



**SPARTANBURG  
COMMUNITY  
COLLEGE**

Quality Enhancement Plan  
Revised

**2007/08 Annual Report**

Spartanburg Community College  
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September, 2008

# 2007-2008 QEP Annual Report

## Table of Contents

<b>SECTION</b>	<b>PAGE</b>
<b>Introduction:</b>	<b>1</b>
• <b>Executive Summary of the Revised QEP</b>	<b>3</b>
• <b>First Monitoring Report: Core Requirement 2.12 (QEP)</b>	<b>4</b>
• <b>Second Monitoring Report: Core Requirement 2.12 (QEP)</b>	<b>7</b>
<b>Major 2006-2007 QEP Accomplishments</b>	<b>12</b>
<b>QEP Implementation Plan and Evaluation Plan:</b>	<b>16</b>
• <b>Explanation of Charts</b>	<b>16</b>
• <b>2007 – 2008 QEP Implementation Plan Chart</b>	<b>18</b>
• <b>(Prioritized) 2007 – 2008 QEP Implementation &amp; Evaluation Plan of Action Chart</b>	<b>26</b>
• <b>Communication Skills Outcomes Chart</b>	<b>28</b>
• <b>FS-4 Chart Sample</b>	<b>30</b>
• <b>FS-4 Chart Memo</b>	<b>31</b>
• <b>S-3 Chart Sample</b>	<b>32</b>
• <b>FS-3 Charts</b>	<b>33</b>
<b>Recommended QEP Modifications for 2008 – 2009</b>	<b>35</b>
<b>2007 – 2008 QEP Teams</b>	<b>36</b>
<b>Appendix:</b>	<b>37</b>
• <b>CCSSE 2008 Benchmark Summary Table</b>	<b>38</b>
• <b>Active and Collaborative Learning</b>	<b>39</b>
• <b>Results of College Survey Questions</b>	<b>40</b>
• <b>“S^w/ QEP?” Button Results</b>	<b>41</b>

## Introduction

Development, implementation, and evaluation of an acceptable Quality Enhancement Plan (QEP) is a major requirement for reaffirmation of accreditation by the Southern Association of Colleges and Schools/Commission on Colleges (SACS/COC). The QEP provides a viable approach for enhancing an important aspect of a college related to student learning. All units of a college have an impact on students and student learning; therefore, it is critical that the QEP actively involve the entire college community.

Based on these concepts Spartanburg Community College (SCC) developed, revised, implemented, evaluated, and used the results to improve its QEP through a process that involved faculty, staff, students, administrators, commissioners, and other interested parties. As a part of the on-going process of implementing, evaluating, and improving its QEP the College, during 2006-2007, responded to SACS/COC requests for additional clarification of certain aspects of Core Requirement 2.12 (QEP). The College submitted a *Revised Quality Enhancement Plan* to SACS/COC in March 2006. The College then submitted its *First Monitoring Report* to SACS/COC in September 2006. A *Second Monitoring Report* was submitted to SACS/COC in April 2007 that addressed additional concerns. These three documents, included in this report, provide an overview of the requirements by which the College manages and implements its QEP:

- The **Executive Summary of the Revised Quality Enhancement Plan** is taken from the *Revised Quality Enhancement Plan* submitted to SACS in March 2006.
- The College's first clarification response to Core Requirement 2.12 (QEP) is taken from the **First Monitoring Report** submitted to SACS in September 2006.
- The College's second clarification response to Core Requirement 2.12 (QEP) is taken from the **Second Monitoring Report** submitted to SACS in April 2007.

Based upon the details outlined in the above documents and the results of 2006 – 2007 QEP activities, the College identified, developed, and implemented its QEP activities for 2007 – 2008. This report includes a summary of the major QEP-related activities that were implemented and evaluated during academic year 2007 – 2008. It also includes recommendations for enhancing the College's QEP for 2008 – 2009.

The **2007-2008 QEP Accomplishments** section provides a brief description of the major accomplishments related to the College's QEP during 2007-2008.

The **Revised QEP Implementation Plan and Evaluation Plan** section provides information that describes in detail the Actual Outcomes and Use of Results for the major QEP Tasks and Activities for 2007 – 2008. The following charts and documents are included in this section:

- 2007 – 2008 QEP Plan (Revised 8/1/07)
- 2007 – 2008 QEP Implementation & Evaluation Plans (Updated 7/29/08)
- Communication Skills Outcomes Chart (Revised 7/29/08)

The **List of Recommended Modifications to QEP for 2008-2009** section is a summary of the improvements recommended for the College's QEP during 2008 – 2009.

The **2007-2008 QEP Teams** section provides a list of persons who represented College areas on various QEP teams. The QEP Implementation Plan calls for the College to replace some existing team members with new members each year. This rotation process helps involve more College employees directly in the QEP and those new members tend to bring “fresh” ideas to the process.

# **Executive Summary of the Revised Quality Enhancement Plan**

## **TOPIC:**

Improving Students' Workforce Readiness

## **FOCUS:**

Spartanburg Community College's Quality Enhancement Plan (QEP) will strengthen the institution's commitment to improve students' workforce readiness. The focus of the QEP is to enhance students' knowledge of workplace expectations. The goal of the QEP is to enhance students' ability to communicate effectively as members of the workforce.

## **RATIONALE:**

The QEP specifically addresses the College's commitment to student learning as we strive to improve the process by which students acquire the skills, knowledge, and attributes needed to complete collegiate goals, pursue careers, and become lifelong learners and responsible citizens. The strategies selected for the QEP will enhance students' ability to acquire such skills, knowledge, and attributes.

The topic deals with a core concept of the College's mission: "advancing economic development of the region through programs that address emerging and continuing employment needs..." The foundation of the College's mission is its commitment to providing the best trained workforce for the Upstate of South Carolina.

Reviews of publications point to specific skills, knowledge, and attributes which, if improved, could enhance the employability of graduates. The enhancement of those skills, knowledge, and attributes is incorporated into the College's QEP.

The College involved the entire campus community in the identification and selection of the QEP topic via meetings, focus groups, sessions with the College president, and other means. Representatives of the broad campus community and the private sector were actively involved in the development of the QEP.

The QEP is thoroughly integrated into the College's on-going planning and evaluation process through ties to the College's mission statement as well as to a number of major College goals. In addition, implementation of the QEP is expected to enhance College units' planning and evaluation processes.

The College will use its findings to make improvements within the QEP itself. As QEP implementation progresses, the College expects positive results to further enhance student learning in other areas of workforce readiness.

# First Monitoring Report

## (1) Core Requirement 2.12

On-Site Committee Report:

Recommendation 1: The Committee recommends that the college develop a detailed implementation plan for its QEP that adequately addresses the committee's concerns about:

1. Student learning outcomes
2. Assessment strategies, and
3. Capacity to initiate and continue the plan

## (2) Brief History of Response Report submitted March 2006

Spartanburg Community College (formerly Spartanburg Technical College) studied the Recommendation and the specific concerns of the On-Site Committee and revised the QEP into an updated, detailed plan of action. The College incorporated the Committee's concerns and suggestions into specific actions that address student learning outcomes, assessment strategies, and the capacity to initiate and continue the plan.

Every section of the Plan was revised to address the recommendation and concerns of the On-Site Committee. Several sections of the Plan, such as the Implementation Plan and the Evaluation Plan, were totally re-written.

**(3) The current request of the Commission that is related to the recommendation as cited in the letter from the President of the Commission on Colleges to Dr. Dan L. Terhune on July 7, 2006.**

### **“CR 2.12 (Quality Enhancement Plan), Recommendation 1**

Clearly define the meaning of “work-ready communication skills,” establish relevant outcomes including threshold achievement levels, and identify how the outcomes will be assessed so that success or the need for improvement is apparent to students and to the institution.”

## (4) Response to the Recommendation

Spartanburg Community College (formerly Spartanburg Technical College) **defines** “work-ready communication skills” as the “exchanging of ideas and information in oral, written, electronic, and/or discipline specific form with peers, teachers, supervisors, and others.” (Appendix A: FS3 Define Work Ready Communication Skills)

“Work-ready” is defined as the entry level communication skills needed by graduates of each program when they enter the workforce. As explained in the Revised QEP (Appendix B: Implementation Plan: Task FS3 and FS4), work-ready communication skills for each program will be identified, defined, and reviewed by the College and external sources (advisory committees and/or others as appropriate) during the first and second years of the QEP project. The completion date for this activity is scheduled for November 2006.

During the second year of the QEP, these identified communication skills will be used to develop new and/or enhanced **measurable student outcomes** for each program (Appendix B: Implementation Plan Task FS8, FS10 and S4). STC will utilize the North Carolina State University guidelines for writing outcomes. Draft outcomes will be evaluated against these guidelines to determine acceptability. During the second and third years of the QEP these new and/or enhanced outcomes will be implemented and evaluated in each program.

