieth century, and that the separation of oral and written communication into Communications departments and English departments was a modern occurrence.

Although there are clearly differences in speaking and writing such as the temporal, dynamic, transient, contextual, face-to-face nature of speaking as opposed to the space-bound, static, permanent, non-contextual, nature of writing (Crystal, 2005), Maugh (2012) presents a rationale for a combined speaking and writing center approach based on similarities between writing and speaking. She argues that the combined approach emphasizes “process over product,” and cites Rafoth and Rubin (1992) who point out that the writing process informs and enhances the oral presentation product, and that, “as writing loses touch with good conversation, it . . . loses its focus,” (Maugh, 2012, p. 178). Ochsner and Fowler (2004) agree. In a combined approach, a writing assignment will be discussed by the student and the faculty member or tutor, and there is an opportunity for the student to get feedback not only on the ideas to be expressed, but how best to express them. In addition, the discussion provides information to the tutor about the individual’s grammatical and conversational competence as well as any issues with anxiety. Maugh also considers the practicality and efficiency of a combined speaking and writing center using cross-trained tutors for a relatively small school with a small pool of potential tutors. Personneau-Conway and Romerhausen (2012) describe

the ideal communication center as being “well-funded, open often, adequately staffed, institutionally valued, and available to all students on campus,” (p. 50).

### **Faculty Preparation, Development, and Support**

In the broad-based literature of SAC, WAC, SID, WID, and their various combinations, there is agreement that faculty development is a significant issue (Bazerman, 2005; Cronin, Grice, & Palmerton, 2000; Dannels, 2001; Hennessy & Evans, 2005); Ochsner & Fowler, 2004; and Thaiss & Porter, 2010). Faculty members’ concerns are often based on their feelings of inadequacy to teach writing or speaking (Hennessy & Evans, 2005). Workshops, seminars, conference attendance, and consulting are possible faculty development activities. Cronin and Grice (1993) compared a training model to a training-plus-consultancy model of faculty development for the implementation of oral communication across the curriculum. In the training only model, faculty members participate in workshops or seminars, and then implement oral communication assignments in their classes. In the training-plus-consultancy model, faculty members and their students had on-going consultation with and support from Communication Department faculty members. According to Cronin and Grice, the latter is the more effective model. They note that this is, however, a resource-intensive model that would be difficult to implement for a college with a limited number of Communication faculty members.

In any SAC/WAC initiative, faculty members will be asked to incorporate instruction and opportunities for speaking and writing into at least some of their courses. Many faculty members express concerns other than their own feelings of inadequacy, including the worry that they will not be able to cover the material they need to cover to prepare their students for the next courses in their programs and that the enrollments in their classes preclude giving multiple labor-intensive assignments (Hennessy and Evans, 2005; Rochford, 2003). Since successful implementation of SAC/WAC requires faculty buy-in, faculty members will have to be convinced of a couple of things: 1) They will have to understand that incorporating speaking and writing into their courses will enhance rather than compete with students’ learning of the required



material. There is much research that supports the value of speaking and writing assignments as sound pedagogical technique for improving discipline-based knowledge and skills. 2) They will have to be assured that they will have administrative support that allows them to have the time to provide students with support during the process of completing the assignments and to read, listen to, and assess the products of the assignments (Rochford, 2003). In an economic situation that seems inevitably to result in increasing class size, this will require a significant commitment on the part of the administration.

Examples of combined teaching-learning, speaking-writing centers are found at Randolph Macon College and North Carolina State University. These are two quite different entities considering that Randolph Macon is a small liberal arts college that has an enrollment of about 1300 (<http://www.rmc.edu/News/12-08-29-Largest-Enrollment.aspx>) and NCSU is the largest four-year institution in North Carolina (<http://www.ncsu.edu/about-nc-state/quick-view/>). Institutional size does not determine the viability of the combined approach. Note that in both these cases, multiple staff and locations are part of the combined speaking and writing centers.

In the literature that advocates the combined oral and written communication approach, the initial education and preparation of faculty is considered a difficulty (Miller, Gallagher, and Carter, 2003). Faculty typically come from either English graduate programs or Communications graduate programs, and there is much concern that a combined speaking and writing approach taught by someone from the English Department will give short shrift to oral communications and vice versa. Miller, et al., suggest that in order to prepare faculty who will be able to work in integrated curricula, a reconceptualization of graduate programs to include writing, speaking, and the new technologies that affect them is necessary. In the meantime, given that such cross-trained faculty members are few and far between, any attempt at combining oral and written communication programs will have to include deliberate efforts to use faculty and staff from the individual disciplines who are willing to collaborate.

### **Assessment and Evaluation of Written and Oral Competencies**

There has been increasing interest in assessment in order to determine whether speaking and writing initiatives are having their desired effect (Ochsner & Fowler, 2004; Anson & Dannels, 2009). Ochsner & Fowler argue that since WAC programs are designed to teach faculty members to help improve students' writing, there should be evidence that students' writing actually does improve. They note that there is very little, if any, such evidence. They cite Gursky's (2000) suggestion that faculty development should be measured in five ways, including 1) self-report of the participants' response to the development activity, 2) how much the participants learn, 3) organizational (institutional) support and the change that results, 4) participants' use of knowledge and skills, and 5) improvement in student learning. There is much research based on faculty and student satisfaction and self-report that WAC programs are effective, but very little evidence for improved student learning. There is some resistance to the direct measure of student learning. For example, Young (2006) claims that to begin with measuring students' writing skills repeats the mistakes made early in the history of WAC. Yancey and Huot (1997) note that writing is not simply a set of discrete skills easily measured.

Anson and Dannels (2009) address the fact that implementation of speaking and writing initiatives has "outpaced their systematic assessment," and note that the diverse nature of institutions and programs has led to questions about the best methods to assess their impact on student learning and faculty involvement. They describe a method for formative assessment of departmentally-based Communication Across the Curriculum. The focus is, in part, on the development of appropriate outcomes for such a program, and they recognize that each program will be unique to the needs of the particular department and its students.

The characteristics of a good WAC assessment program include that such a program should be local (as Anson and Dannels noted above), faculty and administrators must collaborate in the determination and development of appropriate means of assessment, multiple methods and kinds of methods (direct and indirect) must be used, and results of the

assessment must be available (formative) (College of Staten Island, 2009). These characteristics seem appropriate for SAC or combined program assessment as well.

## **Conclusions**

Students must have an early opportunity to learn writing and speaking skills followed by the opportunity to apply and practice them in the context of their discipline or field of study. Faculty professional development is crucial to provide instructors with the knowledge and skills they need to be both able and motivated to teach oral and written communication in the context of their disciplines. A combined teaching and learning, writing and speaking center can provide appropriate resources and support for faculty and students. Regardless of the particular program or programs chosen to help students improve their oral and written communication skills, assessment must be specific, include direct and indirect measures, and be on-going.<sup>2</sup>

## **4. The Plan**

There are three aspects of the QEP: student learning, professional development, and assessment. Student learning will consist of students' improved oral and written communication skills and will be accomplished through instruction, practice, and commentary. Faculty will implement oral and written communication activities into their classrooms. By using discipline-specific discourse and activities, faculty will demonstrate effective means for improving students' linguistic and compositional prowess. For example, situational writing activities are not limited to expository prose and may include lab reports, medical findings, or discipline-specific brochures. Likewise, situational oral activities to recognize the need for clear and appropriate articulation of key concepts are not limited to PowerPoint presentations but may include presenting lab reports, medical findings, or conducting patient interviews. Instruction that occurs in the situated context courses will allow students an opportunity to practice what they have learned, to grow academically in their SCCs and to better prepare professionally to excel in the workplace. As students practice what they have learned, receiving meaningful feedback leads to growth and

---

<sup>2</sup> The Literature Review References are included in the References section beginning on page 71.

evolution in oral and written competencies and focuses more on the process of enhanced communication. Furthermore, encouraging student use of the OWCC tutorial services and other resources emphasizes the importance of receiving commentary to improve learning.

Professional development is another aspect of the QEP and consists of various means of delivery. It focuses on equipping faculty with knowledge, tools, and ideas to implement writing and speaking activities within the classroom. The goal of professional development is to convince faculty of the value of improved student communication within their discipline and provide them with the necessary tools to teach those communication skills. Face-to-face and online professional development will be conducted and facilitated externally by hiring consultants and internally by the QEP Director and other on-site personnel with appropriate Master's level or higher Communications and English credentials. Although online professional development will take a more generic approach, face-to-face professional development will be tailored and discipline-specific. The QEP Financial Budget, located in section 7.0 Projected Costs, provides resources each year of implementation for professional development and consultant fees (see p. 64-71) to support this aspect of the plan.

Assessment, the final element of the QEP, measures Student Learning Outcomes and is integral in determining the plan's success. Assessment is on-going throughout implementation and consists of collection of artifacts, selection of the Assessment Team, rubrics, surveys of employers, professional development, student learning, and the OWCC. Collection of initial and on-going data in integrated courses supports the evaluation of the QEP and determines whether or not students' communication skills are improving at large due to this concentrated focus. Each department will select appropriate courses within the discipline in which to integrate oral and written activities. Initial assessment consists of randomly collecting one oral and written artifact from 20% of the total student enrollment in courses that include interventions (see Initial Assessment Timeline Appendix H). On-going assessment is also critical in measuring the success of the QEP. Therefore, a random sample including one oral and one written artifact will

be collected annually from 5% of the student enrollment in program intervention courses (see the On-going Assessment Timeline Appendix H). OWCC personnel will assist in collection, conversion, and archival of oral and written artifacts. An Assessment Team will then use selected rubrics to assess the data. In an effort to synthesize resources and connect the QEP with general education requirements, rubrics used to assess general education outcomes will also be used to assess oral and written competencies within the QEP assessment. The QEP Assessment Team will consist of a college-wide general education assessment team. The Team will also perform general education assessments. Assessments will take place during the summer, and stipends will be paid. This funding is supported in the QEP Financial Budget (see p. 64-71).

The OWCC serves as the bridge connecting all the three aspects of the plan—a central communication resource nucleus that facilitates the QEP SLOs. The Center will first enhance student learning by providing professional oral and written communication tutorial services. Students seeking help with writing assignments and oral presentations will have access to free individualized professional tutorial sessions in virtual and personal settings. RCC's existing Writing Center will serve as the foundation and guide for operation for the new OWCC to be located in the Conder Building with both the Academic Success Center and the RCC Math Lab.

Ideally, the Center will provide a minimum of 10 computers for word processing and writing assignments with appropriate software. The Center will also provide a studio space for recording speeches and practicing oral communication activities. It is projected to be open during day and evening hours throughout the year. It will be staffed by the OWCC Coordinator, in a faculty/staff personnel role, who will coordinate this implementation piece of the QEP. The OWCC Coordinator will also train and supervise up to three part-time professional tutors; therefore, during open hours, the Center will always be staffed by a tutor trained in oral and written communication skills. The OWCC further connects the QEP by providing print and online resources that enhance professional development. Once faculty members participate in

professional development and begin implementing oral and written activities within their disciplines, the Center will support them with additional ideas and means for implementation.

The OWCC connects the assessment piece of the QEP. The Coordinator and Distance Learning personnel will assist faculty in collecting, converting, and archiving assessment artifacts. Funding for personnel and materials are detailed in the Budget (see p. 64-71). As the Center develops, the Coordinator position may evolve into a full-time OWCC Director role.

## **5. Implementation of the Plan**

The QEP Development Committee understood the importance and value of linking the Student Learning Outcomes of the QEP to the Student Learning Outcomes for courses involved in implementation. Based on the information gathered from attending multiple Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Annual Conferences, the QEP Development Committee recognized that faculty needed to be trained to include additional speaking and writing opportunities in their courses as well as to assess students' achievement of speaking and writing outcomes. In addition, the Committee realized that some existing course objectives would need to be revised to reflect an emphasis on the QEP Student Learning Outcomes. For example, SOC 210 Introduction to Sociology, which is offered during the fall, spring, and summer semesters, only requires a written component for assignments. While SOC 210 students are given opportunities to engage in class discussions in the face-to-face sections, no formal assessment of speaking skills is given, and students are not given instruction on how to use Standard English or recognize the value of speaking in a manner appropriate to the discipline. Therefore, these oral communication components will need to be added to this course as well as others throughout the curriculum.

An implementation plan with two segments facilitates the QEP goal. The first segment focuses on professional development for faculty and staff; the second segment focuses on student learning. The comprehensive action plan below illustrates the implementation process:



QEP Action Plan		
	Activities	Responsibilities
Spring 2013	Conduct In-service workshops to familiarize faculty and staff with QEP initiatives and RCC's oral/written communication definition and Student Learning Outcomes: Dr. Michael Carter (Situating Learning) The role of ACA 115 in the QEP	QEP Development Committee (Faculty Development Subcommittee), Vice President of Student Services, ACA 115 Instructors
	Establish mission and vision statement for OWCC	QEP Chairs, Writing Center Coordinator
	Select Instructors for ACA 115 Pilot sections	QEP Development Committee, Vice President of Instruction
	Draft QEP document	QEP Development Committee Chairs, RCC SACSCOC Liaison, VPI, President
	Complete "Name the QEP" Contest	QEP Marketing Subcommittee, QEP Development Committee, Students, President
Summer 2013	Appoint QEP Director	President, VPI
	Finalize QEP document	QEP Director, QEP Development Committee Chairs
	Professional Development for ACA 115 (Pilot Sections)	QEP Dev. Committee Chair, ACA Lead Instructor
Fall 2013	Conduct QEP Professional Development Speaking and Writing Across the Curriculum for all of RCC faculty Assessment with surveys	QEP Director, VPI, Consultant
	QEP Marketing Project	QEP Marketing Subcommittee, SGA, QEP Director
	Submit SACSCOC QEP proposal and presentation On-site SACSCOC Review Revise QEP to meet SACSCOC recommendations	QEP Director, RCC SACSCOC Personnel, VPI, President, Accreditation Liaison
	Appoint QEP Advisory Committee	QEP Director, VPI
	Identify and select two initial intervention courses for each department	All RCC departments, QEP Director, VPI, QEP Advisory Committee
	Initial development of Individually Guided Online Course (IGOC) for faculty and support staff and creation of online oral/written communication resource website	QEP Director, QEP Advisory Committee, Director of Distance Learning & Instructional Technology