The College utilized the results of its 2004 Community College Survey of Student Engagement (CCSSE) as one of a variety of means for determining its QEP topic. The results of that survey indicated that STC students were below the comparison group (Small Colleges) in Active and Collaborative Learning. Since the area of Active and Collaborative Learning incorporates a number of related communication skills, the College will use its result (48.4) on the 2004 Survey as a **benchmark** (Appendix C: CCSSE Benchmark Summary). As one means to help determine the impact of its QEP activities on student learning, the College will administer the CCSSE in 2008 and 2010. The College expects its QEP activities to have a positive impact on this CCSSE indicator. The College has set the **threshold achievement level** of 49.0 on Active and Collaborative Learning for the 2008 CCSSE. The College expects, as a result of QEP activities, to increase its score on Active and Collaborative Learning to the average for comparable size colleges on the 2010 CCSSE.

Each program is expected to **assess** its students and graduates during the second year of the QEP project to determine additional base line data. Assessment methods will include both direct measures such as capstone course results and indirect measures such as graduate and employer surveys. (Appendix D: STC Assessment Instruments Chart). Once base line data is known, each program will establish threshold achievement levels for its communication skills outcomes. After new and/or enhanced student program outcomes are developed, implemented, and evaluated, programs will use the same or similar assessment instruments to determine their impact on student achievement.

Results of these local assessments and of the 2008 and 2010 CCSSE will be used to make improvements in teaching-learning strategies, assessment instruments and processes, and revisions to program outcomes. **Successes and the need for improvements** will be shared through each program’s annual

planning process and in the QEP Annual Report. The QEP Annual Report will be posted on the College's website with print copies made available in the College library, student services center, and faculty/staff areas.

## **Second Monitoring Report**

### **(1) Core Requirement 2.12**

On-Site Committee Report:

“Recommendation 1: The Committee recommends that the college develop a detailed implementation plan for its QEP that adequately addresses the committee’s concerns about:

1. Student learning outcomes
2. Assessment strategies, and
3. Capacity to initiate and continue the plan”

### **(2) Brief History of Response Report submitted March 2006**

Spartanburg Community College studied the Recommendation and the specific concerns of the On-Site Committee and revised the QEP into an updated, detailed plan of action. The College incorporated the Committee’s concerns and suggestions into specific actions that address student learning outcomes, assessment strategies, and the capacity to initiate and continue the plan.

Every section of the Plan was revised to address the recommendation and concerns of the On-Site Committee. Several sections of the Plan, such as the Implementation Plan and the Evaluation Plan, were totally re-written.

**(3) The request of the Commission that is related to the recommendation as cited in the letter from the President of the Commission on Colleges to Dr. Dan L. Terhune on July 7, 2006.**

#### **“CR 2.12 (Quality Enhancement Plan), Recommendation 1**

Clearly define the meaning of “work-ready communication skills,” establish relevant outcomes including threshold achievement levels, and identify how the outcomes will be assessed so that success or the need for improvement is apparent to students and to the institution.”

### **(4) Brief History of Monitoring Report submitted September 2006**

Spartanburg Community College carefully reviewed the Commission’s request and addressed the concerns by providing additional details and explanations. The College clarified the definition of certain terms, identified relevant program outcomes, and established threshold achievement levels using CCSSE data. As a part of its response, the College also described assessment processes and explained how the results of the assessments would be used and shared with students, faculty, and the public.

**(5) The current request of the Commission that is related to the recommendation as cited in the letter from the President of the Commission on Colleges to Dr. Dan L. Terhune on January 9, 2007.**

**CR 2.12 (Quality Enhancement Plan), Recommendation 1**

“The institution should demonstrate relevant outcomes, including threshold achievement levels, to be used in measuring results of the Quality Enhancement Plan; how the outcomes will be assessed so that success or the need for improvement is apparent to students and to the institution; and if student opinions reported in CCSSE surveys are to be used as “*one of a variety of means*” for evaluating the impact of the Quality Enhancement Plan, then there should be a justification of a meaningful gain in the percentage of CCSSE respondents who express affirmative opinions on the 2008 CCSSE, regarding “Active and Collaborative Learning” in their classes, appropriate to the multi-year QEP effort by the institution.”

**(6) Response to the Recommendation:**

The overall goal of the Spartanburg Community College (SCC) QEP, to improve students’ [work ready] ability to communicate effectively in the workplace, is the result of the collective input and involvement of the broad College community and the College’s published Student Outcomes (**Appendix A: SCC Catalog page 7**). The College defined work ready communication skills as the “[effective] exchanging of ideas and information in oral [verbal/non-verbal], written, electronic, and/or discipline specific form with peers, teachers, supervisors, and others.” Work-ready was defined as the “entry level communication skills” needed by graduates of each program when they enter the workforce.

Each academic program, during the Fall Semester of 2006, determined which of the four (see box below) QEP related outcomes (outcome is defined as the [measurable] result or consequence of the College carrying out some action or program) is most relevant for its students during the first QEP implementation cycle. (**Appendix B: Sample FS 4 Charts**)

<p style="text-align: center;"><b><u>SCC QEP Communication Skills Outcomes</u></b></p> <ul style="list-style-type: none"><li>• <b>To effectively communicate using oral [verbal/non-verbal] means.</b></li><li>• <b>To effectively communicate using written means.</b></li><li>• <b>To effectively communicate using electronic means.</b></li><li>• <b>To effectively communicate using discipline specific means.</b></li></ul>
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Each academic program is assessing its 2006-07 students on its selected outcome using existing assessment and evaluation instruments. Those assessments will establish each program’s baseline for its selected outcome. These will establish threshold achievement levels for 2008 and 2010 (**Appendix C: Sample S 3 Charts**). By August 2007, each academic program will use the

results from the assessment processes to identify teaching strategies (**Appendix D: SCC QEP 2007- 08 Time Line**).

As explained in its first Monitoring Report, the College is using the Community College Survey of Student Engagement (CCSSE) as another means to determine the effectiveness of its QEP activities. Since the results of the 2004 CCSSE showed that SCC was below (48.4 vs. 50.8) its “Small Colleges” comparison group for “Active and Collaborative Learning,” the College is actively addressing several of the communication skills listed in that section. (**Appendix E: 2004 CCSSE Results**) Using input from academic programs’ advisory committees and the 2004 CCSSE results, the Academic Affairs area is addressing strategies to 1) involve more students in class presentations, 2) encourage greater interaction among students on class projects, and 3) increase student participation in community-based projects. The College is confident that these and other endeavors it employs will result in students improving their communication skills and the College achieving its established threshold achievement levels for “Active and Collaborative Learning” on the 2008 and 2010 CCSSE.

The College determined that all areas of the institution would be involved in QEP implementation and evaluation. That decision was based on the belief that all activities, processes, and employees of the College have an impact on students. Therefore, the College also established QEP related outcomes for its full-time faculty and staff and for each College unit. Faculty and staff have been charged to serve as role models by improving their communication skills. Starting with the 2006-07 cycle, all full-time employees have at least one QEP related objective included on their annual performance plans (**Appendix F: Sample E/FPMS Document**). Faculty and staff members are to accomplish their individual QEP related objectives by incorporating more effective communication skills and/or processes into their professional responsibilities and duties. All individual QEP related objectives were reviewed by Planning and Information staff to be sure they were written properly and could be assessed at the end of the performance cycle.

Each College *unit* (operation having its own budget) is to have a QEP related outcome that is appropriate to its mission and goals. Each unit participated in the College’s Annual Planning Process during fall 2006 and was required to include at least one QEP related outcome in their plans for the up-coming cycle (**Appendix G: Sample Unit Plans QEP Related Outcomes**). Each unit is to develop and implement at least one new or enhanced QEP related process or activity designed to improve the effectiveness of its ongoing institutional responsibilities. Units’ QEP related outcomes were reviewed by the Institutional Effectiveness Council to be sure they were properly written and could be assessed.

In the spring of 2008, students in each academic program will be assessed on its selected outcome using the same or similar assessment and evaluation instruments used during 2006-07. Students are to receive timely feedback on the results of the 2008 assessment. They will be informed that the assessment results are to be used to determine the level of improvement that occurred as a result of the strategies carried out during the 2007-08 academic year. Academic programs will evaluate these results and the strategies employed to determine which were successful and which need to be improved or enhanced during the next academic year. The results of this evaluation process will be used to revise and/or expand related academic processes (syllabi, etc.), academic support services, program facilities, and/or faculty members' annual performance objectives. (**Appendix D: SCC QEP 2007- 08 Time Line**)

Employee performance is evaluated annually against predetermined criteria by supervisors and reviewed by second level reviewers. All full time employees' first QEP related objective will be evaluated during their 2006-07 performance evaluation beginning in March of 2007. Employees are expected to demonstrate that the activities they engaged in during the year improved their communication skills and/or processes. The results of this first annual evaluation of QEP related objectives will be used to develop more meaningful objectives for the upcoming performance cycle, improve the annual employee performance planning and evaluation process, and/or revise and improve the QEP implementation and evaluation processes.

Each College unit's QEP related outcome will be evaluated against pre-established criteria as a part of the next Annual Planning Process to determine its success. Units are expected to provide evidence that the QEP related activities and/or processes they implemented improved the effectiveness of their operations. The results of these evaluations will help establish more appropriate QEP related outcomes for the next cycle, make adjustments to the unit's on-going operational activities, and/or improve the unit's planning and evaluation processes.

All of these results (except for employees' annual performance evaluations) will be made available to SCC employees, students, and/or the public through such means as the College website, the annual planning documents, and the QEP Annual Report.

As a result of the implementation of QEP related activities (employee performance objectives, each unit's planning goals & objectives, and each academic program's outcomes) the College expects to show a meaningful gain (from 48.4 to 49.0 in 2008 and to the national average in 2010) on the "Active and Collaborative Learning" section of the CCSSE. The College expects its QEP related activities to impact students' affirmative opinions on this section of the 2008 and 2010 CCSSE. The College anticipates that strategies incorporated into the academic programs will impact students' positive response to certain items

(class presentations, interaction among students, and participation in community projects) in that section of the CCSSE. This direct impact should come as a result of students 1) gaining a greater awareness of the importance of effective communication skills, and 2) improving their ability to effectively interact and communicate with others. The College expects items included on employees' annual performance plans and on units' annual planning documents to indirectly impact students' positive responses. This indirect impact should come as a result of employees modeling more effective communication skills as they interact with students, other employees, and the public. As noted above, the College expects employees and units, at the end of each implementation and evaluation cycle, to use the results to improve and/or enhance processes during the up-coming cycle.

Due to the broad involvement of the College community in the implementation and evaluation of its QEP, the College anticipates observing greater improvements in communication skills in certain areas than in other areas. These differences in the degree of improvement will most likely be related to: 1) the amount of improvement needed by different areas, 2) the unit's level of involvement in implementing their related activities, and/or 3) the importance of the activity as envisioned by that unit. As these differences are noted, the College will take appropriate action, such as recommending additional professional development activities or restructuring of priorities.

The College will use the results from all of its QEP related activities to improve its programs, services, and processes (planning, implementation, assessment, evaluation, and use of results). The College plans to use this QEP as a model for addressing other aspects of the institution needing improvement.

## Major 2007-2008 SCC QEP Accomplishments

(Revised September 2, 2008)

This section provides a brief description of the **major QEP accomplishments** of the College that occurred during 2007-2008.

### **Produced 2006/07 QEP Annual Report**

In accordance with the requirements of the College's Revised QEP, the second QEP Annual Report was developed, approved, published, and distributed in August 2007. The Annual QEP Report informs the College community of the activities, outcomes, and use of results that occur each QEP Year.

### **Used 2006/07 Results to Revise QEP for 2007/08**

As required by the College's Revised QEP the results of activities for Year II (2006-2007) were incorporated into the QEP for Year III (2007-2008). Those results from Year II ("Recommended Modifications for 2007-2008") were the basis for development and implementation of these 2007-2008 action items:

- Developed 2007-2008 QEP Implementation Plan Chart (See Page 18)
  - The "Recommended Modifications for 2007-2008" were incorporated into the Plan (Source: *2006/07 Annual Report*)
- Developed (Prioritized) 2007-2008 QEP Plan of Action Chart (See Page 26) which included these major activities:
  - Identified & implemented Professional Development Activities (See Page 13 in this section for details)
  - Identified & implemented Expanded QEP Awareness Activities (See Page 14 in this section for details)
  - Revised FS-3 Charts (See Page 33)
  - Implemented & evaluated new/enhanced communication skills in academic programs (See "Further Expanded..." below for details)
  - Administered the 2008 CCSSE (See Page 14 in this section for details)

### **Further Expanded the Program Assessment Process**

As outlined in the College's Revised QEP and detailed in the 2<sup>nd</sup> Monitoring Report, academic programs assessed their students' communication skills (as identified on the FS 4 Charts), established base line data for 2007, projected threshold achievement levels for 2008 and 2010, and identified means to enhance their students' communication skills during 2007-2008.

- Developed Communication Skills Outcomes Chart (See Page 28 for details)
- Involved External Sources (i.e., Program Advisory Committees) (See Memo on Page 31 for details)

### **Attended 2007 SACS/COC Annual Meeting**

As a part of the College's on-going commitment to improve faculty and staff's knowledge of SACS processes, six (6) SCC personnel attended the 2007 SACS/COC Annual Meeting in New Orleans in December 2007. Information gained at the Annual Meeting was used to improve the College's continuing accreditation compliance processes, to complete the Substantive Change process for the Cherokee and Tyger River sites, and to stay abreast of regional and national accreditation issues and best practice sites and activities.

### **Addressed Professional Development Activities**

In order to address the expectations outlined in the Revised QEP, a number of professional development activities were developed and presented. Those included, but were not limited to, Human Resources Office planned activities, QEP developed activities, meetings and institutes, and individual-initiated activities. Major professional development activities provided during 2007 – 2008 are explained in greater detail below:

- Outcomes Development & Assessment Workshop:
  - Purpose: To enhance faculty/staff's skills on how to develop and assess (program/unit) outcomes and use results to improve...
  - Developed & Presented by CETL
  - Results: Majority of department heads & ten (10) faculty attended session; attendees provided positive feedback on session; follow-up meetings with departments have occurred; plan to offer another session in fall of 2008
- Data & Information Resources & Uses Workshop:
  - Purpose: To provide faculty/staff with information about SCC sources of data and information and the appropriate uses for those sources...
  - Developed & Presented by IE & IR
  - Results: 25 participants; results indicated many participants not aware of information and data available; plan to offer session again next year.
- Document Writing Workshop:
  - Purpose: To enhance faculty/staff's skills on how to write (more) effective professional documents...
  - Developed & Presented by English Dept
  - Results: Seventeen (17) participants; received an "Extremely Useful" average rating on the FSD Evaluation Form; plan to offer the workshop again next year.
- Research Techniques Workshop:
  - Purpose: To enhance faculty/staff's effective research skills by providing techniques on how to locate (and identify) reliable, useful sources of information...
  - Developed & presented by Library Staff
  - Results: Fourteen (14) attendees; average rating of "Extremely Useful" on the FSD Evaluation Form; plans are to offer the workshop again in Fall of 2008

## **Expanded Awareness of the QEP**

The QEP Teams focused on a number of activities designed to expand the awareness of the QEP within the College community. The activities developed, implemented, and assessed included:

- Student Essay Contest:
  - Purpose: To expand students' awareness of non-verbal communication skills and to improve their writing skills. The QEP Team's sponsored contest asked students to write an essay on "How Does an Effective Instructor Communicate Non-Verbally?"
  - Results: Eight student entries were submitted and judged by a team of faculty. Four entries received high marks and were awarded gift certificates and plaques.
- "S^w/ QEP?" Button:
  - Purpose: To expand awareness of the College's QEP through the use of an "eye catching" button using text-messaging concepts. Faculty and staff were asked to wear the button during the month of March and record the number of conversations they had regarding the button.
  - Results: All full-time SCC faculty and staff were issued a button. 125 faculty and staff responded to a results survey (See page 41). Buttons are distributed to all new employees during New Employee Orientation.

## **Administered the 2008 CCSSE**

As discussed in the 1<sup>st</sup> and 2<sup>nd</sup> Monitoring Reports, the College administered the CCSSE (Community College Survey of Student Engagement) in the spring of 2008 as another means to determine the effectiveness of its QEP activities. The results of the 2008 CCSSE will be compared against the College's 2004 CCSSE results and against national norms to determine student improvement levels.

- CCSSE data and comparison information is provided on these documents which can be found in the Appendix:
  - CCSSE 2008 Benchmark Summary Table – All Students (See page 38)
  - Active and Collaborative Learning, Bar Charts and Benchmark Item Composition – All Students (See page 39)
  - Results of College Survey Questions (See page 40)
- Conclusions and Recommendations:
  - A comparison of results from the 2004 and 2008 CCSSE "Active and Collaborative Learning" shows a 0.1 overall gain – the College had projected a gain of 0.6 as outlined in the *Second Monitoring Report*.
  - Students' opinion of their ability levels on five locally developed communication skills related questions were very positive (84.6% to 95.9% on the combined scores of Strongly Agree and Agree).

- Based on these CCSSE results as well as results from other sources, the QEP Teams make the following recommendations:
  - Continue to emphasize effective communication skills in all programs
  - Explore and implement best practices in communication as appropriate to the College
  - Continue current assessment practices, investigate means to expand assessment activities, and use the results to make enhancements

### **Held Regular IP- and EP-Teams Joint Meetings**

The joint Implementation Plan (IP-) and Evaluation Plan (EP-) Teams held regular (normally twice per month) meetings throughout the 2007-2008 year. Membership on these two teams represents all major units of the College. Outcomes from the meetings were used to modify and strengthen the QEP, to ensure implementation of QEP-related activities, and to maintain a campus-wide focus on the QEP implementation and evaluation processes. A number of QEP Team members are replaced each year in order to give more faculty and staff the opportunity to serve and to bring different inputs into the QEP process.

### **Provided Periodic Updates**

The College community received periodic updates on QEP-related developments, SACS accreditation news, the Substantive Change process, and other activities related to the accreditation process.

# QEP Implementation Plan and Evaluation Plan

## Explanation of Charts

The **2007 – 2008 QEP Chart** (Revised August 1, 2007),(see page 18) provides a summary of the overall focus of the College’s QEP, the two major QEP objectives, and QEP related activities, timeframe, expected outcomes, actual outcomes, and use of results.