Spring 2014	Professional Development Workshops for Business Technology Department October: Syllabi/ICRs, rubrics November: Situated learning activities, lesson samples November: Assessment training, collect baseline data Assessment with surveys following each training	Business Technology Department Chair and Instructors, QEP Director, Internal Personnel, Consultant
	Collect, convert, and archive sample oral and written artifacts from ACA 115 pilot courses for assessment (20% random sample of total student enrollment in the courses) Assessment: Self-perception and faculty-perception surveys of ACA 115 pilot students and instructors	ACA 115 (pilot) Instructors, OWCC Coordinator, QEP Director
	Establish Oral and Written Communication Center (OWCC) in Conder Building with RCC Writing Center as the foundation for guidelines: OWCC Coordinator will market the new center; Provide oral and written tutorial services for students; Develop online resources to support the goal of the QEP; Assist with assessment of ACA 115 Pilot artifacts; Track student usage; Assessment of OWCC with perception, satisfaction, and usage surveys	OWCC Coordinator, QEP Director, English and Reading Dept. Chair, QEP Advisory Committee, VPI
	Appoint QEP Assessment Team and develop measurement tools	QEP Director, VPI
	Implement situated learning activities in Business Technology Department intervention courses	Business Technology Dept. Chair, Intervention Course Instructors, QEP Director
	Collect random sample oral and written artifacts (20% of total student enrollment in intervention courses) from Business Technology intervention courses Assessment: Self-perception and faculty-perception surveys of intervention course students and instructors	Business Technology Dept. Chair, Intervention Course Instructors, OWCC Coordinator, QEP Director
	Convert and archive Business Technology intervention courses sample data for assessment	OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	Follow-up assessment survey of Business Technology professional development interventions	Business Technology Instructors, QEP Director
	Professional Development Workshops for Student Services (remaining ACA 115 Instructors) February: Syllabi/ICRs, rubrics March: Situated learning activities, lesson samples April: Assessment training, collect baseline data Assessment with surveys following each training	Vice President of Student Affairs, ACA 115 Instructors, QEP Director, Internal Personnel, Consultant

	Continue development of OWCC: increase student use, add oral and written communication support resources and materials, increase online resources and presence; add trained professional tutors (1-3 depending on need and number of students served); Assessment of OWCC with perception, satisfaction, and usage surveys; Program Review	OWCC Coordinator, QEP Director, QEP Advisory Committee
Summer 2014	Initial assessment of ACA 115 Pilot Courses Initial assessment of Business Technology Intervention Courses	Assessment Team, QEP Director
	First Year QEP Review	QEP Director, VPI, Consultant
Fall 2014	Continue QEP Marketing efforts	QEP Marketing Subcommittee, SGA
	Professional Development Workshops for Engineering Technologies Department (Group One: Computer Engineering, Mechanical Engineering, Electronics Engineering) September: Syllabi/ICRs, rubrics October: Situated learning activities, lesson samples November: Assessment training, collect baseline data Assessment with surveys following each training	Engineering Technologies Group One Dept. Chair and Instructors, QEP Director, Internal Personnel, Consultant
	Follow-up assessment survey of ACA 115 professional development interventions	ACA 115 Instructors, QEP Director
	Implement situated learning activities in Student Services (ACA 115) Department intervention courses	Vice President of Student Services, ACA 115 Instructors, QEP Director
	Collect random sample oral and written artifacts (20% of total student enrollment in ACA 115 courses) Assessment: Self-perception and faculty-perception surveys of intervention course students and instructors	Vice President of Student Services, ACA 115 Instructors, OWCC Coordinator, QEP Director
	Convert and archive ACA 115 Courses sample data for assessment	OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician

	Continue development of OWCC; add support resources and materials/increase online resources and presence; add trained professional tutors (1-3 depending on need and number of students served); Assessment of OWCC with perception, satisfaction, and usage surveys; Modify OWCC services and resources as needed	OWCC Coordinator, QEP Director, English and Reading Dept. Chair, QEP Advisory Committee, VPI
	Review and assess QEP online professional development resources; modify and develop as needed	QEP Director, QEP Advisory Committee, Director of Distance Learning & Instructional Technology
Spring 2015	Implement situated learning activities in Engineering Technologies Group One Department intervention courses	Engineering Technologies Dept. Chair, Engineering Group One Intervention Course Instructors, QEP Director
	Collect random sample oral and written artifacts (20% of total student enrollment in intervention courses) from Engineering Group One intervention courses Assessment: Self-perception and faculty-perception surveys of intervention course students and instructors	Engineering Technologies Dept. Chair, Intervention Course Instructors, OWCC Coordinator, QEP Director
	Convert and archive Engineering Group One intervention courses sample data for assessment	OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	Follow-up assessment survey of Engineering Technologies Group One professional development interventions	Engineering Technologies Group One Instructors, QEP Director
	On-going Business Technologies Random Sample Assessment (5% of total student enrollment in intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Business Technologies Dept. Chair and Intervention Course Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	Professional Development Workshops for Engineering Technologies Group Two Department February: Syllabi/ICRs, rubrics March: Situated learning activities, lesson samples April: Assessment training, collect baseline data Assessment with surveys following each training	Engineering Technologies Dept. Chair and Group Two Instructors, QEP Director, Internal Personnel, Consultant

	Continue development of OWCC: increase student use 5% Assessment of OWCC with perception, satisfaction, and usage surveys; Modify OWCC services and resources as needed; Program Review	OWCC Coordinator, QEP Director, English and Reading Dept. Chair, QEP Advisory Committee, VPI
Summer 2015	Initial assessment of ACA 115 Courses Initial assessment of Engineering Group One Intervention Courses	QEP Assessment Team, QEP Director
	Second Year QEP Review	QEP Director, VPI, Consultant
Fall 2015	Continue QEP Marketing efforts	QEP Marketing Subcommittee, SGA
	Assess SLOs through local, external business survey	QEP Director, Director of Institutional Research, VP of Workforce and Economic Development
	Professional Development Workshops for Math Course Instructors September: Syllabi/ICRs, rubrics October: Situated learning activities, lesson samples November: Assessment training, collect baseline data Assessment with surveys following each training	Math and Science Dept. Chair and Instructors, QEP Director, Internal personnel, Consultant
	Follow-up assessment survey of Engineering Technologies Group Two professional development interventions	Engineering Technologies Dept. Chair and Group Two Instructors, QEP Director
	Implement situated learning activities in Engineering Technologies Group Two Department intervention courses	Engineering Technologies Dept. Chair and Group Two Instructors, QEP Director
	Collect random sample oral and written artifacts (20% of total student enrollment in intervention courses) from Engineering Technologies Group Two intervention courses Assessment: Self-perception and faculty-perception surveys of intervention course students and instructors	Engineering Technologies Dept. Chair, Group Two Intervention Course Instructors, OWCC Coordinator, QEP Director
	Convert and archive Engineering Group Two intervention courses sample data for assessment	OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician

	Continue development of OWCC Assessment of OWCC with perception, satisfaction, and usage surveys; Modify OWCC services and resources as needed	OWCC Coordinator, QEP Director, English and Reading Dept. Chair, QEP Advisory Committee, VPI
	Review and assess QEP online professional development resources; modify and develop as needed	QEP Director, QEP Advisory Committee, Director of Distance Learning & Instructional Technology
Spring 2016	Implement situated learning activities in Math intervention courses	Math and Science Dept. Chair, Math Intervention Course Instructors, QEP Director
	Collect random sample oral and written artifacts (20% of total student enrollment in intervention courses) from intervention courses Assessment: Self-perception and faculty-perception surveys of intervention course students and instructors	Math and Science Dept. Chair, Math Intervention Course Instructors, OWCC Coordinator, QEP Director
	Convert and archive Math intervention courses sample data for assessment	OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	Follow-up assessment survey of Math professional development interventions	Math and Science Dept. Chair and Math Instructors, QEP Director
	On-going Business Technologies Random Sample Assessment (5% of total student enrollment in intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Business Technologies Dept. Chair and Intervention Course Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	On-going ACA 115 Classes Random Sample Assessment (5% of total student enrollment in ACA 115 classes): Collect, convert, archive oral and written artifacts for assessment	VP of Student Services, ACA 115 Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician

	On-going Engineering Technologies Group One Random Sample Assessment (5% of total student enrollment in intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Engineering Technologies Dept. Chair and Group One Intervention Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	Professional Development Workshops for Science courses February: Syllabi/ICRs, rubrics March: Situated learning activities, lesson samples April: Assessment training, collect baseline data Assessment with surveys following each training	Math and Science Dept. Chair and Science Instructors, QEP Director, Internal personnel, Consultant
	Continue development of OWCC; increase student use 5% Assessment of OWCC with perception, satisfaction, and usage surveys; Modify OWCC services and resources as needed; Program Review	OWCC Coordinator, QEP Director, English and Reading Dept. Chair, QEP Advisory Committee, VPI
Summer 2016	Initial assessment of Engineering Technologies Group Two Intervention Courses Initial assessment of Math Intervention Courses On-going assessment Business Technologies Intervention Courses On-going assessment of ACA 115 Classes On-going assessment of Engineering Technologies Group One Intervention Courses	Assessment Team, QEP Director
	Third Year QEP Review	QEP Director, VPI, Consultant
Fall 2016	Continue QEP Marketing efforts	QEP Marketing Subcommittee, SGA
	Assess SLOs through local, external business surveys	QEP Director, Director of Institutional Research, VP of Workforce and Economic Development
	Professional Development Workshops for Nursing Department September: Syllabi/ICRs, rubrics October: Situated learning activities, lesson samples November: Assessment training, collect baseline data Assessment with surveys following each training	Nursing Dept. Chair and Instructors, QEP Director, Internal personnel, Consultant
	Collect random sample oral and written artifacts (20% of total student enrollment in intervention courses) from	Math and Science Dept. Chair and Science Intervention



Spring 2017	Science intervention courses Assessment: Self-perception and faculty-perception surveys of intervention course students and instructors	Course Instructors, OWCC Coordinator, QEP Director
	Convert and archive Science intervention courses sample data for assessment	OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	Follow-up assessment survey of Science professional development interventions	Math and Science Dept. Chair and Science Instructors, QEP Director
	Continue development of OWCC Assessment of OWCC with perception, satisfaction, and usage surveys; Modify OWCC services and resources as needed	OWCC Coordinator, QEP Director, English and Reading Dept. Chair, QEP Advisory Committee, VPI
	Review and assess QEP online professional development resources; modify and develop as needed	QEP Director, QEP Advisory Committee, Director of Distance Learning & Instructional Technology
	Implement situated learning activities in Nursing Department intervention courses	Nursing Dept. Chair, Intervention Course Instructors, QEP Director
	Collect random sample oral and written artifacts (20% of total student enrollment in intervention courses) from Nursing Department intervention courses Assessment: Self-perception and faculty-perception surveys of intervention course students and instructors	Nursing Dept. Chair and Intervention Course Instructors, OWCC Coordinator, QEP Director
	Convert and archive Nursing intervention courses sample data for assessment	OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	Follow-up assessment survey of Nursing Dept. professional development interventions	Nursing Instructors, QEP Director
	On-going Business Technologies Random Sample Assessment (5% of total student enrollment in intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Business Technologies Dept. Chair and Intervention Course Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician



	On-going ACA 115 Classes Random Sample Assessment (5% of total student enrollment in ACA 115 classes): Collect, convert, archive oral and written artifacts for assessment	VP of Student Services, ACA 115 Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	On-going Engineering Technologies Group One Random Sample Assessment (5% of total student enrollment in intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Engineering Technologies Dept. Chair and Group One Intervention Instructors, OWCC Coordinator, QEP Director, Director of Distance Learning & Instructional Technology, Digital Resource Technician
	On-going Engineering Technologies Group Two Random Sample Assessment (5% of total student enrollment in intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Engineering Technologies Dept. Chair and Group Two Intervention Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	On-going Math Random Sample Assessment (5% of total student enrollment in intervention Math courses within the department): Collect, convert, archive oral and written artifacts for assessment	Math and Science Dept. Chair and Math Intervention Instructors, OWCC Coordinator, QEP Director
	Professional Development Workshops for Allied Health Department February: Syllabi/ICRs, rubrics March: Situated learning activities, lesson samples April: Assessment training, collect baseline data Assessment with surveys following each training	Allied Health Dept. Chair and Instructors, QEP Director, Internal personnel, Consultant
	Continue development of OWCC; increase student use 5% Assessment of OWCC with perception, satisfaction, and usage surveys; Modify OWCC services and resources as needed; Program Review	OWCC Coordinator, QEP Director, English and Reading Dept. Chair, QEP Advisory Committee, VPI
Summer 2017	Initial assessment of Science Intervention Courses Initial assessment of Nursing Dept. Intervention Courses On-going assessment Business Technologies Intervention Courses On-going assessment of ACA 115 Classes On-going assessment of Engineering Technologies Group One Intervention Courses	Assessment Team, QEP Director

	On-going assessment of Engineering Technologies Group Two Intervention Courses On-going assessment of Math Intervention Courses	
	Fourth Year QEP Review	QEP Director, VPI, Consultant
Fall 2017	Continue QEP Marketing efforts	QEP Marketing Subcommittee, SGA
	Assess SLOs through local, external business surveys	QEP Director, Director of Institutional Research, VP of Workforce and Economic Development
	Professional Development Workshops for Public Services Department September: Syllabi/ICRs, rubrics October: Situated learning activities, lesson samples November: Assessment training, collect baseline data Assessment with surveys following each training	Public Services Dept. Chair and Instructors, QEP Director, Internal personnel, Consultant
	Collect random sample oral and written artifacts (20% of total student enrollment in intervention courses) from Allied Health Department intervention courses Assessment: Self-perception and faculty-perception surveys	Allied Health Dept. Chair and Intervention Course Instructors, OWCC
	Convert and archive Allied Health intervention courses sample data for assessment	OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	Follow-up assessment survey of Allied Health Dept. professional development interventions	Allied Health Dept. Chair and Instructors, QEP Director
	Continue development of OWCC Assessment of OWCC with perception, satisfaction, and usage surveys; Modify OWCC services resources as needed	OWCC Coordinator, QEP Director, English and Reading Dept. Chair, QEP Advisory Committee, VPI
	Review and assess QEP online professional development resources; modify and develop as needed	QEP Director, QEP Advisory Committee, Director of Distance Learning & Instructional Technology
Spring 2018	Implement situated learning activities in Public Services Department intervention courses	Public Services Dept. Chair and Intervention Course Instructors, QEP Director
	Collect random sample oral and written artifacts (20% of total student enrollment in intervention courses) from Public Services Department intervention courses Assessment: Self-perception and faculty-perception surveys of intervention course students and instructors	Public Services Dept. Chair and Intervention Course Instructors, OWCC Coordinator, QEP Director

Convert and archive Public Services intervention courses sample data for assessment	OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
Follow-up assessment survey of Public Services Dept. professional development interventions	Public Services Instructors, QEP Director
On-going Business Technologies Random Sample Assessment (5% of total student enrollment in intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Business Technologies Dept. Chair and Intervention Course Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
On-going ACA 115 Classes Random Sample Assessment (5% of total student enrollment in ACA 115 classes): Collect, convert, archive oral and written artifacts for assessment	VP of Student Services, ACA 115 Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
On-going Engineering Technologies Group One Random Sample Assessment (5% of total student enrollment in intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Engineering Technologies Dept. Chair and Group One Intervention Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
On-going Engineering Technologies Group Two Random Sample Assessment (5% of total student enrollment in intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Engineering Technologies Dept. Chair and Group Two Intervention Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
On-going Math Random Sample Assessment (5% of total student enrollment in Math intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Math and Science Dept. Chair and Math Intervention Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician

	On-going Science Random Sample Assessment (5% of total student enrollment in intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Math and Science Dept. Chair and Science Intervention Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	On-going Nursing Department Random Sample Assessment (5% of total student enrollment in intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Nursing Dept. Chair and Intervention Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	On-going Allied Health Department Random Sample Assessment (5% of total student enrollment in intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Allied Health Dept. Chair and Intervention Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	Professional Development Workshops for Humanities and Social Sciences Department February: Syllabi/ICRs, rubrics March: Situated learning activities, lesson samples April: Assessment training, collect baseline data Assessment with surveys following each training	Humanities and Social Sciences Dept. Chair and Instructors, QEP Director, Internal personnel, Consultant
	Continue development of OWCC; increase student use by 5% Assessment of OWCC with perception, satisfaction, and usage surveys; Modify OWCC services and resources as needed; Program Review	OWCC Coordinator, QEP Director, English and Reading Dept. Chair, QEP Advisory Committee, VPI
	Initial assessment of Allied Health Intervention Courses Initial assessment of Public Services Intervention Courses On-going assessment Business Technologies Intervention Courses On-going assessment of ACA 115 Classes On-going assessment of Engineering Technologies Group One Intervention Courses On-going assessment of Engineering Technologies Group Two Intervention Courses On-going assessment of Math Intervention Courses On-going assessment of Science Intervention Courses On-going assessment of Nursing Intervention Courses	Assessment Team, QEP Director

	Fifth Year QEP Review	QEP Director, VPI, Consultant
Fall 2018	Continue QEP Marketing efforts	QEP Marketing Subcommittee, SGA
	Assess SLOs through local, external business survey	QEP Director, Director of Institutional Research, VP of Workforce and Economic Development
	Professional Development Workshops for English and Reading Department September: Syllabi/ICRs, rubrics October: Situated learning activities, lesson samples November: Assessment training, collect baseline data Assessment with surveys following each training	English and Reading Dept. Chair and Instructors, QEP Director, Internal personnel, Consultant
	Collect random sample oral and written artifacts (20% of total student enrollment in intervention courses) from Humanities and Social Sciences Department intervention courses Assessment: Self-perception and faculty-perception surveys	Humanities and Social Sciences Dept. Chair and Intervention Course Instructors, OWCC
	Convert and archive Humanities and Social Sciences intervention courses sample data for assessment	OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	Follow-up assessment survey of Humanities and Social Sciences Dept. professional development interventions	Humanities and Social Sciences Dept. Chair and Instructors, QEP Director
	Continue development of OWCC Assessment of OWCC with perception, satisfaction, and usage surveys; Modify OWCC services and resources as needed	OWCC Coordinator, QEP Director, English and Reading Dept. Chair, QEP Advisory Committee, VPI
	Review and assess QEP online professional development resources; modify and develop as needed	QEP Director, QEP Advisory Committee, Director of Distance Learning & Instructional Technology
Spring 2019	Implement situated learning activities in English and Reading Department intervention courses	English and Reading Dept. Chair, Intervention Course Instructors, QEP Director
	Collect random sample oral and written artifacts (20% of total student enrollment in intervention courses) from English and Reading Department intervention courses Assessment: Self-perception and faculty-perception surveys of intervention course students and instructors	English and Reading Dept. Chair, Intervention Course Instructors, OWCC Coordinator, QEP Director

	Convert and archive English and Reading intervention courses sample data for assessment	OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	Follow-up assessment survey of English and Reading Dept. professional development interventions	English and Reading Instructors, QEP Director
	On-going Business Technologies Random Sample Assessment (5% of total student enrollment in intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Business Technologies Dept. Chair and Intervention Course Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	On-going ACA 115 Classes Random Sample Assessment (5% of total student enrollment in ACA 115 classes): Collect, convert, archive oral and written artifacts for assessment	VP of Student Services, ACA 115 Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	On-going Engineering Technologies Group One Random Sample Assessment (5% of total student enrollment in intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Engineering Technologies Dept. Chair and Group One Intervention Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	On-going Engineering Technologies Group Two Random Sample Assessment (5% of total student enrollment in intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Engineering Technologies Dept. Chair and Group Two Intervention Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	On-going Math Random Sample Assessment (5% of total student enrollment in Math intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Math and Science Dept. Chair and Math Intervention Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician

	On-going Science Random Sample Assessment (5% of total student enrollment in Science intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Math and Science Dept. Chair and Science Intervention Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	On-going Nursing Department Random Sample Assessment (5% of total student enrollment in intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Nursing Dept. Chair and Intervention Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	On-going Allied Health Department Random Sample Assessment (5% of total student enrollment in intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Allied Health Dept. Chair and Intervention Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	On-going Public Services Department Random Sample Assessment (5% of total student enrollment in intervention courses within the department): Collect, convert, archive oral and written artifacts for assessment	Public Services Dept. Chair and Intervention Instructors, OWCC Coordinator, QEP Director, Director of Distance & Instructional Technology, Digital Resource Technician
	Continue development of OWCC: increase student use 5% Assessment of OWCC with perception, satisfaction, and usage surveys; Modify OWCC services and resources as needed; Program Review	OWCC Coordinator, QEP Director, English and Reading Dept. Chair, QEP Advisory Committee, VPI
Summer 2019	Initial assessment of Humanities and Social Sciences Intervention Courses Initial assessment of English and Reading Intervention Courses On-going assessment Business Technologies Intervention Courses On-going assessment of ACA 115 Classes On-going assessment of Engineering Technologies Group One Intervention Courses On-going assessment of Engineering Technologies Group Two Intervention Courses On-going assessment of Math Intervention Courses On-going assessment of Science Intervention Courses	Assessment Team, QEP Director



On-going assessment of Nursing Intervention Courses On-going assessment of Allied Health Intervention Courses On-going assessment of Public Services Intervention Courses	
Final QEP Report <i>*Modified 11/27/13 to reflect inadvertent assessment omission.</i>	QEP Director, VPI, President, QEP Advisory Committee, Accreditation Liaison

## 5.1 Professional Development

Three Professional Development Outcomes mirror Student Learning Outcomes and support the goal of the QEP:

- *Instructors will acquire skills and knowledge to teach and assess writing using Standard English and appropriate vocabulary.*
- *Instructors will acquire skills and knowledge needed to teach and assess orally using Standard English and appropriate vocabulary.*
- *Instructors will select and use appropriate instructional means and methods to teach and assess communication of thoughts and ideas.*

Identification of discipline-specific intervention courses will take place in fall 2013 (see Implementation Timeline p. 32 and Initial/Pilot Timeline p. 55). Faculty cohorts will be involved in selecting two intervention courses for each department. **The primary goal of professional development is to help faculty implement the use of writing and speaking activities within their disciplines and to enhance student learning of content and communication skills.**

The specific courses selected and their respective enrollment will determine the precise number of students directly impacted by the QEP. The professional development aspect of the QEP, however, provides a mechanism for collateral impact on all students exposed to involved faculty, even those not assigned to an intervention course. Because *Speaking to Convey*,



*Writing to Display* is not a close-ended project, it is anticipated that this initiative will eventually permeate all instruction and benefit every student attending RCC.

Professional development for faculty and staff is designed to give the appropriate training to all faculty and staff involved in the QEP. It is expected that this training will result in a new, enriched environment that emphasizes students' speaking and writing skills. Faculty will be trained to effectively add opportunities in the classroom for students to enhance their oral and written communication skills. Bryson (2011) explains that individuals must be given opportunities to learn new procedures and adapt them to actual situations. The professional development efforts have been incorporated into this plan from the beginning. On January 2, 2013, during a faculty and staff enrichment day, Dr. Michael Carter, Associate Dean, North Carolina State University, presented information to faculty on equipping and guiding students in developing the communication practices of their discipline. He emphasized that learning is situated in context, and the implication is that speaking and writing practices are best learned in the context of a field or discipline. Bringing faculty and staff together across the curriculum will enhance students' oral and written communication skills by encouraging the sharing of ideas and best practices and will also promote ownership of and involvement in the QEP throughout the College community. The implementation process begins by focusing on the design of professional development for the faculty who will be teaching the ACA 115 course.

The purpose of intervention in the ACA 115 course is to help students understand what will be expected of them regarding speaking and writing during their tenure as students at RCC and to give them initial instruction in and opportunities to practice speaking and writing. In addition, the ACA 115 course will be used to collect initial oral and written artifacts for baseline assessment. Professional development for faculty and staff members teaching ACA 115 will focus on 1) what information to share with students regarding the QEP; 2) the need for developing communication skills as well as ways to deliver the QEP message; 3) types of assignments that may be used to provide opportunities for oral and written communication

practice and feedback; and 4) how to collect and what to do with baseline data regarding speaking and writing skills. The QEP Director will work with the two ACA 115 instructors who will be piloting the course in fall 2013 to design professional development for all faculty and staff members who will teach ACA 115 beginning in fall 2014.

Following this initial stage, instructors from the eight academic departments at RCC will receive training. Professional development will be tailored within a specific discipline as it relates to emphasizing speaking and writing skills in a unique program curriculum. As professional development is implemented, there is likely to be more effective use of oral and written communication activities in the classroom, resulting in improved student learning.

The purpose of intervention in identified Situated Communication Courses will be to provide students with opportunities for practice in oral and written communication with meaningful feedback. The purpose of professional development for faculty members teaching these courses will be to 1) help them articulate desired oral and written competencies specific to the program or discipline that they teach; 2) make them familiar with resources available to them as they prepare to provide instructional opportunities to enhance the oral and written communication skills of their students; 3) provide rationale regarding the value of using oral and written communication activities to promote discipline-specific learning; 4) assist them with the development of assignments and activities to promote student communication skills; and 5) instruct them regarding proper documentation of their interventions. This professional development will be accomplished with a combination of face-to-face workshops and online material offered, developed, or coordinated by the QEP Director and the OWCC Coordinator.

One aspect of professional development will be to establish a self-paced online learning course to provide on-going professional development. On-line course content will evolve out of face-to-face training assessment. According to Mizell (2010), "online professional development can be useful for learning content and even observing video demonstrations of effective teaching or leadership" (p. 8). The effectiveness of the online course depends on how carefully

individuals conceive, plan, and implement it (Mizell, 2010); therefore, the QEP Director and V.P. for Instruction will collaborate with the QEP Advisory Committee and Director of Distance Learning and Instructional Technology to develop the self-paced online course for faculty.

According to Mizell (2010), professional development can occur in informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague's work, or other learning from a peer. Therefore, in an effort to ensure that professional development is effective and relates to each discipline, activities will be broken down by department because faculty and staff members have varying levels of skills and knowledge about teaching speaking and writing. Additionally, Mizell (2010) notes that professional development is most effective when it occurs within an educator's daily schedule and resources are easily accessible.

To ensure that students have ample exposure to improving their oral and written communication skills, the QEP will, through professional development, train faculty and support staff on methods of enhancing student communication skills in courses. Professional development will give faculty time and opportunities to develop situational activities to incorporate in the classroom setting that will ultimately improve communication across the curriculum, permeating the workplace. The departments and courses will progressively fold into the QEP, beginning with ACA 115 serving as a pilot program:

<b>Professional Development Timeline</b>		
<b>Department</b>	<b>Professional Development Given:</b>	<b>Implementation into the QEP</b>
ACA 115 (Pilot Sections)	Summer 2013	Fall 2013
Business Technologies	Fall 2013	Spring 2014
Student Services (remaining ACA- instructors)	Spring 2014	Fall 2014
Engineering (Group One: Computer Engineering, Mechanical Engineering, Electronics Engineering)	Fall 2014	Spring 2015
Engineering (Group Two: Computer-Integrated Machining, Electrical Systems Technology, Electrical Utility Substation and Relay	Spring 2015	Fall 2015

Technology (EUSRT), Welding Technology, Air Conditioning Heating and Refrigeration Technology (AHR), Industrial Systems)		
Math and Science (Math Courses)	Fall 2015	Spring 2016
Math and Science (Science Courses)	Spring 2016	Fall 2016
Nursing	Fall 2016	Spring 2017
Allied Health	Spring 2017	Fall 2017
Public Services	Fall 2017	Spring 2018
Humanities and Social Sciences	Spring 2018	Fall 2018
English and Reading	Fall 2018	Spring 2019

One final component of professional development will include individuals on the QEP Assessment Team. The QEP Director will provide instruction regarding the use of the oral and written communication rubrics (Appendix C) and inter-rater reliability. Assessment of professional development activities is addressed in section 6.2 (p. 61-62).

## 5.2 Student Learning

The second and most important aspect of this plan focuses on the student learning occurring as a result of the interventions faculty incorporate in their courses (ACA 115 and Situated Communication Courses—SCCs ). Faculty will provide opportunities for students to enhance their communication competencies by practicing their learned skills and receiving meaningful feedback. Support for student learning will be provided in the new Oral and Written Communication Center. The following chart lists strategies for accomplishing goals, provides a rationale for use of that particular strategy, and identifies actions to implement the strategies:

Student Learning Strategies		
Strategies	Rationale	Specific Actions
<b>ACA 115</b> Provide instruction in the ACA 115 course (a) to inform students about the College's expectations for effective oral and written communication across the curriculum and (b) to include activities that provide opportunities for	<b>ACA 115</b> Providing students with instruction in speaking and writing skills early in their college experience will improve learning and enhance their success over the course of their educational program. Use of ACA 115 also provides	<b>ACA 115</b> <ul style="list-style-type: none"> <li>Identify pilot cohort—students and sections.</li> <li>Incorporate best practices for teaching speaking and writing to convey what is expected of students and to develop skills in speaking and writing.</li> </ul>

<p>practicing speaking and writing skills.</p> <p>Review existing speaking and writing goals and instructional materials in the ACA 115 course and revise or develop new goals and materials.</p> <p>Administer assessments.</p>	<p>us with the opportunity to assess or pretest students' skills.</p>	<ul style="list-style-type: none"> <li>• Include a component to encourage students to use the Oral and Written Communication Center appropriately.</li> <li>• Ensure that students in the pilot cohort take ACA 115 in their first term and work toward the goal of having all students do so.</li> <li>• Initial Oral Assessment.</li> <li>• Include appropriate SLOs in ICRs of selected courses.</li> </ul>
<p><b>Situated Communication Courses</b></p> <p>Provide situated instruction in speaking and writing in selected courses across the disciplines.</p> <p>Individual departments in consultation with the QEP Director will determine courses to be included for intervention and assessment.</p>	<p><b>Situated Communication Courses</b></p> <p>According to Dr. Michael Carter (1/2/13 presentation) faculty provide expertise in a "community of practice" or discipline. They are best equipped to guide students in developing communication practices of their discipline. This is learning situated in a context and implies that speaking and writing practices are best learned in the context of a discipline.</p>	<p><b>Situated Communication Courses</b></p> <ul style="list-style-type: none"> <li>• Implement interventions and instructional activities appropriate for improving speaking and writing skills</li> <li>• Include appropriate SLOs in ICRs/Syllabi</li> <li>• Collection of artifacts</li> <li>• Assessment</li> </ul>
<p><b>OWCC</b></p> <p>Provide support for student learning of speaking and writing skills in the OWCC</p> <p>Build on the existing Writing Center to include speaking.</p> <p>Build an appropriate set of materials, software, etc., to develop speaking and writing skills. Include instructional units available in an online component of the Center.</p> <p>Determine appropriate hours and staffing. This will include a plan for identifying and recruiting appropriate tutors.</p>	<p><b>OWCC</b></p> <p>When students have writing and speaking support through the Center, they have opportunities for practice and meaningful feedback which leads to improved skills. The writing process informs and enhances oral presentation, and effective oral communication focuses writing (Maugh, 2012).</p>	<p><b>OWCC</b></p> <ul style="list-style-type: none"> <li>• Implement a system for getting students to use the Center appropriately. (Visit classes, instructors, department meetings, etc.)</li> <li>• Track student use of the Center and the Center's usefulness to the student.</li> <li>• Make the Center convenient for students with respect to hours, available equipment, and instruction.</li> <li>• Provide set up and staffing for students to practice speech-making, interviewing, or small group discussion with</li> </ul>

Train a cadre of excellent tutors		feedback.
Determine location		<ul style="list-style-type: none"> <li>• Provide support for faculty use of equipment in the classroom.</li> </ul>

The QEP Director and QEP Advisory Committee, to be established in fall 2013 through a process of combined organizational volunteerism and committee assignment, will determine the oral and written communication rubrics used for assessment. The rubrics will make assessing student artifacts efficient, consistent, and objective and will be used across the curriculum to evaluate students' performances in a variety of communication activities such as giving speeches, making presentations, and composing documents. Rubrics also provide RCC with a well-structured, standardized assessment that has direct alignment with the QEP's Student Learning Outcomes. Through professional development, syllabi/ICRs will be modified to reflect QEP communication interventions.