The **(Prioritized) 2007 – 2008 QEP Implementation & Evaluation Plans Chart** (Updated 7/29/08) (see page 26) shows the QEP activities as prioritized by the QEP Teams for 2007 – 2008. The QEP Teams identified specific activities to be accomplished during 2007 – 2008 for each QEP Task or Activity (FS-1 thru FS-11 and S-1 thru S-4). In addition, the QEP Teams identified proposed responsible parties, timeframes, and expected outcomes for each of the specific activities.

The **Communication Skills Outcomes Chart** (see page 28) provides a summary of the information that was provided by programs on their **FS-4 Charts** and their **S-3 Charts**. The **Communication Skills Outcomes Chart** has five (5) major columns:

- **Academic Programs**
- **FS-4 Chart** (see details below)
- **S-3 Chart** (see details below)
- **Achievement Levels**
- **Measurable Outcomes**

The **Achievement Levels** column includes four sub-columns:

- **2007 Base Line** (a score established by each program after assessing their students in 2006-2007),
- **2008 Projected** (projected score for students after programs implement communication skills enhancements),
- **2008 Actual** (actual score for students assessed during Spring Semester 2008 as recorded on the **S 3 Charts**), and
- **2010 Projected** (projected score of students after two additional years of implemented enhancements).

The **Measurable Outcomes** column provides a brief description of the enhancements each program implemented to improve its students’ communication skills during 2007-2008.

The **FS-4 Charts** (see sample on page 30) were revised, as needed, after each program met with its program advisory committee (see email memo on page 31). On the **Communication Skills Outcomes Chart** an “X” by each program indicates which skill(s) was determined to be the most important for that program.

The **S-3 Charts** (see sample on page 32) were updated by each program after the spring semester 2008 to include the results of the assessment of that program's students' communication skills. That updated information was then transferred onto the 2008 Actual column of the **Communication Skills Outcomes Chart**.

The **FS-3 Charts** (see pages 33 and 34) were developed by the College to serve two purposes: to define "communication" and to provide examples of the different means of communication. These charts were reviewed during the fall of 2007 and updated by the QEP Team.

-----Title: <b>Improve Students' Workplace Readiness</b>					<b>Document Revised</b> 8/1/07	
Focus: <b>Enhance Students' Knowledge of Workplace Expectations</b>						
Goal: <b>To improve students' work ready ability to communicate effectively as members of the workforce.</b>						
<b>Objective # 1: Students will demonstrate work ready communication skills (written, oral <u>and verbal/non-verbal</u>, electronic and/or discipline specific) to achieve identified (desired) learning outcomes.</b>						
<b>Objective # 2: Full-time employees will demonstrate knowledge and skills needed to incorporate enhanced effective communication skills as identified in College Values and Student [learning] Outcomes (STC SCC Catalog).</b>						
<b>Implementation Plan (Revised 9/1/06 for 2006-2007)</b>					<b>2007-08 QEP Plan</b>	
Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	Actual Outcome(s)	
					<b>Use of Results</b>	
FS1. Determine authority, structure/systems, and personnel needed to revise, implement, and evaluate the QEP.	Leadership, QEP IP Team and PC	Completed by July 2006	\$\$\$	<ul style="list-style-type: none"> <li>• Leadership Team revised.</li> <li>• QEP Coordinator, QEP IP Team, and QEP Evaluation Team memberships and authority are defined.</li> <li>• See 2005-06 QEP Annual Report: <b>Use of Results</b></li> <li>• <b>Increase SCC employees' emphasis on implementation of QEP concepts <sup>1</sup></b></li> <li>• <b>Utilize reliable, accurate data and information resources <sup>1</sup></b></li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Monitoring Report (M/R) written and submitted to SACS on September 1, 2006</li> <li>• Membership rotation implemented</li> <li>• Membership represents all major SCC areas.</li> <li>• 2<sup>nd</sup> Monitoring Report written and submitted to SACS on 4/13/07</li> <li>• Awareness activities implemented</li> <li>• Professional development activities developed and provided</li> </ul>	<ul style="list-style-type: none"> <li>• Modifications outlined in 1<sup>st</sup> Monitoring Report incorporated into Plan.</li> <li>• 2<sup>nd</sup> Monitoring Report recommendations incorporated into QEP</li> <li>• Fifth-Year Interim Report due 2011: Address CR 2.12 (QEP) as per July 6, 2007 letter from SACS.</li> </ul>

Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	2007-08 QEP Plan	Actual Outcome(s)
						Use of Results
FS2. Integrate the QEP into the College's ongoing planning, evaluation and budgetary processes.	Leadership, QEP IP Team and PC	Complete in 2006 then annually	\$\$\$ to do tasks <b>1<sup>st</sup> M/R:</b> CCSSE in 2008 & 2010	<ul style="list-style-type: none"> <li>QEP included in and supported by College's planning and evaluation processes and included as a priority in the annual budgetary process.</li> <li>See 2005-06 QEP Annual Report: <b>Use of Results</b></li> <li>CCSSE costs added to 07-08 budget</li> <li><b>Increase SCC employees' emphasis on implementation of QEP concepts <sup>1</sup></b></li> <li><b>Utilize reliable, accurate data and information resources <sup>1</sup></b></li> </ul>	<ul style="list-style-type: none"> <li>QEP: President's # 1 Initiative for 07-08</li> <li>CCSSE costs included in 07-08 Plans</li> <li>SCC QEP 2007-08 [Academic] Time Line developed</li> </ul>	<ul style="list-style-type: none"> <li>Units included QEP related outcome in 07-08 plans as per President's # 1 Initiative for 07-08</li> <li>Academic areas followed 2007-08 Time Line to complete tasks.</li> <li>CCSSE to be administered Spring 2008.</li> </ul>
FS3. Define work ready communication skills (written, <del>oral</del> verbal/nonverbal, electronic and/or discipline specific).	Academic Affairs, Cont. Ed. and Admin. areas	Complete by August, 2006; review annually	Faculty & Staff Time	<ul style="list-style-type: none"> <li>The College will define communication skills (<del>oral</del> verbal/nonverbal, written, electronic, and/or discipline specific).</li> <li>See 2005-06 QEP Annual Report: <b>Use of Results</b></li> </ul>	<ul style="list-style-type: none"> <li>"Oral" changed to "verbal/nonverbal"</li> </ul>	<ul style="list-style-type: none"> <li>Oral [verbal/nonverbal] incorporated into QEP verbiage.</li> </ul>
FS4. Involve external sources in a review of communication skills ( <del>oral</del> verbal/nonverbal, written, electronic, and discipline specific) needed by graduates of continuing education and academic programs.	Academic Affairs Continuing Education Areas	Complete by November 2006. Review annually each fall	Faculty Time; External sources; Cont. Ed. time	<ul style="list-style-type: none"> <li>All academic and continuing education programs will identify the (<del>oral</del> verbal/nonverbal, written, electronic, and/or discipline specific) communication skills needed by graduates of their program including external source input.</li> <li>All program revisions will include measurable student outcomes in these areas.</li> <li><b>Utilize reliable, accurate data and information resources <sup>1</sup></b></li> </ul>	<ul style="list-style-type: none"> <li>Coordinators trained on 8/9/06.</li> <li>FS4 Charts completed 12/15/06</li> <li>FS4 Charts tied to QEP Outcomes in 2<sup>nd</sup> Monitoring Report</li> <li>FS4 Charts reviewed, discussed at division meetings, to be revised if needed, and re-submitted if revised by 2/28/07.</li> <li>Charts reviewed/revised as needed</li> </ul>	<ul style="list-style-type: none"> <li>Some FS 4 Charts revised &amp; submitted.</li> <li>(Revised) FS 4 Charts used to develop S 3 Charts.</li> </ul>

**2007-08  
QEP Plan**

Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	Actual Outcome(s)
					Use of Results
S1. Evaluate current <u>STC SCC</u> communication skills entrance requirements by program.	Acad. Affairs, Student Servs. Cont. Ed.	Complete by July, 2006; review annually each spring	Faculty/Staff Time	<ul style="list-style-type: none"> <li>Program communication skills validated and results published.</li> <li>See 2005-06 QEP Annual Report: <b>Use of Results</b></li> </ul>	<ul style="list-style-type: none"> <li>Divisions reviewed &amp; approved skills as of 1/23/07</li> <li>Admissions Office to use approved skills requirements for incoming students beginning spring 2007.</li> </ul>
S2. Evaluate current <u>STC SCC</u> instruments and processes for assessing students' communication skills.	Student Servs. Acad. Affairs Cont. Ed.	Complete by July, 2006; review annually	Faculty/Staff Time \$\$\$	<ul style="list-style-type: none"> <li><del>STC SCC</del> instruments and processes <del>validated and/or modified or developed/obtained</del> <u>evaluated and recommendations made for improvement and/or development.</u></li> <li><b>1<sup>st</sup> M/R:</b> 2004 CCSSE evaluated and results used to set benchmark and threshold achievement levels for College.</li> <li>See 2005-06 QEP Annual Report: <b>Use of Results</b></li> <li><b>Utilize reliable, accurate data and information resources <sup>1</sup></b></li> <li><b>Identify, research, and utilize best practice sites' resources <sup>1</sup></b></li> </ul>	<ul style="list-style-type: none"> <li>2004 CCSSE data evaluated.</li> <li>"Active and Collaborative Learning" benchmark set at 48.4 for SCC.</li> <li>Threshold achievement level for 2008 CCSSE set at 49.0 for SCC.</li> <li>Achievement level for 2010 CCSSE set at "average for Small Colleges" for SCC.</li> <li>S2 re-written in 2006-07 QEP revisions.</li> <li>2<sup>nd</sup> Monitoring Report includes CCSSE justifications...</li> <li>During FS 4 review, program assessment instruments and processes were evaluated.</li> <li>Professional development activities developed and provided</li> </ul>
					<ul style="list-style-type: none"> <li>Assessment training provided by CETL</li> <li>Identified academic units used assessment evaluation information to develop or revise processes (See S 3)</li> </ul>