### 5.3 Establishment of Oral and Written Communication Center (OWCC)

Because the focus of the QEP includes both speaking and writing skills, the RCC Writing Center, established in 2010, will be expanded to implement the combined oral and written communication approach. **The mission of the Richmond Community College Oral and Written Communication Center is to develop and nurture students' oral and written communication skills and to support faculty in the development and incorporation of oral and written assignments in their courses.** Ultimately, the OWCC will be a state-of-the-art, comprehensive teaching and learning center, supporting and promoting effective communication skills in the diverse members of the campus community. The strategies and goals of the OWCC are as follows:

- (1) Provide skilled, universalized<sup>3</sup> tutoring related to communication, beginning with the similarities between speaking and writing and recognizing the differences between them.

<sup>3</sup> Universalized tutoring is a term applied to a combined approach to oral and written communication as defined by Maugh (2012). Rather than tutoring in writing and tutoring in speaking, the approach to help with either a written or oral assignment is to engage in conversation and make connections between the students' writing and speaking skills.

- (2) Use skilled, academic tutors appropriately cross-trained to work with students on both oral and written assignments.
- (3) Provide a comfortable, non-threatening, non-judgmental environment in which students can receive the help they need.
- (4) Develop an online and print repository of resources for students, faculty, and staff.
- (5) Make the center's services accessible to students by being appropriately staffed and open often.
- (6) Provide space and equipment for preparing and practicing presentations and private space for conversation and consultation.
- (7) Provide appropriate software resources for students and faculty, including Turnitin.
- (8) Provide workshops for students and for professional development.

The QEP Director along with the OWCC Coordinator will serve as continuing resources for the academic personnel and will be able to assist faculty in the classroom with various components of oral and written communication. The Center administrative personnel and skilled tutors are required to facilitate the goals and objectives of the QEP. The OWCC will be located in the Conder Building and needed materials will be purchased as the plan proceeds. The needed materials have been budgeted and will include, but are not limited to, reference materials, equipment such as microphones and computer headsets, videotaping equipment, and computers with applicable software. Cross-trained tutors will facilitate student learning and provide faculty support in all areas of oral and written communication. OWCC personnel will foster excellence in oral and written communication and emphasize proficiency in professional communication for all RCC students as well as provide needed resources for staff and faculty.

#### 5.4 Timeline of Implementation

The process for implementing *Speaking to Convey, Writing to Display* will begin with a pilot program in the fall semester of 2013 and continue through spring of 2019. The following chart illustrates how the guided implementation process will flow:

QEP Initial/Pilot Year Implementation Timeline			
Start/Finish	Enactment	Justification	Responsibilities

January 2013 to May 2013	Conduct In-service workshops to familiarize faculty and staff with the QEP initiatives and RCC's oral/written communication definition, learning outcomes and commit to the process	Increase the awareness among faculty and staff of the impact of the QEP	QEP Director; QEP Committee
January 2013 to May 2013	Select instructors for the piloted ACA-115 sections	Increase the awareness and knowledge of oral/written communication skills for the selected instructor team	QEP Director; QEP Committee; Selected Instructors
August 2013 to December 2013 Reviewed and validated annually	Select initial Intervention Courses for each discipline	Increase faculty involvement in the decision-making process	Faculty; Department Chairs; QEP Director; QEP Committee
August 2013 to December 2013	Begin developing the Individually Guided online course (IGOC) for faculty and support staff	A cost-efficient resource that introduces faculty and staff to the basic principles of enhancing and assessing students' oral/written communication	QEP Advisory Committee; QEP Director; Director of Distance Learning & Instructional Technology
August 2013 to December 2013 Ongoing	Professional Development for instructors from the Business Department Program course	Increase the awareness and knowledge of oral/written communication selected faculty team	QEP Director; QEP Advisory Committee; Selected Faculty
August 2013 to December 2013 Ongoing	Establish oral/written communication resource center in the Conder Building at Richmond Community College; continue development of online resources (QEP website)	Centralized resources such as scholarly journals, books, lesson samples, and interactive online resources will be available to all faculty	QEP Director; QEP Advisory Committee; OWCC Staff
August 2013 to December 2013 Ongoing	Create an oral/written communication resource website for all faculty and selected support staff	All faculty will have a regularly updated resource such as QEP excerpts, rubrics, sample lessons, and examples of student work	QEP Director; QEP Advisory Committee; OWCC Staff
August 2013 to December 2013	First ACA 115 <u>Pilot</u> section offered	To enhance student knowledge in oral/written communication skills	QEP Director; Selected Faculty



August 2013 to December 2013	Collect Baseline Data from the Business Department	To establish a starting point for determining the optimal method for professional development and assessment of student growth	QEP Director; QEP Assessment Team
February 2014 to May 2014 Ongoing	Professional Development for the remaining instructors in ACA-sections	Increase the awareness and knowledge of oral/written communication skills for the selected faculty team	QEP Director; QEP Advisory Committee; Selected Faculty
January 2014 to February 2014 Ongoing	Review the first pilot ACA section offered and implement any changes needed in the program	To determine the successes and to make improvements	QEP Director; QEP Advisory Committee; Selected Faculty V.P. Student Services
January 2014 to May 2014	Offer first Business courses incorporated into the plan	To enhance student knowledge in their oral/written communication skills	QEP Director; QEP Advisory Committee; Selected Faculty
Fall 2014	Collect Baseline Data from the Engineering Department	To establish a starting point for determining the optimal method for professional development and assessment of student growth	QEP Director; QEP Advisory Committee; Selected Faculty

In the fall 2012 semester, the QEP Development Committee developed several activities and held meetings to prepare students, faculty, and staff for the implementation of the QEP. The activities focused on Student Learning Outcomes as they relate to faculty development in addition to the directly related courses. Therefore, workshops (professional development) throughout the implementation of the plan will be designed to assist participating faculty in integrating oral and written communication skills into their courses.

In the fall 2013 semester, two sections of ACA 115 will serve as pilot courses to include the oral and written communication components into the course material. Oral presentations are a part of the curricula for this course; however, when surveyed, it was determined that none of the ACA 115 instructors offered in-class instruction for oral presentations (see Appendix D). Faculty and support staff were surveyed to get data relating to current oral and written

assignments given by instructors. This data revealed that overall 19% of instructors were giving classroom instructions relating to written communication and 36% were giving instruction on oral communications. In addition, 33% of ACA 115 instructors indicated that they provide instruction for writing a research paper. Typically, students take ACA 115 during their first semester. Skills and strategies taught in this course help prepare students for future endeavors.

The QEP Director and Development Committee will work with the ACA 115 instructors in initiating the pilot program. Dr. Pam Case, faculty, and Sharon Goodman, staff member, were selected to instruct the two pilot sections of ACA 115 for the fall 2013 semester. During this semester, the faculty from the Business Technologies Department will begin participating in workshops and seminars under the direction of the QEP Director. According to Bryson (2011), staged implementation is advisable and often involves pilot projects to determine effectiveness. At the end of the pilot semester, the QEP Director, QEP Advisory Committee, faculty, staff, and the V.P. for Student Services will determine if modifications to ACA 115 are necessary.

Establishing clear baseline data for students' oral and written communication skills is a critical stage for evaluation of the *Speaking to Convey, Writing to Display* process. The selected oral and written rubrics will objectively measure students' improvement as they move through the College's curricula. The QEP Director, V. P. for Instruction, and QEP Development Committee selected the oral and written communication rubrics to be used for evaluating students' assignments (see Appendix C). Information obtained from these two pilot sections will assist in further developing and implementing the strategies of the QEP. Once courses are piloted and evaluated, faculty and staff members of the Assessment Team will be trained on the rubrics.

Courses from the Business Technologies Department will be implemented following the ACA 115 pilot sections. The rationale for this decision is based on results from the fall 2012 faculty and staff survey, indicating whether oral and written communication components were already being implemented in courses (see Appendix D). In addition to the survey results,

consideration was given to the high unemployment rates in the College's service area and that Business Technology jobs are available. The Business Technologies Department has a good understanding of the needs of the local working community as they relate to students' skills. When surveyed, 23% of instructors from the Business Technologies Department indicated that they provide instruction for oral presentations, and 21% indicated that they provide instruction about writing a research paper. In the fall 2013, faculty members from this department will receive professional development to provide opportunities for students to enhance their oral and written communication skills. The Business Technologies Department will select courses in which oral and written interventions will be added, implementing in spring 2014. The order of subsequent implementation is based on several factors including survey results showing greatest need for inclusion of oral and written components, the nature of the program and its relationship to the local business community, and program enrollment numbers.

<b>Fall 2012 Faculty Survey: Communication Activities Results</b>			
<b>Department</b>	<b>Survey Results: Oral/Written instruction given</b>	<b>Professional Development Given:</b>	<b>Implementation into the QEP</b>
Business Technologies	Oral: 23% Written: 21%	Fall 2013	Spring 2014
Student Services (remaining ACA-instructors)	Oral: 0% Written: 33%	Spring 2014	Fall 2014
Engineering Technologies (Group One: Computer Engineering, Mechanical Engineering, Electronics Engineering)	Oral: 22% Written: 3%	Fall 2014	Spring 2015
Engineering Technologies (Group Two: Computer-Integrated Machining, Electronics Technology, EURST, Welding Technology, AHR Technology, Industrial Systems)	Oral: 22% Written: 3%	Spring 2015	Fall 2015
Math and Science (*Math Courses)	Oral: 25% Written: 17%	Fall 2015	Spring 2016
Math and Science (*Science Courses)	Oral: 25% Written: 17%	Spring 2016	Fall 2016
Nursing	Oral: 62%	Fall 2016	Spring 2017

	Written: 24%		
Allied Health	Oral: 37% Written: 11%	Spring 2017	Fall 2017
Public Services	Oral: 55% Written: 31%	Fall 2017	Spring 2018
Humanities and Social Sciences	Oral: 32% Written: 18%	Spring 2018	Fall 2018
English and Reading	Oral: 75% Written: 46%	Fall 2018	Spring 2019

\* "Courses" was amended 9/19/2013 to correct inadvertent oversight.

## **6. Assessment of the Plan**

The purpose of assessment in the QEP is 1) to determine if students' oral and written communication skills improve as a result of systematic instruction and opportunities for practice and feedback in the disciplines, and 2) to evaluate the effectiveness of the QEP so that it can be maintained or revised to improve students' performance on Student Learning Outcomes.

Achieving RCC's QEP goal of enhancing graduates' ability to communicate effectively for their chosen career and educational paths is based on three specific Student Learning Outcomes:

*Given a professional or academic context appropriate to the student's chosen career or educational path:*

- *The student will express thoughts and ideas in writing using Standard English and appropriate vocabulary.*
- *The student will express thoughts and ideas orally using Standard English and appropriate vocabulary.*
- *The student will select and use appropriate means and methods to communicate thoughts and ideas.*

The focus of the QEP assessment is to determine if student communication skills have improved. Other areas of the QEP that need assessment are the effectiveness of professional development for faculty and staff and the performance of the OWCC. A comprehensive QEP assessment plan has been developed that 1) begins with a clear focus statement and Student Learning Outcomes, 2) defines direct and indirect means for assessing the SLOs and the overall effectiveness of the QEP, and 3) provides guidance for the use of assessment results to

refine the program. Direct assessments are evaluations of observable examples of student learning such as student reports, exams, demonstrations, performances, and projects. The value of using direct assessments is that faculty and support staff are examining authentic examples of student work. In contrast, indirect assessments are based on secondary perceptions of student learning such as survey responses. Indirect measures provide complementary information about what students are learning and how the learning is valued.

### **6.1 Assessment of Student Learning Outcomes**

Direct measures of student learning will include assessment by rubric of embedded oral and written assignments in ACA 115 and departmentally selected courses. Indirect measures will include 1) responses to specific items in the student evaluation of courses; 2) responses to a question on the annual Faculty Self Evaluation regarding opportunities to practice communication skills in their classes; and 3) responses to surveys of local employers.

Initial speaking and writing artifacts will be obtained in ACA 115 classes and given to the QEP Director. Several rubrics such as the American Association of Colleges and Universities Oral Communication Value Rubric and Written Communication Value Rubric were considered. However, RCC has rubrics in place for assessing oral and written communication in general education. Since SLOs 1 and 2 focus on the use of Standard English and appropriate vocabulary, those items in the general education rubric that focus on mechanics and vocabulary will be used to determine success of the QEP. The QEP Director will train the Assessment Team on the use of the rubrics and inter-rater reliability will be determined.

In fall 2013, artifacts will be collected for 20% of the students enrolled in the pilot sections of ACA 115. They will be assessed by the QEP Assessment Team and results will be archived. Beginning in fall 2014, all ACA students will complete integrated communication activities, and 20% will provide one oral and one written artifact as baseline assessment.

The next step in assessing Student Learning Outcomes will be to collect oral and written artifacts from 20% of students in departmentally selected courses. In fall 2014, these artifacts

will be collected from students in the Business Technologies Department. As more programs are implemented, the percentage assessed from each program will decrease to reflect an overall percentage (5%). Five percent on-going sampling was selected based on length and complexity of oral and written artifacts needed for assessment. The Initial and On-Going Assessment Timeline charts in Appendix H illustrate the schedule of implementation.

The goal is that all RCC curriculum students will be impacted by the QEP because all incoming curriculum students are required to take ACA 115. The professional development activities of the faculty will have collateral benefits in nonintervention courses, and the project is open-ended and anticipated to eventually impact virtually all instruction at RCC. However, it is difficult to predict exact numbers of students the QEP will impact as it is implemented because the rate of growth is dependent upon selection of specific intervention courses and enrollment numbers in sections offered each semester. In the pilot period, 52 students are being directly impacted in the two intervention sections of ACA 115. Based on historical student enrollment data in various Business Technologies courses, the two intervention courses introduced in spring 2014 could be as high as 80, although it is anticipated to be in the vicinity of 60, all based on the courses selected. Semester by semester growth is similarly variable.

Since the primary criterion for communication is whether it is effective (Carter, 2013), a direct means of assessment for SLO 3 includes application of a rubric, indicating appropriateness of communication selected to the audience, the purpose of a given assignment, and effectiveness of selected method. Artifacts will be gathered from students in departmentally selected courses. Appropriate instruction and activities will be developed by faculty members in consultation with the QEP Director and OWCC staff. Un-graded copies of artifacts will be sent to the QEP Director for assessment by rubrics by the QEP Assessment Team.

## **6.2 Assessment of Professional Development Activities**

The primary goal of professional development is to help faculty implement the use of writing and speaking activities in their disciplines to enhance student learning of content and

communication skills. The fall 2012 faculty survey revealed that 45% of instructors say they frequently make writing assignments of some type, and 32% say they frequently make oral assignments of some type. The remaining individuals who responded that they only occasionally, rarely, or never make written or oral assignments were asked why that was so. The most commonly cited reason was that the course they were teaching “does not lend itself to” written (77%) or oral (60%) assignments. One goal of faculty development will be to help faculty understand how written and oral assignments can be used to further learning of course content in their discipline. This is necessary to convince them of the value of including such activities. When faculty members see the inclusion of communication activities as useful for enhancing student learning of content and when they have resources to aid in appropriate implementation of activities, they should be more likely to include them in their courses, thus giving their students opportunities for oral and written communication practice with feedback.

An important means for assessing faculty development success is determining whether faculty members follow through by incorporating oral and written activities in their courses. One means of assessment is examining syllabi/ICRs to see what oral and written assignments are included. Another means of assessment is asking about the inclusion of oral and written assignments or opportunities for communication practice and feedback in the student evaluation of courses. A third means is incorporating a question on the annual Faculty Self-Evaluation.

To assess each professional development session, a survey will be given to determine 1) the participants’ responses to questions about the information provided, 2) the perceived usefulness of the session, 3) whether participants consider themselves likely to include oral and written communication assignments in their classes, and 4) any concerns about the inclusion of such assignments in their classes. Professional development will be assessed immediately after the training session and three months later to determine faculty usage of the concepts learned.

### **6.3 Assessment of Oral and Written Communication Center**

Assessment of the OWCC will include a review of use of services. The Center Coordinator will monitor faculty and student use with the goal of increased student and faculty use annually. At the end of each year, the OWCC data along with student and faculty surveys will be used to determine ways to improve student performance and expand the services.

#### **6.4 Use of Assessment Results**

Morgan (2006) explains how successful organizations faced with change use organic and flexible approaches to adjust to cultural changes. Results of the assessment of RCC's QEP will be used to change students' perceptions and use of communication. Therefore, assessment feedback will be provided to faculty and support staff in a variety of venues including the QEP and OWCC websites, email communications, and employee and departmental meetings.

Each year, data and results regarding the use of and satisfaction of the faculty and student users of the OWCC will be reviewed by the QEP Director, the Center Coordinator, and the QEP Advisory Committee. Results from the direct measures of student learning will be used to determine whether interventions have been effective. The College expects intervention to result in improvement, but if there is no significant change in students' communication skills, the amount and type of intervention will be reviewed to determine possible modifications.

#### **7. Projected Costs**

In October 2012, the QEP Development Committee created a Budget Subcommittee to develop a budget for *Speaking to Convey, Writing to Display*. These individuals were selected based on their experience in budgeting, business, and other related fields of study. Members of the Budget Subcommittee included: Devon Hall, Associate Business Professor; Kevin Parsons, Math/Science Department Chair; Ian Allred, Math Instructor; and Debbie Spurlin, Counselor. RCC has the capacity to manage and financially sustain this plan as demonstrated by a long history of successfully managing complex projects in response to the needs of its students and community. In recent years, the College has received two federal grants to respond to student and employer needs. In 2009, RCC was awarded \$332,000 from the US Department of



Education to address the needs of employers and displaced workers. In 2012, the College was awarded \$2,038,364 from the Economic Development Administration for the expansion and renovation of a campus facility to house the College's technology and engineering programs. This grant was part of a larger fund-raising campaign, led by the RCC Foundation, that raised an additional \$1.2M from corporate foundations, local businesses, and individuals. Additionally, RCC was approached by Progress Energy Corporation to develop a training program for substation relay technicians. These examples demonstrate the capacity of College administration and Board of Trustees to manage new challenges. The following tables illustrate actual and anticipated expenses for each year. Funds have been identified from state allocations and institutional sources.

**Richmond Community College's Quality Enhancement Plan Financial Budget**

<b>Academic Year</b>	<b>Description</b>	<b>Estimates</b>
<b>2013 thru 2019 TOTAL</b>	Professional Development	8,135.00
	Materials	13,585.00
	Assessment Resources	38,050.00
	Personnel	367,349.50
	Promotion	7,908.00
	<b>Total</b>	<b>435,027.50</b>
<b>Academic Year</b>	<b>Description</b>	<b>Estimates</b>
<b>2013/2014</b>	Professional Development	3,265.00
	Materials	4,260.00
	Assessment Resources	7,450.00
	Personnel	59,206.50
	Promotion	3,233.00
	<b>Total</b>	<b>77,414.50</b>
<b>Academic Year</b>	<b>Description</b>	<b>Estimates</b>
<b>2014/2015</b>	Professional Development	

		1,765.00
	Materials	2,250.00
	Assessment Resources	6,100.00
	Personnel	60,265.05
	Promotion	975.00
	<b>Total</b>	<b>71,355.05</b>
<b>Academic Year</b>	<b>Description</b>	<b>Estimates</b>
<b>2015/2016</b>	Professional Development	770.00
	Materials	2,250.00
	Assessment Resources	6,200.00
	Personnel	60,824.83
	Promotion	925.00
	<b>Total</b>	<b>70,969.83</b>
<b>Academic Year</b>	<b>Description</b>	<b>Estimates</b>
<b>2016/2017</b>	Professional Development	775.00
	Materials	2,350.00
	Assessment Resources	6,100.00
	Personnel	61,445.60
	Promotion	925.00
	<b>Total</b>	<b>71,595.60</b>
<b>Academic Year</b>	<b>Description</b>	<b>Estimates</b>
<b>2017/2018</b>	Professional Development	780.00
	Materials	2,475.00
	Assessment Resources	6,100.00
	Personnel	62,310.38
	Promotion	925.00
	<b>Total</b>	

		<b>72,590.38</b>
Academic Year	Description	Estimates
<b>2018/2019</b>	Professional Development	780.00
	Materials	-
	Assessment Resources	6,100.00
	Personnel	63,297.15
	Promotion	925.00
	<b>Total</b>	<b>71,102.15</b>

**Academic Year 2013/2014**

Description		Estimates
<b>Development Activities</b>	Train the trainer Off-Site Activities	1,500.00
	Subscription to National Communication Association	265.00
	Professional Development/Invited Consultant	1,500.00
	<b>Total</b>	<b>3,265.00</b>
<b>Materials</b>	30 textbooks at \$100 each	3,000.00
	10 Computers at \$1 each	10.00
	25 Software Licenses at \$50 each	1,250.00
	<b>Total:</b>	<b>4,260.00</b>
<b>Assessment Resources</b>	Video Recorder & Tri-Pod	1,200.00
	Microphones & Earphones	250.00
	Assessment Stipend (10 people for 4 days @\$150/8-hour day)	6,000.00
	<b>Total</b>	<b>7,450.00</b>
<b>Personnel</b>	P/T QEP Director	30,000.00
	P/T Professional Tutors(1400 hrs * \$15 per hr.)	21,000.00
	Benefits (22% Director, 7.65% for tutors)	8,206.50
	<b>Total</b>	<b>59,206.50</b>
<b>Promotion</b>	Employee Badges	

		195.00
	Giveaways (Cinch Backpack @ \$203; Cups @ @262; wristband @ \$217; pens @ \$241 plus set-up fees and s/h; promotional food/snacks)	1,383.00
	Lanyards (2800 @ \$1,400/ea plus set up charge and s/h)	1,555.00
	Printing	100.00
	<b>Total</b>	<b>3,233.00</b>
<b>Total</b>		<b>77,414.50</b>

**Academic Year 2014/2015**

<b>Description</b>		<b>Estimates</b>
<b>Development Activities</b>	Invited Consultant	1,500.00
	Subscription to National Communication Association	265.00
	<b>Total</b>	<b>1,765.00</b>
<b>Materials</b>	10 textbooks at \$100 each	1,000.00
	25 Software License renewals at \$50 each	1,250.00
	<b>Total:</b>	<b>2,250.00</b>
<b>Assessment Resources</b>	Microphones & Earphones	100.00
	Assessment Stipend (10 people for 4 days@\$150/8-hour day)	6,000.00
	<b>Total</b>	<b>6,100.00</b>
<b>Personnel</b>	P/T QEP Director	30,250.00
	P/T Professional Tutors(1400 hrs * \$15.50 per hr.)	21,700.00
	Benefits (22% Director, 7.65% for tutors)	8,315.05
	<b>Total</b>	<b>60,265.05</b>
<b>Promotion</b>	Employee Badges	75.00
	Giveaways (250 pens @ \$0.50/ea plus food/snacks)	300.00
	Lanyards (\$2/ea plus s/h for new students in the fall)	500.00
	Printing	100.00
	<b>Total</b>	

		<b>975.00</b>
<b>Total</b>		<b>71,355.05</b>

**Academic Year 2015/2016**

Description		Estimates
<b>Development Activities</b>	Subscription to National Communication Association	270.00
	Consultation	500.00
	<b>Total</b>	<b>770.00</b>
<b>Materials</b>	10 textbooks at \$100 each	1,000.00
	25 Software Licenses at \$50 each	1,250.00
	<b>Total:</b>	<b>2,250.00</b>
<b>Assessment Resources</b>	Microphones & Earphones	200.00
	Assessment Stipend (10 people for 4 days @\$150/8-hour day)	6,000.00
	<b>Total</b>	<b>6,200.00</b>
<b>Personnel</b>	P/T QEP Director	30,400.00
	P/T Professional Tutors(1400 hrs * \$15.75 per hr.)	22,050.00
	Benefits (22% Director, 7.65% for tutors)	8,374.83
	<b>Total</b>	<b>60,824.83</b>
<b>Promotion</b>	Employee Badges	25.00
	Lanyards (\$2/ea plus s/h for new students in the fall)	500.00
	Giveaways (250 pens @ \$0.50/ea plus food/snacks)	300.00
	Printing	100.00
	<b>Total</b>	<b>925.00</b>

**Academic Year 2016/2017**

Description		Estimates
<b>Development Activities</b>	Subscription to National Communication Association	275.00
	Consultation	500.00
	<b>Total</b>	<b>775.00</b>

<b>Materials</b>	10 textbooks at \$110 each	1,100.00
	25 Software Licenses at \$50 each	1,250.00
	<b>Total:</b>	<b>2,350.00</b>
<b>Assessment Resources</b>	Microphones & Earphones	100.00
	Assessment Stipend (10 people for 4 days@\$150/8-hour day)	6,000.00
	<b>Total</b>	<b>6,100.00</b>
<b>Personnel</b>	P/T QEP Director	30,600.00
	P/T Professional Tutors(1400 hrs * \$16 per hr.)	22,400.00
	Benefits (22% Director, 7.65% for tutors)	8,445.60
	<b>Total</b>	<b>61,445.60</b>
<b>Promotion</b>	Employee Badges	25.00
	Lanyards (\$2/ea plus s/h for new students in the fall)	300.00
	Giveaways (250 pens @ \$0.50/ea plus food/snacks)	500.00
	Printing	100.00
	<b>Total</b>	<b>925.00</b>
<b>Total</b>		<b>71,595.60</b>

**Academic Year 2017/2018**

<b>Description</b>		<b>Estimates</b>
<b>Development Activities</b>	Subscription to National Communication Association	280.00
	Consultation	500.00
	<b>Total</b>	<b>780.00</b>
<b>Materials</b>	10 textbooks at \$110 each	1,100.00
	25 Software Licenses at \$55 each	1,375.00
	<b>Total:</b>	<b>2,475.00</b>
<b>Assessment Resources</b>	Microphones & Earphones	100.00
	Assessment Stipend (10 people for 4 days@\$150/8-hour day)	6,000.00

	<b>Total</b>	<b>6,100.00</b>
<b>Personnel</b>	P/T QEP Director	31,000.00
	P/T Professional Tutors(1400 hrs * \$16.25 per hr.)	22,750.00
	Benefits (22% Director, 7.65% for tutors)	8,560.38
	<b>Total</b>	<b>62,310.38</b>
<b>Promotion</b>	Employee Badges	25.00
	Giveaways (250 pens @ \$0.50/ea plus food/snacks)	300.00
	Lanyards (\$2/ea plus s/h for new students in the fall)	500.00
	Printing	100.00
	<b>Total</b>	<b>925.00</b>
<b>Total</b>		<b>72,590.38</b>

**Academic Year 2018/2019**

Description		Estimates
<b>Development Activities</b>	Subscription to National Communication Association	280.00
	Consultation	500.00
	<b>Total</b>	<b>780.00</b>
<b>Materials</b>		
	<b>Total:</b>	<b>-</b>
<b>Assessment Resources</b>	Microphones & Earphones	100.00
	Assessment Stipend (10 people for 4 days@\$150/8-hour day)	6,000.00
	<b>Total</b>	<b>6,100.00</b>
<b>Personnel</b>	P/T QEP Director	31,500.00
	P/T Professional Tutors(1400 hrs * \$16.50 per hr.)	23,100.00
	Benefits (22% Director, 7.65% for tutors)	8,697.15
	<b>Total</b>	<b>63,297.15</b>
<b>Promotion</b>	Employee Badges	25.00

	Giveaways (250 pens @ \$0.50/ea plus food/snacks)	300.00
	Lanyards (\$2/ea plus s/h for new students in the fall)	500.00
	Printing	100.00
	<b>Total</b>	<b>925.00</b>
<b>Total</b>		<b>71,102.15</b>

## 8. References and Appendices

### References

- Anson, C. & Dannels, D. (2009, December 3). Profiling programs: Formative uses of departmental consultations in the assessment of communication across the curriculum. [Special issue on Writing Across the Curriculum and Assessment] *Across the Disciplines*, 6. Retrieved September 28, 2012, from [http://wac.colostate.edu/atd/assessment/anson\\_dannels.cfm](http://wac.colostate.edu/atd/assessment/anson_dannels.cfm)
- Barrow, Lisa & Rouse, C. (2006). U.S. elementary and secondary schools: Equalizing opportunity or replicating status quo? *Future of Children Journal*, 16 (2), 99-123.
- Bazerman, C., et.al. (2005). Reference guide to writing across the curriculum. Parlor Press and The WAC Clearinghouse.
- Blumner, J. (2000, November 1). Separating Siamese twins: Can we extricate WAC from writing centers? (ERIC Document Reproduction Service No. ED452558).
- Bryson, J. M. (2011). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*, 4<sup>th</sup> ed., San Francisco, CA: Jossey-Bass.
- College of Staten Island. (2009). WAC, general education, and outcomes assessment: An introduction and bibliography. Retrieved from [http://www.csi.cuny.edu/wac/fs/pdf/WAC\\_Gen\\_Ed\\_Assessment\\_Bibliography.pdf](http://www.csi.cuny.edu/wac/fs/pdf/WAC_Gen_Ed_Assessment_Bibliography.pdf) .