**2007-08  
QEP Plan**

Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	Actual Outcome(s)
					Use of Results
S3. <u>Modify and/or develop, as needed, and implement</u> (students') communication skills assessment processes, <del>if needed.</del>	Student Servs. Acad. Affairs Cont. Ed.	Begin fall 2006 and continue <b>1<sup>st</sup> M/R:</b> CCSSE in 2008 & 2010	Faculty/Staff Time \$\$\$	<ul style="list-style-type: none"> <li>• Appropriate assessment instruments/processes implemented in Student Services and, if appropriate, Academic Affairs and Cont. Ed.</li> <li>• <b>1<sup>st</sup> M/R:</b> Each program to assess students and set base line data and threshold achievement levels by May, 2007.</li> <li>• <b>1<sup>st</sup> M/R:</b> SCC students will meet established 2008 and 2010 CCSSE achievement levels (see S2).</li> <li>• See 2005-06 QEP Annual Report: <b>Use of Results</b></li> <li>• <b>Identify, research, and utilize best practice sites' resources</b> <sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>• S3 re-written in 2006-07 QEP revisions.</li> <li>• 2004 CCSSE data provided.</li> <li>• S3 Chart developed &amp; approved</li> <li>• 1<sup>st</sup> Monitoring Report includes base line, threshold achievement level, and CCSSE references.</li> <li>• Assessment training session(s) and assistance provided to faculty (See S2).</li> </ul>
					<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Monitoring Report recommendations incorporated into QEP</li> <li>• Academic programs developed or revised appropriate assessment instruments &amp; processes, as needed (See S2)</li> <li>• Programs' students assessed as outlined on S 3 Charts.</li> <li>• Programs, using S 3 Charts established benchmarks, threshold achievement levels for 2008 &amp; 2010, and activities to improve students' communication skills.</li> <li>• Additional assessment training sessions to be provided as needed.</li> <li>• S 3 Charts up-dated &amp;/or revised 2008 &amp;/or 2010 projections, as needed.</li> </ul>

**2007-08  
QEP Plan**

Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	Actual Outcome(s)
					Use of Results
FS5. Provide performance review (E/FPMS) training for supervisors in developing objectives.	Human Resources and QEP IP-Team	By fall 2006 Review annually	Time	<ul style="list-style-type: none"> <li>All supervisors of full time employees will attend performance review training.</li> <li>See 2005-06 QEP Annual Report: <b>Use of Results</b></li> <li><b>Identify and provide appropriate professional development activities</b> <sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>HR/QEP training completed August 2006</li> <li>HR Review session held 2/9/07</li> <li>Supervisors began performance review process in March 2007 (See FS 6)</li> </ul>
FS6. Include “effective communication” skills objectives in all full time employees’ annual review (EPMS or FPMS) process.	Human Resources and Supervisors	Complete by end of 2006-07 E/FPMS cycle and continue annually	Time	<ul style="list-style-type: none"> <li>All full time faculty and staff will have a <del>reviewable</del> measurable objective related to effective communication skills included on their E/FPMS.</li> <li>See 2005-06 QEP Annual Report: <b>Use of Results</b></li> <li><b>Utilize reliable, accurate data and information resources</b> <sup>1</sup></li> <li><b>Identify, research, and utilize best practice sites’ resources</b> <sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>FPMS objectives added by 9/15/06</li> <li>EPMS objectives to be added by 12/16/06</li> <li>2<sup>nd</sup> Monitoring Report includes references to E/FPMS objectives, evaluation, &amp; use of results.</li> <li>Professional development activities developed and provided.</li> <li>E/FPMS evaluations began March 2007</li> <li>E/FPMS evaluation results used to develop enhanced objectives for next cycle.</li> <li>96 % faculty &amp; staff evaluated (March – June) completed their QEP related objective successfully.</li> <li>New QEP Objective Form developed for use beginning July, 2007.</li> <li>97% rated by June 30, 2008</li> </ul>

**2007-08  
QEP Plan**

Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	Actual Outcome(s)
					Use of Results
FS7. Provide professional development activities for faculty and staff related to utilizing and evaluating “effective communication” skills/processes.	QEP IP-Team and Human Resources	Begin in 2006 Continue annually	\$\$\$	<ul style="list-style-type: none"> <li>• Full time faculty and staff will attend annual QEP professional development activities as needed.</li> <li>• See 2005-06 QEP Annual Report: <b>Use of Results</b></li> <li>• <b>Identify and provide appropriate professional development activities</b> <sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>• SACS Quality Institute (3 attended)</li> <li>• Training for SCC Planning process provided to supervisors</li> <li>• HR/QEP training schedule developed</li> <li>• Communication skills workshop held 1/12/07</li> <li>• See FS 4, S 2, and S 3 above.</li> <li>• Four major professional development activities developed and provided</li> </ul>
					<ul style="list-style-type: none"> <li>• Additional professional development to be incorporated in the next cycle and/or provided as needed.</li> </ul>
FS8. Develop or enhance annual measurable “effective communication” skills outcome(s) for each continuing education and academic program.	Academic Affairs Cont. Ed. Institutional Effectiveness assists	By the end of May 2007; repeat annually	Faculty Time	<ul style="list-style-type: none"> <li>• All academic and continuing education programs will develop or enhance annual measurable effective communication skills outcome(s).</li> <li>• <b>1<sup>st</sup> M/R:</b> Guidelines (standards) for writing measurable outcomes will be identified and incorporated into the process.</li> <li>• <b>Utilize reliable, accurate data and information resources</b> <sup>1</sup></li> <li>• <b>Identify, research, and utilize best practice sites’ resources</b> <sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Supervisors attended planning training</li> <li>• All units included QEP related outcomes as a part of their fall 2006 Annual Planning Process.</li> <li>• Academic programs developed strategies to enhance students’ communication skills (See S 3 Chart)</li> </ul>
					<ul style="list-style-type: none"> <li>• S 3 Charts w/strategies submitted and revised as needed (See S 3 above)</li> <li>• Programs began development of new or improved strategies</li> <li>• Assistance with strategies development (and implementation) to be provided as needed.</li> </ul>

**2007-08  
QEP Plan**

Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	Actual Outcome(s)
					Use of Results
FS9. Develop or enhance annual measurable “effective communication” skills outcome(s) for each administrative unit.	Admin. Units Institutional Effectiveness assists	By the end of May 2007; repeat annually	Staff Time	<ul style="list-style-type: none"> <li>All administrative units will develop or enhance annual measurable effective communication skills outcome(s).</li> <li><b>Utilize reliable, accurate data and information resources</b> <sup>1</sup></li> <li><b>Identify, research, and utilize best practice sites’ resources</b> <sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>Supervisors attended planning training</li> <li>All units included QEP related outcome in their 07-08 plans</li> <li>Assistance with strategies development (and implementation) to be provided as needed.</li> </ul>
FS10 and S4. Academic and continuing education programs begin to implement new or enhanced measurable student outcome(s) in <del>oral</del> <u>verbal/nonverbal</u> , written, electronic, and/or discipline specific communication skills.	Academic Affairs Cont. Ed.	Begin by August 2007 Repeat annually	Faculty Time	<ul style="list-style-type: none"> <li>All academic and continuing education programs will evaluate <del>oral</del> <u>verbal/nonverbal</u>, written, electronic, and/or discipline specific communication skills student outcomes identified.</li> </ul>	<ul style="list-style-type: none"> <li>Implementation &amp; evaluation of new or enhanced measurable outcomes (See S 3 Charts) to begin no later than fall semester 2007</li> <li>S 3 Charts’ 2008 &amp;/or 2010 projections revised as needed.</li> </ul>
				<ul style="list-style-type: none"> <li>Students in each academic and continuing education program will demonstrate work ready effective communication skills (<del>oral</del> <u>verbal/nonverbal</u>, written, electronic and/or discipline specific) at a minimum level as defined by the College and discipline specific program outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Minimum levels were defined by the academic units using the S 3 Charts.</li> </ul>
				<ul style="list-style-type: none"> <li>See <b>1<sup>st</sup> &amp; 2<sup>nd</sup> M/R</b> and S2 and S3.</li> </ul>	<ul style="list-style-type: none"> <li>S 3 Charts’ 2008 &amp;/or 2010 projections revised as needed.</li> </ul>

**2007-08  
QEP Plan**

Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	Actual Outcome(s)
					Use of Results
FS11. Begin to implement new or enhanced annual communication skills outcome(s) in each administrative unit.	Admin. Units Institutional Effectiveness assists	Begin by August 2007 and continue annually	Staff Time	<ul style="list-style-type: none"> <li>All administrative units will implement and evaluate annual new or enhanced communication skills outcome(s).</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

(\*) Party listed first directs the activity/task. (\*\*) See QEP Resources Plan for details.