- Congressional Budget Office. (2010). Understanding and responding to persistently high Unemployment: A CBO study (CDO Publication No. 4287). Washington, DC: U.S. Government Printing Office. Retrieved from <http://www.cbo.gov/sites/default/files/cbofiles/attachments/02-16-Unemployment.pdf>.
- Cronin, M. W. & Glenn, P. (1991). Oral communication across the curriculum in higher education: The State of the art. *Communication Education*, 40.
- Cronin, M. W. & Grice, G. L. (1993). A comparative analysis of training models versus consulting/training models for implementing oral communication across the curriculum. *Communication Education*. 43, 1-9.
- Cronin, M. W., Grice, G. L., & Palmerton, P. R. (2000). Oral communication across the curriculum: The state of the art after twenty-five years of experience. *Journal of the Association of Communication Administration*. 29, 66-87.
- Crystal, D. (2005). Speaking of writing and writing of speaking. *Longman Dictionaries Online: Pearson Education*. Retrieved from <http://www.pearsonlongman.com/dictionaries/pdfs/Speaking-Writing-Crystal.pdf>.
- Dannels, D. P. (2001). Time to speak up: a theoretical framework of situated pedagogy and practice for communication across the curriculum. *Communication Education*, 51, 144-158
- Dannels, D. P. & Housley Gaffney, A. L. (2009). Communication across the curriculum and in the disciplines: A call for scholarly cross-curricular advocacy. *Communication Education*, 58(1), 124-153.
- Dunbar, N. E., Brooks, C. F., & Kubicka-Miller, T. (2006). "Oral communication skills in higher education: Using a performance-based evaluation rubric to assess communication skills." *Innovative Higher Education*, 31(2), 115-128.
- Flower, L., & Hayes, J. (1981, December). A cognitive theory of writing. *College Composition and Communication*, 32 (4), 365-387. (ERIC Document

- Reproduction Service No. EJ256235).
- Friedland, E.. (2004). Oral communication across the curriculum: what's a small college to do? Report of a collaborative pilot by theatre and education faculty. *The Journal of General Education*, 53(3), 288-310.
- Gursky, T. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.
- Hennessy, D., & Evans, R. (2005). Reforming writing among students in community colleges. *Community College Journal of Research & Practice*, 29 (4), 261-275.
- Higgins Academic Center. (n.d.). <http://www.rmc.edu/Offices/higgins-academic-center.aspx> .
- Holden, M. (1994). Effectiveness of two approaches to teaching and writing in improving students' knowledge of English grammar. (ERIC document Reproduction Service No. ED 366006). In R. Kamm (1998). Perceptions of writing in a community college composition course. Dissertation submitted to University of Northern Iowa. (ERIC Document Reproduction Service No. ED422037).
- Maugh, C. (2012). The combined centers approach: How speaking and writing centers can work together. In Yook, E. & Atkins-Sayre, W. (Eds.). *Communication centers and oral communication programs in higher education: Advantages, challenges, and new directions* (pp. 175-186). Plymouth, UK: Lexington Books.
- McLeod, S. H., Miraglia, E., Soven, M., & Thaiss, C. (Eds.). (2001). *WAC for the new millennium: Strategies for continuing writing-across-the-curriculum programs*. Urbana, IL: National Council of Teachers of English.
- Miller, C. R., Carter, M., & Gallagher, V. (2003). Integrated approaches to teaching rhetoric: Unifying a divided house. In J. Petraglia, & D. Bahri (Eds.), *The realms of rhetoric: The prospects for rhetoric education*. (pp. 209-228). Albany: State University of New York Press.

- Mizell, H. (2010). *Why professional development matters*. Oxford, OH: Learning Forward.
- Morgan, G. (2006). *Images of organization*, 3rd ed., Thousand Oaks, CA: Sage Publications.
- Morreale, S., M. Osborn, and J. Pearson. (2000) Why communication is important: a rationale for the centrality of the study of communication. *Journal of the Association for Communication Administration*. 29, 1-25. (\*This includes an annotated bibliography.)
- Morreale, S. & Pearson, J. (2008). Why communication education is important: The centrality of the discipline in the 21<sup>st</sup> century. *Communication Education*, 57(2), 224-240.
- Morreale, S., Rubin, R., & Jones, E. (1998). Competencies for college students: Basic skills for persuading, informing, and relating. [Online]. Available:  
[http://www.natcom.org/uploadedFiles/Teaching\\_and\\_Learning/Assessment\\_Resources/PDF-Speaking\\_and\\_Listening\\_Competencies\\_for\\_College\\_Students.pdf](http://www.natcom.org/uploadedFiles/Teaching_and_Learning/Assessment_Resources/PDF-Speaking_and_Listening_Competencies_for_College_Students.pdf).
- Ochsner, R. & Fowler, J. (2004). Playing the devil's advocate: Evaluating the literature of the WAC/WID movement. *Review of Educational Research*, 74(2), 117-140.
- Pensoneau-Conway, S. & Romerhausen, N. (2012). The communication center: A critical site of intervention for student empowerment. In Yook, E. & Atkins-Sayre, W. (Eds.). *Communication centers and oral communication programs in higher education: Advantages, challenges, and new directions* (pp 39-54). Plymouth, UK: Lexington Books.
- Rachal, K., Daigle, S., & Rachal, W. (2007, December 1). Learning problems reported by college students: Are they using learning strategies? *Journal of Instructional Psychology*, 34 (4).
- Rochford, R. (2003, September). Assessing learning styles to improve the quality of performance of community college students in developmental writing programs: A pilot study. *Community College Journal of Research & Practice*, 27 (8), 665- 677.
- Speaking in the Disciplines. (2007). <http://www.speaking.pitt.edu/>
- Thaiss, C. & Porter, T. (2010). The State of WAC/WID in 2010: Methods and results of the

- U.S. survey of the international WAC/WID mapping project. *College Composition and Communication*, 61(3), 534-570.
- Townsend, M. (2008). WAC program vulnerability and what to do about it: an update and brief bibliographic essay. *The WAC Journal*. 19, 45-61.
- Yancey, K. B., & Huot, B. (1997). Assessing writing across the curriculum: Diverse approaches and practices. Greenwich: Ablex Publishing Corporation.
- Yook, E. (2012). Communication centers and retention in higher education: Is there a link? In Yook, E. & Atkins-Sayre, W. (Eds.). Communication centers and oral communication programs in higher education: Advantages, challenges, and new directions (pp 3-12). Plymouth, UK: Lexington Books.
- Young, A. (2006). *Teaching Writing Across the Curriculum, Fourth Edition*. WAC Clearinghouse Landmark Publications in Writing Studies:  
[http://wac.colostate.edu/books/young\\_teaching/](http://wac.colostate.edu/books/young_teaching/)  
Originally Published in Print, 2006, by Pearson Education, Upper Saddle River, New Jersey.
- Warner, Fara. (2008). improving communication is everyone's responsibility. *Change: The Magazine of Higher Learning*, 40 ( 6), 26-35.

## **Appendix A**

### **Mission, Vision, Strategic Directives**

#### **RCC's Mission**

The mission of Richmond Community College is to provide life-long educational opportunities, workforce training and retraining, cultural enrichment, and community services by employing traditional and distance learning methods to support economic development and enhance the quality of people's lives.

#### **RCC's Vision**

Richmond Community College will foster educational achievement, economic development, and personal growth in Richmond and Scotland counties by:

- Being an institution of choice for educational opportunity.
- Serving as a cultural center for the community.
- Meeting the individual needs and aspirations of a diverse student population.
- Providing relevant, evolving, and accessible programs and services employing current technology in state-of-the-art facilities.
- Cultivating close and supportive relationships with the communities we serve.
- Engaging students in an educational experience that prepares them for the diverse and changing 21st century work place.
- Continuously improving through data-informed self-assessments and evaluations.

#### **RCC's Strategic Directives and Goals**

1. Develop comprehensive, individualized approaches to learning and services that meet the needs and foster success of our students.

Goals:

- A. Increase participation and completion rates of underserved and underachieving population segments.
- B. Provide comprehensive support and intervention services for every student.
- C. Enhance student advising.
- D. Increase student graduation rates.
- E. Increase resources for instructional technologies.
- F. Increase retention rates.
- G. Reduce the amount of time students spend in preparation for college level work.

2. Develop and implement new programs and courses that are relevant to our region, promote current technology, and respond to economic trends.

Goals:

- A. Expand distance learning instruction.
- B. Integrate concepts of sustainability in relevant programs.
- C. Evaluate and adjust program mix to meet changing community needs.
- D. Improve delivery of instructional content through technology.

3. Supplement allocated funds with resources from external sources to better fulfill RCC's mission.

Goals:

- A. Identify and develop adequate resources for the startup of programs.

- B. Identify adequate resources to build and/or modify facilities.
- C. Identify costs and raise funds for instructional technology.

4. Expand collaborations with external partners to serve our communities and help our students meet their educational and career goals.

Goals:

A. Enhance and strengthen the relationships with each of the following in order to provide new and improved programs and services.

- 1) Governmental agencies
- 2) Four-year colleges and universities
- 3) Other community colleges
- 4) Business and industry
- 5) Non-profits
- 6) Public Schools

5. Optimize current building usage, make targeted additions, and implement changes to meet the needs of a growing enrollment.

Goals:

A. Develop/allocate space to enhance learning and facilitate delivery of educational programs.

B. Provide appropriate facilities to support staff and faculty.

C. Provide appropriate work space and storage areas for maintenance staff and equipment.

6. Cultivate our connection to the community, strengthen our status as a cultural center, and enhance our public image.

Goals:

A. Improve and expand opportunities to communicate with stakeholders and community members.

B. Develop and implement tools that inform the college of the communities' perceptions.

C. Provide cultural activities to multiple sectors of the community.

7. Enrich the capabilities and capacity of the employees of Richmond Community College.

Goals:

A. Promote inter and intra department teamwork in order to develop a unified college.

B. Improve customer service through professional development.

C. Prepare and certify the next generation of college leaders.

## Appendix B

### Topic Selection Surveys and Results



#### QEP Topic Selection Survey for RCC Faculty and Staff (1)

Created: August 24 2011, 6:27 AM  
 Last Modified: August 26 2011, 7:10 AM  
 Design Theme: Basic Blue  
 Language: English  
 Button Options: Labels  
 Disable Browser "Back" Button: False

#### QEP Topic Selection Survey for RCC Faculty and Staff

Page 1 - Question 1 - Choice - One Answer (Bullets)

[Mandatory]

Please indicate whether you are a Full-time Faculty, Adjunct Faculty, or Staff member.

- ☐ Full-time Faculty  
☐ Adjunct Faculty  
☐ Staff

Page 1 - Question 2 - Rating Scale - Matrix

[Mandatory]

For the following topic categories, rate whether you think there is a significant need for enhancing student learning:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Academic and workplace values and behaviors	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Critical thinking, researching, and problem solving	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Technology and information literacy	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
On-line learning	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Math and science literacy	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Oral and written communication skills	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Global and community awareness	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Page 1 - Question 3 - Rating Scale - Matrix

[Mandatory]

For the following topic categories, rate whether you think the category would encompass as many RCC curriculum programs as possible and involve college-wide participation:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Academic and workplace values and behaviors	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Critical thinking, researching, and problem solving	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Technology and information literacy	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
On-line learning	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Math and science literacy	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Oral and written communication skills	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Global and community awareness	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Page 1 - Question 4 - Rating Scale - Matrix

[Mandatory]

For the following topic categories, rate whether you think they reflect and support the mission of RCC:

Strongly Agree      Agree      Neutral      Disagree      Strongly

	Disagree				
Academic and workplace values and behaviors	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Critical thinking, researching, and problem solving	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Technology and information literacy	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
On-line learning	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Math and science literacy	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Oral and written communication skills	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Global and community awareness	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Page 1 - Question 5 - Choice - Multiple Answers (Bullets)

[Mandatory]

From the below topic categories, choose your top three to reflect your preference for a QEP:

- ☐ Academic and workplace values and behaviors
- ☐ Critical thinking, researching, and problem solving
- ☐ Technology and information literacy
- ☐ On-line learning
- ☐ Math and science literacy
- ☐ Oral and written communication skills
- ☐ Global and community awareness

Page 1 - Question 6 - Open Ended - Comments Box

Do you have a suggestion for a general topic category not mentioned above or for a specific topic within one of the general topic categories mentioned above? If so, please indicate below.

---



---



---



---

Page 1 - Question 7 - Open Ended - Comments Box

If you would like for one of the QEP Topic Selection Committee members to contact you, please indicate your name and phone number below.

---



---



---



---

Thank You Page

Standard

Screen Out Page

Standard

Over Quota Page

Standard

Survey Closed Page

Standard





## QEP Topic Selection Survey for RCC Students

Created: September 21 2011, 5:34 AM  
 Last Modified: September 21 2011, 7:44 AM  
 Design Theme: Basic Blue  
 Language: English  
 Button Options: Labels  
 Disable Browser "Back" Button: False

### QEP Topic Selection Survey for RCC Students

Page 1 - Question 1 - Choice - One Answer (Bullets)

[Mandatory]

Please indicate how long you have been a student at RCC:

- ☐ Less than One Year
- ☐ One to Two Years
- ☐ More than Two Years

Page 1 - Question 2 - Rating Scale - Matrix

[Mandatory]

For the following topic categories, rate how important you think each category is to meeting your academic goals and helping you be successful in your career path:

	Important	Moderately Important	Not Important
Academic and workplace values and behaviors	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
Critical thinking, researching, and problem solving	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
Oral and written communication skills	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3

Page 1 - Question 3 - Rating Scale - Matrix

[Mandatory]

For the following topic categories, rate whether you think the category would benefit you if you received increased instruction from RCC faculty:

	Benefit	Moderately Benefit	Not Benefit
Academic and workplace values and behaviors	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
Critical thinking, researching, and problem solving	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
Oral and written communication skills	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3

Page 1 - Question 4 - Ranking Question

[Mandatory]

From the topic categories below, rank in order of 1, 2, or 3 your topic preference, 1 being your top choice:

	1	2	3
Academic and workplace values and behaviors	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
Critical thinking, researching, and problem solving	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
Oral and written communication skills	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3

Page 1 - Question 5 - Open Ended - Comments Box

Please provide any comments below:

Thank You Page

Standard

Screen Out Page

Standard

Over Quota Page

Standard

Survey Closed Page

Standard



## QEP Topic Selection Survey for RCC Stakeholders

Created: September 21 2011, 7:23 AM  
 Last Modified: September 21 2011, 7:40 AM  
 Design Theme: Basic Blue  
 Language: English  
 Button Options: Labels  
 Disable Browser "Back" Button: False

### QEP Topic Selection Survey for RCC Stakeholders

Page 1 - Question 1 - Yes or No

[Mandatory]

Please indicate whether you have ever employed a RCC graduate:

- ☐ Yes  
☐ No

Page 1 - Question 2 - Rating Scale - Matrix

[Mandatory]

For the following topic categories, rate whether you think there is a significant need for enhancing student learning:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Academic and workplace values and behaviors	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Critical thinking, researching, and problem solving	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Oral and written communication skills	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Page 1 - Question 3 - Ranking Question

[Mandatory]

From the topic categories below, rank in order of 1, 2, or 3 your topic preference, with 1 being your top choice:

	1	2	3
Academic and workplace values and behaviors	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
Critical thinking, researching, and problem solving	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
Oral and written communication skills	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3

Page 1 - Question 4 - Open Ended - Comments Box

Please provide any comments below:

---



---



---



---

Thank You Page

Standard

Screen Out Page

Standard

Over Quota Page

Standard

Survey Closed Page

Standard

## Zoomerang Survey Results

QEP Topic Selection Survey for RCC Faculty and Staff

Response Status: Completes

Filter: No filter applied

Sep 14, 2011 5:04 AM PST

1. Please indicate whether you are a Full-time Faculty, Adjunct Faculty, or Staff member.

Full-time Faculty	60	48%
Adjunct Faculty	6	5%
Staff	60	48%
<b>Total</b>	<b>126</b>	<b>100%</b>

2. For the following topic categories, rate whether you think there is a significant need for enhancing student learning:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.					
Academic and workplace values and behaviors	67 53%	45 36%	11 9%	2 2%	1 1%
Critical thinking, researching, and problem solving	75 60%	43 34%	6 5%	1 1%	1 1%
Technology and information literacy	64 51%	47 37%	12 10%	2 2%	1 1%
On-line learning	48 38%	48 38%	23 18%	4 3%	3 2%
Math and science literacy	66 52%	43 34%	12 10%	4 3%	1 1%
Oral and written communication skills	86 68%	29 23%	9 7%	1 1%	1 1%
Global and community awareness	38 30%	50 40%	30 24%	6 5%	2 2%

3. For the following topic categories, rate whether you think the category would encompass as many RCC curriculum programs as possible and involve college-wide participation:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.					
Academic and workplace values and behaviors	64 51%	51 40%	10 8%	0 0%	1 1%
Critical thinking, researching, and problem solving	63 50%	52 41%	10 8%	0 0%	1 1%
Technology and information literacy	58 46%	51 40%	15 12%	1 1%	1 1%
On-line learning	42 33%	53 42%	22 17%	6 5%	3 2%

<http://engineering.richmondcc.edu/QEP/Faculty@staff> QEP%20results.mht files/sheet00... 6/12/2013

	33%	42%	17%	5%	2%
	40	65	16	4	1
Math and science literacy	32%	52%	13%	3%	1%
	70	48	7	0	1
Oral and written communication skills	56%	38%	6%	0%	1%
	27	63	29	6	1
Global and community awareness	21%	50%	23%	5%	1%

4. For the following topic categories, rate whether you think they reflect and support the mission of RCC:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Academic and workplace values and behaviors	78 62%	39 31%	8 6%	1 1%	0 0%
Critical thinking, researching, and problem solving	70 56%	45 36%	8 6%	3 2%	0 0%
Technology and information literacy	67 53%	48 38%	8 6%	3 2%	0 0%
On-line learning	46 37%	55 44%	19 15%	5 4%	1 1%
Math and science literacy	58 46%	53 42%	13 10%	2 2%	0 0%
Oral and written communication skills	73 58%	43 34%	9 7%	1 1%	0 0%
Global and community awareness	48 38%	53 42%	20 16%	5 4%	0 0%

5. From the below topic categories, choose your top three to reflect your preference for a QEP:

Academic and workplace values and behaviors	81 64%
Critical thinking, researching, and problem solving	78 62%
Technology and information literacy	57 45%
On-line learning	25 20%
Math and science literacy	34 27%
Oral and written communication skills	86 68%
Global and community awareness	18 14%

6. Do you have a suggestion for a general topic category not mentioned above or for a specific topic within one of the general topic categories mentioned above? If so, please indicate below.

21 Responses

7. If you would like for one of the QEP Topic Selection Committee members to contact you, please indicate your name and phone number below.

6 Responses

6. Do you have a suggestion for a general topic category not mentioned above or for a specific topic within one of the general topic categories mentioned above? If so, please indicate below.

Respondent #	Response
1	I believe that academic should not be grouped with workplace values and behaviors, but should be a subject by itself.
2	We need to address the problems of our students jumping into on-line courses without the ability or self-discipline to successfully complete them.
3	Under Communications: Personal Presentation Skills. This topic would address Oral communications, body language, appropriate dress, proper use of grammar, interview skills, workplace presentations, etc.
4	Academic Advising: Enhance student learning through improved academic advising and faculty mentoring of students.
5	Professional Development
6	None
7	I think Bruce's comments bear some thought. If we could better understand our student's reasoning for not completing, would several of these issues not take care of themselves. My concern is that we are not truly listening to our students when we advise them, but are merely processing the masses, trying to get through the end of the line so we can go back to doing things we normally do. I think if we slow down and actually discuss our student's goals and desires, could we not better align ourselves with them and become a better partner to their success, ultimately leading to our success as well.
8	INSTITUTIONAL ADVISING
9	No
10	No
11	No
12	conducting a community global diversity study identifying the needs, problems, and lifestyles/customs of a specific ethnic group population
13	Developing goals and setting metrics...a program where the student decides what their goals are going to be for a course, semester, program, etc...develops how they will track those goals, and determines what their outcomes were. This would be a strong development program for students.
14	1.workkeys preparation/CRC for future

- employment for all applied science students  
or 2.focus/emphasis on additional pre-  
assessments in developmental classes to  
increase or enhance student success 3.focus  
on campus-wide retention efforts
- 15 I would hope that academic advising would be  
a topic for improvement at RCC. It is most  
definitely needed.
- 16 Including WorkKeys into the curriculum.
- 17 none
- 18 not at this time
- 19 No
- 20 no
- 21 Good choices above

7. If you would like for one of the QEP Topic Selection Committee members to contact you,  
please indicate your name and phone number below.

Respondent #	Response
	1 None
	2 Steve Smith 1850
	3 No
	4 No
	5 Michael Fairley 410 1860
	6 not at this time

QEP TOPIC SELECTION SURVEY FOR RCC STUDENTS

TALLY SHEET

**Question 1.**

Less than One Year	Total: 93
One to Two Years	Total: 120
More than Two Years	Total: 40

**Question 2.**

**Academic and workplace values and behaviors:**

Important	Total: 214
Moderately Important	Total: 33
Not Important	Total: 6

**Critical thinking, researching, and problem solving:**

Important	Total: 206
Moderately Important	Total: 43
Not Important	Total: 4

**Oral and written communication skills:**

Important	Total: 201
Moderately Important	Total: 45
Not Important	Total: 4

**Question 3.**

**Academic and workplace values and behaviors:**

Benefit	Total: 180
Moderately Benefit	Total: 68
Not Benefit	Total: 6

**Critical thinking, researching, and problem solving:**

Benefit	Total: 194
---------	------------



Moderately Benefit	Total: 53
Not Benefit	Total: 8

**Oral and written communication skills:**

Benefit	Total: 189
Moderately Benefit	Total: 59
Not Benefit	Total: 6

**Question 4.**

**Academic and workplace values and behaviors:**

1	Total: 137
2	Total: 64
3	Total: 44

**Critical thinking, researching, and problem solving:**

1	Total: 112
2	Total: 89
3	Total: 43

**Oral and written communication skills:**

1	Total: 101
2	Total: 69
3	Total: 72



QEP TOPIC SELECTION SURVEY FOR RCC STAKEHOLDERS

TALLY SHEET

Question 1.

Yes

Total: 30

No

Total: 15

Question 2.

Academic and workplace values and behaviors:

Strongly Agree

Total: 37

Agree

Total: 8

Neutral

Total: 0

Disagree

Total: 5

Strongly Disagree

Total: 0

Critical thinking, researching, and problem solving:

Strongly Agree

Total: 35

Agree

Total: 10

Neutral

Total: 2

Disagree

Total: 3

Strongly Disagree

Total: 0

Oral and written communication skills:

Strongly Agree

Total: 38

Agree

Total: 8

Neutral

Total: 1

Disagree

Total: 2

Strongly Disagree

Total: 0

**Question 3.**

**Academic and workplace values and behaviors:**

1	Total: 27
2	Total: 9
3	Total: 14

**Critical thinking, researching, and problem solving:**

1	Total: 18
2	Total: 18
3	Total: 13

**Oral and written communication skills:**

1	Total: 16
2	Total: 18
3	Total: 15

## Appendix C

### Oral and Written Communication Rubrics

#### Checklist for Oral Presentations

The following is an example checklist that might be used when evaluating oral presentations. The student should consider such basic criteria when preparing oral communications.

Presenter (print):

Title of Presentation (print):

Course:

End Time:

Section:

Start Time:

Evaluator:

Elapsed Time:

<b>Organization and Content (45%):</b>	<b>Poor</b>		<b>Avg.</b>	<b>Excellent</b>	
Appropriate Introduction	1	2	3	4	5
Clear Thesis	1	2	3	4	5
Presentation Organization	1	2	3	4	5
Adequate Support for Ideas (Weighted 2x)	2	4	6	8	10
Definite Conclusion	1	2	3	4	5
Visual Aids (Appropriateness & Effectiveness)	1	2	3	4	5
Q & A Session-Knowledge of Topic	1	2	3	4	5
Use of Allotted Time	1	2	3	4	5
<b>Presence (15%):</b>					
Physical Appearance, Neatness, and Grooming	1	2	3	4	5
Posture, Gestures, and Movement	1	2	3	4	5
Eye Contact	1	2	3	4	5
<b>Delivery and Grammar (40%):</b>					
Enthusiasm and Vocal Variation (freedom from monotone)	1	2	3	4	5
Preparation and Knowledge of Materials	1	2	3	4	5
Effectiveness of Delivery Method	1	2	3	4	5
Vocabulary and Use of Appropriate Words	1	2	3	4	5
Freedom from Distracting "Uh"s & "Like"s, etc.	1	2	3	4	5
Pronunciation, Enunciation, Audibility, and Clarity	1	2	3	4	5
Grammar (Weighted 2x)	2	4	6	8	10

Total score out of a possible 100 points: Grade:

Comments:

From CBAT Language Skills Handbook

Feb 2005

Term: \_\_\_\_\_

Class/Section: ENG \_\_\_\_\_ - \_\_\_\_\_

Richmond Community College Holistic Writing Rubric

Writing Components	Proficient (4)	Competent (3)	Marginal (2)	Unacceptable (1)
<b>Focus/Purpose/Thesis</b>	A clear, specific thesis is presented with a thesis map. The thesis is clearly related to the topic selected and clearly shows the writer's view toward the topic.	A partially developed thesis statement is presented, but the thesis map is not included and/or the thesis may not be clearly related to the topic selected.	The thesis merely announces the purpose of the essay without stating the writer's view toward the topic selected.	Thesis is missing.
<b>Evidence/Support</b>	Evidence is substantial, specific and/or illustrative with sophisticated ideas that are particularly well developed and supported.	Evidence is sufficient and consistent with ideas that are well developed and supported.	Evidence is adequate to explain some key concepts, but may lack sufficient supporting details.	Contains little or no evidence to support ideas
<b>Organization</b>	Organization is logical and coherent, making insightful connections among ideas.	Organization is logical and coherent, clearly making connections among ideas.	Organization is limited, demonstrating serious problems with coherence or progression of ideas.	Organization is so limited that the piece is difficult, if not impossible, to understand.
<b>Language and Style</b>	Exhibits skillful use of language, appropriate vocabulary, and variety in sentence structure.	Exhibits adequate use of language, appropriate vocabulary, and some variety in sentence structure.	Use of language is inconsistent, with limited vocabulary and little variety in sentence structure.	Use of language and vocabulary is limited and demonstrates frequent problems in sentence structure.
<b>Mechanics and Usage</b>	The essay is free of most errors in grammar and mechanics.	Shows control of grammar and mechanics but may contain some errors.	Repeated errors in grammar and mechanics interfere with the writer's purpose.	Errors in grammar and mechanics are so prevalent that the piece is difficult, if not impossible, to understand.
<b>Use of Sources/Documentation (if applicable)</b>	Uses varied and sufficient sources (both print and electronic) effectively and documents accurately.	Uses sufficient sources (both print and electronic) and documents accurately.	Lacks depth in research for the issue; inconsistently incorporates and/or documents sources.	Fails to document sources or uses inappropriate sources.

Score: \_\_\_\_\_ Met assessment goal? Yes \_\_\_\_\_ No \_\_\_\_\_

\*Note Assessment scores: ENG 112 (17) ENG 111 (14)

## Appendix D Fall 2012 Faculty Survey and Results

Fellow Faculty Members,

The goal of RCC's Quality Enhancement Plan is to enhance our graduates' ability to communicate effectively for their chosen career and educational paths. SACS requires an institution to have broad involvement in the development of the Plan and gives the institution an opportunity to move into "a future characterized by the development and/or modification of creative, engaging, and meaningful learning experiences for students," (Handbook for Institutions Seeking Reaffirmation, p. 40).

In order to find out what we are already doing to help our students communicate effectively so that we may build upon those things, we (the Quality Enhancement Plan Development Team) are asking you to fill out a survey for each of the different courses (not sections) that you teach letting us know what, if any, kinds of assignments or activities you use in your classes to teach or offer opportunities for students to practice oral and written communications skills.

Your answers to this survey are solely for the purpose of identifying what communications teaching and opportunities for practice are available to our students now. They will not be used for faculty evaluation purposes.

Thank you in advance for taking the time to help make our Quality Enhancement Plan the best that it can be for our students,

Pam Case and Angie Adams,  
Co-chairs of the Quality Enhancement Plan Development Team

**\*Please select the course number that you will answer on this survey.**

**Please check all that apply. In any of the section(s) of the course I am currently teaching, I**

- ☐ Include essay questions in my exams
- ☐ Require students to keep a journal of some type
- ☐ Require students to submit written homework assignments
- ☐ Require students to complete a research paper
- ☐ Provide in-class instruction for writing a research paper
- ☐ Assign essays to be completed outside of class
- ☐ Assign in-class writing exercises
- ☐ Require students to submit drafts and revisions of writing assignments
- ☐ Require student to visit office hours to discuss drafts and revisions of writing assignments
- ☐ Evaluate content in student writing
- ☐ Evaluate form (format, style, grammar) in student's writing
- ☐ Refer students to the Writing Center
- ☐ Require students to give a formal oral presentation
- ☐ Require student to participate in small-group discussion
- ☐ Give students an opportunity to speak informally from their seats or in front of the class
- ☐ Provide in-class instruction for oral presentation
- ☐ Provide in-class instruction to facilitate group discussion
- ☐ Have students role-play interviews
- ☐ Other, please specify

**\*I make writing assignments of some kind (check one)**

- ☐ Frequently
- ☐ Occasionally
- ☐ Rarely
- ☐ Never

**If you answered “occasionally, rarely or never” to the item above, can you say why?  
(Check all that apply.)**

- ☐ The course I teach does not lend itself to writing
- ☐ Course enrollment is too high
- ☐ Quality of student writing is too poor
- ☐ I am not comfortable teaching writing
- ☐ Other, please specify

**\*I make oral assignments of some kind (check one)**

- ☐ Frequently
- ☐ Occasionally
- ☐ Rarely
- ☐ Never

**If you answered “occasionally, rarely or never” to the item above, can you say why?  
(Check all that apply.)**

- ☐ The course I teach does not lend itself to oral presentation or other forms of speaking in class
- ☐ Course enrollment is too high
- ☐ Quality of student oral skills is too poor
- ☐ I am not comfortable teaching or evaluating oral skills
- ☐ Other, please specify