**Terminology:**

“**Enhanced**” means revised, updated, expanded &/or improved to include College & external sources’ expectations/requirements.

“**S**” means Student oriented outcome—Objective # 1.

“**FS**” means Faculty/Staff oriented outcome—Objective # 2 (Staff = all non-teaching full-time employees).

“**M/R**” means **M**onitoring **R**eport. 1<sup>st</sup> submitted September, 2006; 2<sup>nd</sup> submitted April, 2007.

<sup>1</sup> See 2006/07 (QEP) Annual Report: **Recommended QEP Modifications for 2007-2008** for details.

Ranked

**Proposed 2007-2008 QEP Implementation & Evaluation Plans**

Up-Dated 7/29/08

<b>Activity #</b>	<b>Proposed Activity</b>	<b>Proposed Responsible Party</b>	<b>Proposed Timeframe</b>	<b>Proposed Expected Outcome</b>
<b>Priority #</b>	<b>Proposed Plan of Action</b>			
<b>FS-3</b>	<b>1</b> Review/Re-approve Definitions	QEP Teams	Fall 07	Charts reviewed/revised, approved, & distributed
	Review FS-3 Charts/Modify/Approve	Sigmon to send Charts	October	Charts reviewed/revised by QEP team
<b>FS-2</b>	<b>2</b> Customer Service Week Event	QEP Teams	October 07	Improved awareness of QEP
	ID QEP Awareness Activity/Implement/Assess	QEP Team to Submit Ideas	Fall 07	“button” activity & student essay contest
	Conduct CCSSE	IE	Spring 08	CCSSE administered; Results met SCC goal
	ID Staff/Train/Administer/Etc...		CCSSE Time Line	CCSSE administered in spring of 08
<b>FS-4</b>	<b>2</b> Possible E/FPMS QEP Related Objective	Supervisors	Planning Stage	Objective completed, evaluated, & rated
	Dean to Determine if Appropriate...		Addendum?	
	Review w/Each Advisory Committee	Programs	Fall 07	In meeting minutes; Revised FS-4 Charts as needed
	Agenda Item/Minutes/Modify FS-4 Chart	Sigmon to Check w/Edna	Fall 07	FS-4 charts reviewed and certain ones revised
<b>FS-7</b>	<b>4</b> Formal Document Writing Workshop	English Dept.	07 – 08	Enhance faculty/staff formal writing skills
		Dr. Sidlowski to Check-on	Apr. 11	Activity held – outcome met
	Research Techniques Workshop	Library	Spring 08	Provide info on how to locate & use info. sources
		Dr. Sidlowski to Check-on	June 13	Activity held – outcome met
	Outcomes Develop/Assessment Workshop	CETL	Fall 07	Develop & assess program outcomes
			Oct. 19	Activity held – outcome met
	Data & Info Resources/Uses Workshop	IE & IR	Spring 08	Provide info on SCC sources of data & uses
<b>FS-1</b>	<b>5</b> Possible E/FPMS QEP Related Objective	Supervisors	Planning Stage	Objective completed, evaluated, & rated
	Supervisor to Determine if Appropriate...		Planning Stage	
<b>S-2</b>	<b>5</b> Possible E/FPMS QEP Related Objective	Supervisors	Planning Stage	Objective completed, evaluated, & rated
	Dean to Determine if Appropriate...		Addendum?	
	Provide (Refresher) Training	CETL	Fall 07	Needs identified & training provided
	Training on: Identify/Develop & Use of...	CETL & IE	Fall 07	Activity held Oct. 19
	Re-evaluate Instruments/Processes	Acad./Affairs Depts.	07-08	Needed revisions identified & documented
	Re-evaluate & Enhance, as appropriate...		See S-3 Charts	Activity completed – See S-3 Charts
<b>FS-9</b>	<b>7</b> Possible E/FPMS QEP Related Objective	Supervisors	Planning Stage	Objective completed, evaluated, & rated
	Supervisor to Determine if Appropriate...		Planning Stage	
	Provide Training/Assistance as Needed		Fall 07	Needs identified & training provided
	See FS-7 above...Or specific to unit’s needs		See FS-7	Activity completed – See FS-7
	Develop &/or Revise Outcome(s)	Admin. Units	Fall 07	Outcomes developed
	Related to use of data/info/resources		Fall 07	

<b>S-3</b>	<b>8</b>	Possible E/FPMS QEP Related Objective	Supervisors	Planning Stage	Objective completed, evaluated, & rated
		Evaluate Processes: Develop/Revise if needed	Acad./Affairs Depts.	Fall 07	Improvements made to process
		Conduct CCSSE	IE	Spring 08	CCSSE administered; Results met SCC goal – Used results to make improvements
				Spring 08	CCSSE administered Spring 2008
<b>FS-6</b>	<b>9</b>	QEP Related E/FPMS Objective for Employees	Supervisors	Planning Stage	Objective completed, evaluated, & rated
				07/08	Activity completed July 08
<b>FS-8</b>	<b>10</b>	Possible E/FPMS QEP Related Objective	Supervisors	Planning Stage	Objective completed, evaluated, & rated
		Provide Training/Assistance as Needed	CETL/IE	Fall 07	Needs identified & training provided
		Enhance & Implement Outcome(s)	Acad./Affairs Depts.	Fall 07	Outcomes included in syllabus
				Began Fall 07	Activity completed Spring Semester 08
<b>S-1</b>	<b>11</b>	Review Requirements	Student Serv. & Acad/Affairs Depts.	Spring 08	Reviewed/revised, approved, & used
<b>FS-10</b>	<b>12</b>	Implement Outcome(s)	Acad./Affairs Depts.	Fall 07	Assessed & compared against baseline; Results used to make improvements
				Academic Year	Activity completed July 08
<b>FS-5</b>	<b>13</b>	Provide (Refresher) Training for Supervisors	HR	Fall 07	Training provided, if needed
		HR to determine need...Based on 06/07 Results			
<b>S-4</b>	<b>14</b>	Evaluate Students on Outcome(s)	Acad./Affairs Depts.	By Spring 08	Results compared against local & national standards – Used to make improvements
				Spring 08	Activity completed July 08
<b>FS-11</b>	<b>15</b>	Implement & Evaluate Outcome(s)	Admin. Units	By Spring 08	Outcomes met units' projections

**Communication Skills Outcomes Chart**  
**2008 Report – Page 1 of 2 (Revised 7/29/08)**

Academic Program	FS 4 Chart: 1 <sup>st</sup> Priority *				S3 Chart: Assessed *				Achievement Levels				Measurable Outcome
	W	V	E	D	W	V	E	D	2007	2008	2008	2010	
									Base Line	Projected	Actual	Projected	
AA/AS: H & L	X				X				78%	79%	TBA	80%	More vocabulary activities: See Chart
AA/AS: Math	X						X		65%/35%	63%/37%	TBA	59%/41%	More math terminology: See Chart
AA/AS: SS	X				X				38%	45%	TBA	48%	Target high missed items: See Chart
AA/AS: Science									60%	64%	TBA	70%	Scientific Terminology
ADN				X			X		85%	=/>900	TBA	=/>900	See ADN S-3 Chart
Advising Center	X	X		X	X	X			See Chart	See Chart	TBA	See Chart	See Advising Center S-3 Chart
AMT				X			X		69.66%	80%	88.5%	85%	Stress vocabulary
Bus. Admin.	X				X				78	81	81.4%	84	Improve written skills
CET	X				X				See Chart	See Chart	TBA	See Chart	See CET S-3 Chart
Comm. Graphics		X				X			80%	82%	88%	85%	Add practice & rubric
Computer Tech.	X				X				69%	72%	78%	75%	Mini-research papers
Continuing Ed.				X			X		3.65/3.76	4.0/4.0	TBA	TBA	Use Workkeys
Exp. Dental Assist.			X				X		85%	87%	92%	89%	Incorporate mock exercise
DL/SCCOnline AA			X		X				82%	85%	88%	TBA	Add more activities: See Chart
DL/SCCOnline ITP			X		X				84%	86%	88.9%	88%	Provide more info: See Chart
DL/SCCOnline Mgt			X		X				71%	80%	75%	90%	New rubric developed
Early Childhood	X	X			X				77.1%	78%	TBA	80%	Stress grammar, revise rubrics
EET				X		X			75%	80%	89%	85%	Tech presentations modules added
Ford ASSET		X				X			71%	78%	80%	84%	TBA
Health Unit Coord.	X		X		X				87%	88%	88.4	90%	2 practice sessions added
HVAC	X				X				61%	68%	69.4%	74%	Add assignments
Horticulture				X	X				90.9%	92%	93.5%	95%	Add projects, reports & presentations

(\*) W = Written, V = Verbal/Non-Verbal, E = Electronic, D = Discipline Specific.  
 Crossed out items indicate a revision.

**Communication Skills Outcomes Chart**  
**2008 Report – Page 2 of 2 (Revised 7/29/08)**

Academic Program	FS 4 Chart: 1 <sup>st</sup> Priority *				S3 Chart: Assessed *				Achievement Levels				Measurable Outcome
	W	V	E	D	W	V	E	D	2007	2008	2008	2010	
									Base Line	Projected	Actual	Projected	
Industrial Elect.		X				X			81.75%	88%	TBA	92%	Increase demonstration assignments
Industrial Mech.				X				X	71%	80%	TBA	85%	Stress vocabulary
Interpreter Train.				X				X	84%	90%/75%	?/84%	90%/80%	See Interpreter Train. S-3 Chart
Library				X									
Machine Tool	X			X				X	55%	63%	76%	70%	Increase Geo. Tolerance Exercises
MET (Closed)				X				X	7 & 5	50% Less	NA	Closed	Practice, peer review, outside review
Medical Assisting			X	X				X	72.5%	75%	76%	77.5%	Tutorial center & rubric explanation
Medical Lab Tech		X	X			X			75%	80%	88%	85%	See MLT S-3 Chart
Medical Secretary				X		X			82%	84%	TBA	86%	Improve interview skills
OST		X		X		X			82%	84%	87%	86%	Improve interview skills
Pharmacy Tech			X					X	85%	88%	86.4%	90%	Incorporate more assignments
Phlebotomy		X				X			87%	89%	90.7%	90%	Add oral presentation assignments
Radiation Therapy		X				X			85	88	88%	90	Incorporate mock presentations
Radiography		X				X			82	85	88%	88	Patient Interaction
Respiratory Care		X				X			87%	90%	84%	100%	Focus on skills
Surgical Tech		X				X			40.8 of 43	41.5 of 43	42 of 43	42 of 43	Add mock scenarios, role-play, etc.
Therap. Massage		X				X			79	88	92%	94	Add practice, video taping, etc.
Welding				X				X	60%	70%	TBA	75%	Revise writing requirements

(\* ) W = Written, V = Verbal/Non-Verbal, E = Electronic, D = Discipline Specific.  
 Crossed out items indicate a revision.

**Spartanburg Technical College  
Quality Enhancement Plan (QEP)  
Implementation and Evaluation Plans  
for**

**Program: Pharmacy Technician      Academic Year: 2006 /2007**

**QEP Goal: To improve students' work ready ability to communicate effectively as members of the workforce.**

**QEP Task FS 4: Involve external sources in a review of communication skills needed by graduates of continuing education and academic programs.**

**Expected Outcomes for Task FS 4:**

1. All academic and continuing education programs will identify the (oral [verbal/non-verbal], written, electronic, and/or discipline specific) communication skills needed by graduates of their program including external source input.
2. All program revisions will include measurable student outcomes in these areas. (See Task FS 8, FS 10 & S 4)

**Prioritized List of Communication Skills for (Program Name) (Academic Year):**

<b>Communication Skills:</b>	<b>Explanation/Definition:</b>
<b>1. Proper telephone etiquette.</b>	<b>Technicians should be able to answer and handle any type of situation during a telephone conversation with a customer or coworker.</b>
<b>2. Positive face to face interaction skills with the public.</b>	<b>Technicians should be able to handle any type of face to face interaction including negative confrontations.</b>
<b>3. Conflict management techniques.</b>	<b>Technicians should know how to conduct themselves in any type of conflict or other situations.</b>
<b>4. Customer service techniques.</b>	<b>Technicians should be able to correctly interact with different types of customers in a positive and effective manner.</b>
<b>5. Shift to shift communication techniques.</b>	<b>Technicians should be capable of effectively communicating the events of the workday with coworkers throughout the entire workday and between shifts.</b>
<b>6.</b>	

Add more spaces if additional communication skills are identified.

**To:** Academic Affairs  
**From:** Kemp Sigmon, QEP Coordinator/Accreditation Liaison  
**Date:** September 26, 2007  
**Re:** QEP Agenda Item for Advisory Committee Meetings

**Rationale:** One of the requirements of the Spartanburg Community College's Quality Enhancement Plan (QEP) is the involvement of external sources (advisory committees) in the review and approval of communication skills needed by graduates of academic programs.

**Recommendation:** The QEP Implementation Team recommends that each advisory committee agenda include a business item related to this College QEP requirement.

**Suggested Agenda Item:** "Review SCC QEP: Discuss and Approve communication skills needed by program graduates."

**Suggested means to accomplish:**

- Prior to meeting:
  - Review program's FS-4 Chart from 2006/07
  - Review the SCC QEP (See 2006/07 QEP Annual Report – emailed to faculty and staff on 9/5/07)
- At the meeting:
  - Briefly explain the purpose of the College's QEP
  - Review the committee's recommended communication skills from 2006/07 (see program's FS-4 Chart from 2006/07)
  - Discuss communication skills and revise, if needed, as recommended and approved by the advisory committee
- After the meeting:
  - Include in meeting minutes
  - Revise, if needed, &/or up-date FS-4 Chart for 2007/08 (\*)
  - Submit copy of revised &/or up-dated FS-4 Chart to your dean, vice-president, and to accreditation liaison

(\*) If **no** revisions, just insert the new academic year (07-08) at the top and submit the Chart.

**Spartanburg Community College**  
**Quality Enhancement Plan**  
**Communication Skills Assessment Chart (S3)**  
**(Developed 1/9/07)**

The **SCC Monitoring Report** states that “Each program is expected to assess its students and graduates during the second year [2006-07] of the QEP project to determine additional base line data. Once base line data is known, each program will establish threshold achievement levels for its communication skills. After new and/or enhanced student program outcomes are developed, implemented, and evaluated, programs will use the same or similar assessment instruments to determine their impact on student achievement.”

**Directions:** List your program, complete the “Task Outcomes” section (see \*), and submit to the Vice President of Academic Affairs, the division dean, and the accreditation liaison by the due dates.

<b>Program: Expanded Duty Dental Assisting</b>		
<b>Tasks to be Completed:</b>	<b>*</b>	<b>Task Outcomes:</b>
<b>Communication Skill(s) Assessed:</b> <b>Telephone Skills. All second semester Expanded Duty Dental Assisting Students will be assessed.</b>	<b>1</b>	<b>Student will demonstrate accurate telephone communication skills.</b>
<b>2007 Assessment Tool(s) Used:</b>	<b>1</b>	Rubric for Answering the Phone
<b>Date of 2007 Assessment:</b>	<b>1</b>	March 13, 2007
<b>2007 Base Line Data:</b>	<b>1</b>	<b>85%</b>
<b>Use of Results: (See below)</b>	<b>1</b>	Incorporate mock exercise to improve skill.
<b>2008 Threshold Achievement Level:</b>	<b>1</b>	<b>87%</b>
<b>Date of 2008 Assessment:</b>	<b>2</b>	March 17, 2008
<b>2008 Assessment Tool(s) Used:</b>	<b>2</b>	Rubric for Answering Phone
<b>2008 Assessment Results:</b>	<b>2</b>	<b>92%</b>
<b>Use of Results: (See below)</b>	<b>2</b>	Incorporated mock exercise along with peer check before final assessment.
<b>2010 Threshold Achievement Level:</b>	<b>1</b>	<b>89%</b>
<b>Date of 2010 Assessment:</b>	<b>3</b>	
<b>2010 Assessment Tool(s) Used:</b>	<b>3</b>	
<b>2010 Assessment Results:</b>	<b>3</b>	
<b>Use of Results: (See below)</b>	<b>3</b>	

**Use of Results:** List specific activities each program will employ to improve students’ communication skills. (Expand chart as needed to include all information.)

(\*) Complete and submit “Task Outcomes” for “1” by mid-June 2007, for “2” by mid-June 2008, and for “3” by mid-June 2010 to the VP of Academic Affairs, division dean, and accreditation liaison.

**Spartanburg Community College**  
**FS3: Define Work Ready Communication Skills**  
 (Revised October 10, 2007)

<b>Academic Programs Communication Skills (Student)</b>			
<p><b>Communication:</b> Exchanging ideas and information in oral, written, electronic and/or discipline specific form with peers (students and/or coworkers), teachers, supervisors, and others. The chart gives <u>examples</u> of different means of communication under each heading. Means of communication such as these would be enhanced through the implementation of the QEP.</p>			
<b>Oral</b> (Verbal/Non-verbal)	<b>Written</b>	<b>Electronic</b>	<b>Discipline Specific</b>
Speeches & Other Oral Presentations	Papers	Discussion Boards	Community Terminology
Role Playing	Journals	Email	Portfolios
Simulations: Mock Interviews, Exit Interviews, etc.	Exams: Essay, Short Answer, etc.	PowerPoint	Lab Reports
Discussions	Resumes & Letters	Instant Messaging	Clinical
Diversity (intercultural) (inter-generational)	Other Written Assignments	Online Courses	Collaborative/ Team Projects
One-on-One/Face-to-Face		Telephone	Interpretation
Listening		Media	Case Studies
Body Language: Gestures, Posture, Face & Eyes, Touch, etc.			Sign Language
Clothing			
Chronemics (how we use time)			
Voice: Tone, Pitch, Speed, Volume, Pauses, etc.			