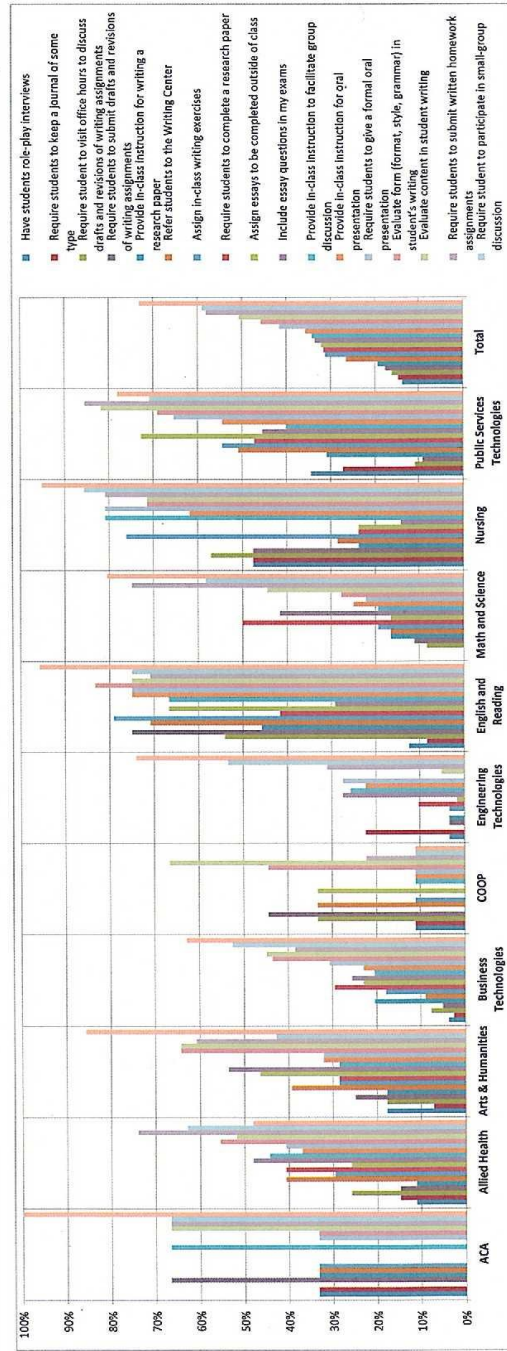
**Comments: Is there something we didn’t ask that you think we should have asked? Are there explanations or clarifications you’d like to add? Please feel free to write here**



Question: In any of the section(s) of the course I am currently teaching. (Check all that apply)

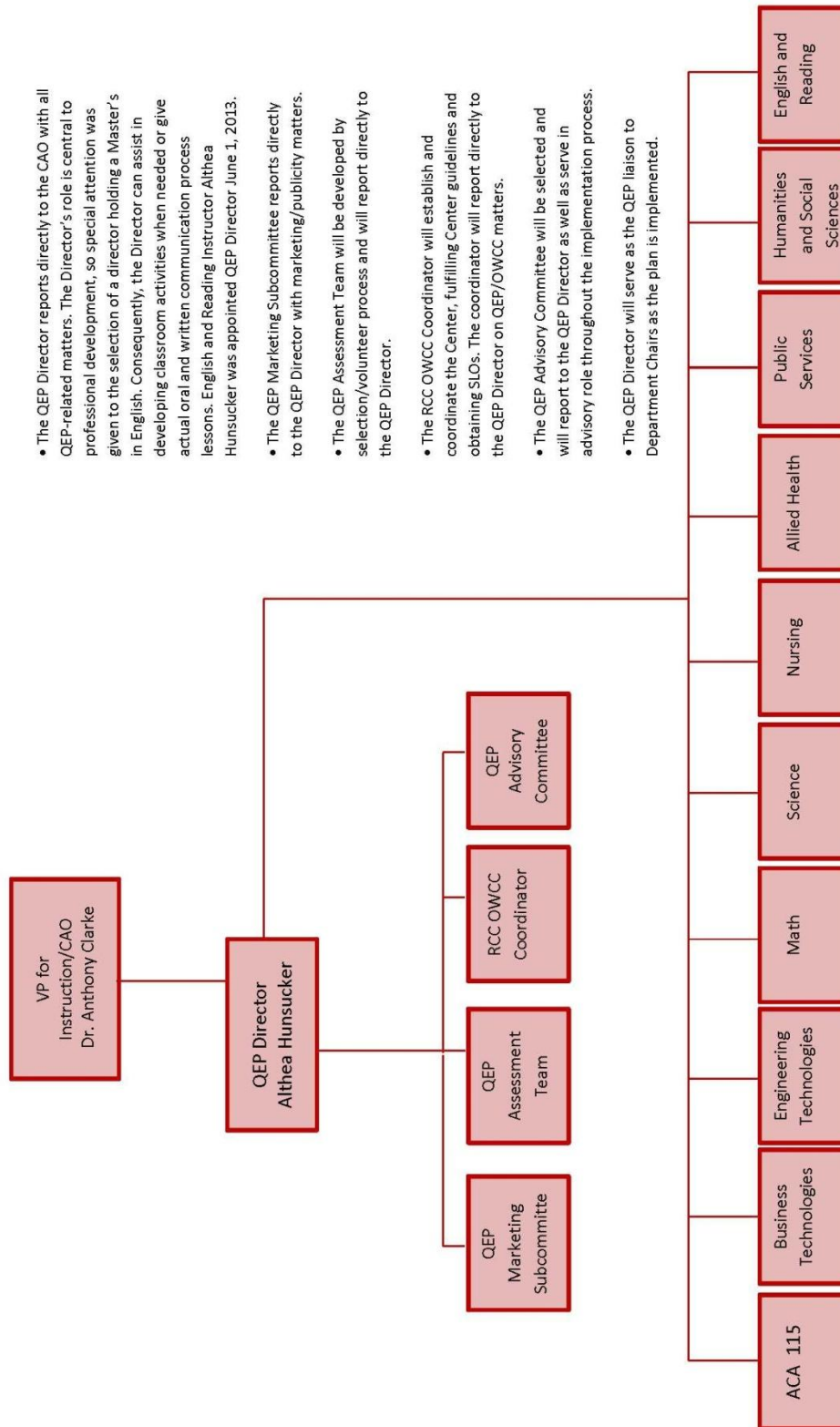
	ACA	Allied Health	Arts & Humanities	Business Technologies	COOP	Engineering Technologies	English and Reading	Math and Science	Nursing	Public Services Technologies	Total
Give students an opportunity to speak informally from their seats or in front of the class	100%	48%	86%	63%	11%	74%	96%	81%	95%	78%	73%
Require student to participate in small-group discussion	67%	63%	43%	53%	11%	55%	75%	58%	86%	71%	59%
Require students to submit written homework assignments	67%	74%	61%	38%	22%	31%	71%	75%	81%	85%	58%
Evaluate content in student writing	67%	52%	64%	45%	67%	5%	75%	44%	71%	82%	51%
Evaluate form (format, style, grammar) in student's writing	33%	56%	64%	44%	44%	0%	83%	28%	71%	69%	46%
Require students to give a formal oral presentation	33%	41%	32%	31%	11%	28%	75%	22%	81%	65%	42%
Provide in-class instruction to facilitate group discussion	0%	37%	32%	23%	11%	22%	75%	25%	62%	55%	36%
Provide in-class instruction for oral presentation	67%	44%	29%	21%	11%	26%	67%	19%	81%	40%	34%
Include essay questions in my exams	0%	48%	54%	26%	0%	28%	29%	42%	14%	45%	34%
Assign essays to be completed outside of class	0%	26%	46%	23%	33%	2%	67%	17%	24%	73%	32%
Require students to complete a research paper	0%	41%	29%	29%	0%	10%	42%	50%	24%	47%	32%
Assign in-class writing exercises	33%	30%	29%	18%	11%	3%	79%	19%	76%	55%	31%
Refer students to the Writing Center	33%	41%	39%	9%	33%	0%	71%	17%	29%	51%	27%
Provide in-class instruction for writing a research paper	33%	11%	18%	21%	0%	3%	46%	17%	24%	31%	19%
Require students to submit drafts and revisions of writing assignments	67%	15%	25%	5%	44%	3%	75%	11%	48%	9%	18%
Require student to visit office hours to discuss drafts and revisions of writing	0%	26%	18%	8%	33%	0%	54%	8%	57%	11%	16%
Require students to keep a journal of writing	33%	15%	7%	3%	11%	22%	8%	0%	48%	27%	15%
Have students role-play interviews	33%	11%	18%	4%	11%	3%	13%	0%	48%	35%	14%
Number of respondents	3	27	28	78	9	58	24	36	21	55	339

number of respondents of each program.



## Appendix E

### QEP Organizational Chart



- The QEP Director reports directly to the CAO with all QEP-related matters. The Director's role is central to professional development, so special attention was given to the selection of a director holding a Master's in English. Consequently, the Director can assist in developing classroom activities when needed or give actual oral and written communication process lessons. English and Reading Instructor Althea Hunsucker was appointed QEP Director June 1, 2013.
- The QEP Marketing Subcommittee reports directly to the QEP Director with marketing/publicity matters.
- The QEP Assessment Team will be developed by selection/volunteer process and will report directly to the QEP Director.
- The RCC OWCC Coordinator will establish and coordinate the Center, fulfilling Center guidelines and obtaining SLOs. The coordinator will report directly to the QEP Director on QEP/OWCC matters.
- The QEP Advisory Committee will be selected and will report to the QEP Director as well as serve in advisory role throughout the implementation process.
- The QEP Director will serve as the QEP liaison to Department Chairs as the plan is implemented.

\* QEP Organizational Chart modified 9/19/2013 to reflect inadvertent "OWCC" oversight.



Appendix F

QEP Topic Selection Committee		
Name	Position	Representing
Amir Niczad	Engineering & Industrial Division Chair	Engineering Department Chair
Kevin Parsons	Arts & Sciences Division Chair	Department Chair
Lee Ballenger	Spanish Instructor	Faculty
Bruce Blackmon	Director of Financial	Student Services
Lucinda Cole	Director of Institutional Planning and Research	Administration
Traci Etheridge	Criminal Justice Technology and Business Administration Instructor	Faculty
Sharon Goodman	Director of Counseling	Student Services
Dr. Carlotta Knotts	Director of Pre-Employment Training	Work Force and Economic Development Department
Sharon Reid	Developmental Education Instructor	English and Reading Department
John Robich	Criminal Justice Technology and Human Services Technology Instructor	Criminal Justice Technology and Human Services Technology Director

\*Official titles, divisional, and departmental representation reflect organizational structure at the time.

Appendix G

QEP Development Committee		
Name	Position	Representing
Angie Adams, Co-chair	Sociology Instructor	Humanities and Social Sciences
Dr. Pam Case, Co-chair	Psychology Instructor	Humanities and Social Sciences
Kevin Parsons	Department Chair	Math and Science Department
Ronnie Tunstall	Nursing Instructor	Nursing Department
Crystal Greene	Nursing Instructor	Nursing Department
Sue Wagner	Nursing Instructor	Nursing Department
Phillip Covington	College and Career Readiness Instructor	College and Career Readiness
Dr. Kimberly Noice	Biology Instructor	Math and Science Department
Elgin Emanuel	History Instructor	Humanities and Social Sciences
Helena Thomas	Recruiter	Marketing and Communications Department
Dr. Carlotta Knotts	Director of Career Center	Student Services
Ian Allred	Math Instructor	Math and Science Department
Amir Niczad	Engineering Chair	Engineering Department
Robert McCullough	Student Government President (2012-13)	Student
James Rall	Science Instructor	Math and Science Department
Devon Hall	Business Instructor	Business Department
Michael Fairley	Communications/English Instructor	English and Reading Department
Debbie Spurlin	Counselor	Student Services
Melanie Hunt <i>Name added 9/19/2013 to correct inadvertent omission.</i>	ABE/Scotland County Coordinator	

\*Official titles and department representation reflect current organizational structure.

Appendix H

Initial Assessment Timeline			
Program/Discipline	Random Sample (to include one oral and written artifact)	Artifacts Collected	Artifacts Assessed
ACA 115 (pilot courses)	20% (of total student enrollment in the courses)	Fall 2013	Spring 2014
Business Technologies	20% (of total student enrollment in intervention courses within the program)	Spring 2014	Summer 2014
ACA 115	20% (of total student enrollment in the courses)	Fall 2014	Summer 2015
Engineering Technologies (Group One: Computer Engineering, Mechanical Engineering, Electronics Engineering)	20% (of total student enrollment in intervention courses within the Group)	Spring 2015	Summer 2015
Engineering Technologies (Group Two: Computer-Integrated Machining, Electronics Technology, EURST, Welding Technology, AHR Technology, Industrial Systems)	20% (of total student enrollment in intervention courses within the Group)	Fall 2015	Summer 2016
Math and Science (Math Courses)	20% (of total student enrollment in intervention courses within the program)	Spring 2016	Summer 2016
Math and Science (Science Courses)	20% (of total student enrollment in intervention courses within the program)	Fall 2016	Summer 2017
Nursing	20% (of total student enrollment in intervention courses within the program)	Spring 2017	Summer 2017
Allied Health	20% (of total student enrollment in intervention courses within the	Fall 2017	Summer 2018

	program)		
Public Services	20% (of total student enrollment in intervention courses within the program)	Spring 2018	Summer 2018
Humanities and Social Sciences	20% (of total student enrollment in intervention courses within the program)	Fall 2018	Summer 2019
English and Reading	20% (of total student enrollment in intervention courses within the program)	Spring 2019	Summer 2019

On-going Assessment Timeline (Annually)			
Program/Discipline	Random Sample (to include one oral and written artifact)	Artifacts Collected	Artifacts Assessed
Business Technologies	5% (of total student enrollment in intervention courses within the program)	Spring 2015, 2016, 2017, 2018, and 2019	Summer 2015, 2016, 2017, 2018, 2019
ACA 115	5% (of total student enrollment in the courses)	Spring 2016, 2017, 2018, and 2019	Summer 2016, 2017, 2018, and 2019.
Engineering Technologies (Group One: Computer Engineering, Mechanical Engineering, Electronics Engineering)	5% (of total student enrollment in intervention courses within the Group)	Spring 2016, 2017, 2018, and 2019	Summer 2016, 2017, 2018, and 2019.
Engineering Technologies (Group Two: Computer-Integrated Machining, Electronics Technology, EURST, Welding Technology, AHR Technology, Industrial Systems)	5% (of total student enrollment in intervention courses within the Group)	Spring 2017, 2018, and 2019	Summer 2017, 2018, and 2019.
Math and Science (Math Courses)	5% (of total student enrollment in intervention courses)	Spring 2017, 2018, and	Summer 2017, 2018, 2019

	within the program)	2019	
Math and Science (Science Courses)	5% (of total student enrollment in intervention courses within the program)	Spring 2018 and 2019	Summer 2018 and 2019
Nursing	5% (of total student enrollment in intervention courses within the program)	Spring 2018 and 2019	Summer 2018 and 2019
Allied Health	5% (of total student enrollment in intervention courses within the program)	Spring 2018 and 2019	Summer 2018 and 2019
Public Services	5% (of total student enrollment in intervention courses within the program)	Spring 2019	Summer 2019
Humanities and Social Sciences	5% (of total student enrollment in intervention courses within the program)	No on-going assessment due to initial assessment timing	No on-going assessment timeframe due to initial assessment timing
English and Reading	5% (of total student enrollment in intervention courses within the program)	No on-going assessment due to initial assessment timing	No on-going assessment due to initial assessment timing