**Spartanburg Community College**  
**FS3: Define Work Ready Communication Skills**  
 (Revised October 10, 2007)

<b>Employee and/or Area Communication Skills</b>			
<b>Communication:</b> Exchanging ideas and information in oral, written, electronic and/or discipline specific form with peers, supervisors, and internal and external customers. The chart gives <u>examples</u> of different means of communication under each heading. Means of communication such as these would be enhanced through the implementation of the QEP.			
<b>Oral (Verbal/Non-verbal)</b>	<b>Written</b>	<b>Electronic</b>	<b>Area Specific</b>
One-on-One/Face-to-Face	Memos	Email	EPMS/FPMS
Presentations	Letters	PowerPoint	Position Desc.
Meetings	Reports	Telephone	Area Mission, Goals, Objectives
Negotiations	Documents (minutes, manuals, etc.)	Web Page	Interpretation
Diversity (intercultural) (inter-generational)	Visuals (posters, diagrams, etc.)	FAX	Collaborative or Team Assignments
Interviews	Resume or Vita	Instant Messaging	Critical Thinking
Listening		Media	Adaptability
Body Language: Gestures, Posture, Face & Eyes, Touch, etc.			Portfolio
Clothing			
Chronemics (how we use time)			
Voice: Tone, Pitch, Speed, Volume, Pauses, etc.			

## Recommended QEP Modifications for 2008-2009

(Updated 9/2/08)

An initial review of activities and results from the 2007-2008 QEP suggests the College continue (and possibly expand) certain ones:

- Professional Development – writing, research, data/info sources, etc:
  - Identify 07/08 activities to be repeated in 08/09
  - Identify new FSD needs related to the QEP and develop/provide activities
- QEP Awareness – involve more faculty and staff & students:
  - Rotate QEP Team membership
  - Identify and implement at least one new QEP awareness activity
- Student-Related Activities – contests and/or other activities:
  - QEP Team Recommendation: Concentrate on verbal (oral) communication skills during 2008-09
    - Identify, develop, implement and assess related activities
  - QEP Team Recommendation: Based on 08/09 results, identify a different communication skill (non-verbal, electronic or discipline specific) to concentrate on during 2009-10
- EPMS/FPMS Objectives:
  - Provide (refresher) activity on how to develop, implement, assess, & use results...
- Unit Planning Activities – develop, implement, assess, use results
  - Provide (refresher) activity on how to develop, implement, assess, & use results...

Other factors, including the above, suggest the following deserve consideration:

- Develop and implement a plan of action which insures completion of the current QEP process including submission of the Impact Report to SACS:
  - Develop coordination plan for remaining years of QEP
  - Coordinate documents, minutes, etc. needed for Impact Report
- Enhance the College's process of developing, implementing, and assessing (learning) outcomes and use the results to improve...:
  - Identify unit/individual needs...
  - Provide appropriate professional development activities...
  - Assess & use results to improve...
- Stress (other) communication skills identified in the QEP: Verbal/Non-Verbal (Oral); Electronic; and Discipline Specific
  - Identify needs and develop means to address verbal (oral) communication skills for faculty and staff (See above for students)

## SCC QEP Teams

<b>Leadership Team</b>		
<b>Position:</b>	<b>Members: 2006/07</b>	<b>Members: 2007/08</b>
Accreditation Liaison (Chair)	Kemp Sigmon	Kemp Sigmon
College President	Dan Terhune	Dan Terhune
Commission Member(s)	Hubert Dobson & Jim Folk	
VP Academic Affairs	Sherry Vaughn	Sherry Vaughn
VP Continuing Education	Dave Just	Dave Just
VP Planning & Development	Pat Abell	Pat Abell
Faculty Member(s)	Sue Stokley	Sue Stokley
Recorder	Marilyn Smith	Marilyn Smith

<b>QEP Implementation Team</b>		
<b>Position</b>	<b>Members: 2006/07</b>	<b>Members: 2007-08</b>
QEP Coordinator (Chair)	Kemp Sigmon	Kemp Sigmon
Acad. Affairs Admin. (s)	Joe Sidlowski & Rita Melton	Joe Sidlowski & Rita Melton
Planning & Development VP	Pat Abell	Pat Abell
Faculty Member(s)	Kelsea Erbatu &	Jay Coffey, Carolyn Hooker
Staff Member(s)	Rita Hunt, Harold McClain, & Sharon Hammonds	Cindy Bailey, Rita Hunt
Recorder	Marlene Clements	N/A

<b>QEP Assessment &amp; Evaluation Team</b>		
<b>Position (Chair TBA)</b>	<b>Members: 2006/07</b>	<b>Members: 2007/08</b>
IE Position &/or IR Position	Rose Pellatt	Rose Pellatt
Assessment/CI Position	Sandy Winkler	Jay Jackson
Faculty Member(s)	Rebecca Coleman & Marcia Schenck	Fredrick Cooper, Marcia Schenck
Staff Member(s)	Geraldine Brantley	Phyllis Rogers
Recorder	Carol Crowe	Carol Crowe

<b>QEP Advisory Team</b>		
<b>Position (Chair TBA)</b>	<b>Members: 2006/07</b>	<b>Members: 2007/08</b>
<b>Staff Representatives:</b>		
Business Affairs		
Student Services	Kathy McKinzie	Kathy McKinzie
Administrative Assistant	Vickie Gray	Vickie Gray
Continuing Education	Jean Brannon	Jean Brannon
<b>Academic/Faculty Representatives:</b>		
Business Technology	Daryl Smith	Daryl Smith
Ind. & Engr. Technologies	Jeff Hunt	Jeff Hunt
Health & Human Services	Randy Anderson	
Arts & Sciences	David Williams	David Williams
Student		
Recorder	Kathy Bryant	Kathy Bryant

# 2007-2008 QEP Annual Report

## Appendix

<b>SECTION</b>	<b>PAGE</b>
<b>CCSSE 2008 Benchmark Summary Table – All Students</b>	<b>38</b>
<b>Active and Collaborative Learning</b>	
<b>Bar Charts and Benchmark Item Composition – All Students</b>	<b>39</b>
<b>Results of College Survey Questions</b>	<b>40</b>
<b>“S<sup>^</sup>w/ QEP?” Button Results</b>	<b>41</b>

Community College Survey of Student Engagement  
2008 Benchmark Summary Table - All Students  
**Spartanburg Community College**

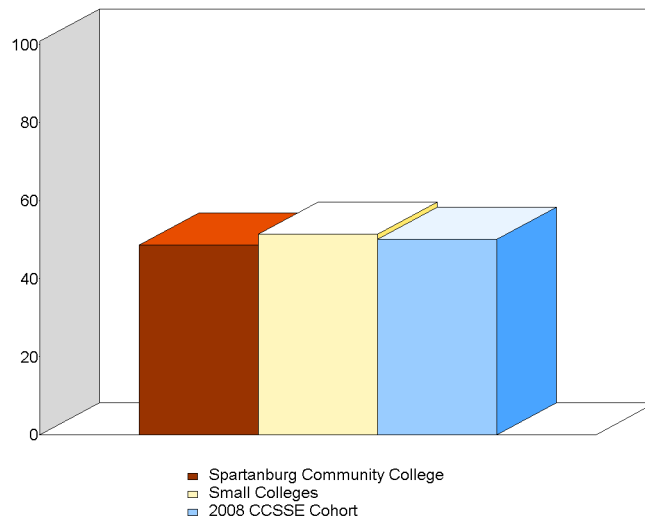
All Students				
Benchmark	Your College	Comparison Group Statistics		
			Small Colleges	2008 CCSSE Cohort
Active and Collaborative Learning	48.5	Benchmark Score	51.4	50.0
		Score Difference	-2.9	-1.5
Student Effort	53.4	Benchmark Score	51.2	50.0
		Score Difference	2.2	3.4
Academic Challenge	51.6	Benchmark Score	50.5	50.0
		Score Difference	1.1	1.6
Student-Faculty Interaction	49.7	Benchmark Score	51.8	50.0
		Score Difference	-2.1	-0.3
Support for Learners	47.6	Benchmark Score	51.8	50.0
		Score Difference	-4.2	-2.4
		Number of Colleges	295	585

**Benchmark Score:** Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

**Score Difference:** The result of subtracting the comparison group score (same size colleges or 2008 CCSSE Cohort) from your college's score on each benchmark.

## Active and Collaborative Learning Bar Charts and Benchmark Item Composition - All Students

Description - Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.



### Benchmark Scores

	Spartanburg Community College	Small Colleges	2008 CCSSE Cohort
<b>All Students</b>	48.5	51.4	50.0

Active and Collaborative Learning	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4a. Asked questions in class or contributed to class discussions	2.94	2.96		2.91	
4b. Made a class presentation	2.00	2.05		2.04	
4f. Worked with other students on projects during class	2.41	2.49		2.47	
4g. Worked with classmates outside of class to prepare class assignments	1.87	1.90		1.86	
4h. Tutored or taught other students (paid or voluntary)	1.33	1.38		1.37	
4i. Participated in a community-based project as a part of a regular course	1.24	1.32		1.31	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.53	2.57		2.56	

## Results of College Survey Questions

(Administered with CCSSE 2008)

<b>QUESTION</b>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>n =</i>
1. When completing a written assignment, I am able to organize my ideas logically and use language that is clear, concise, and appropriate for the audience.	<b>35.7%</b>	<b>60.5%</b>	<b>3.3%</b>	<b>0.5%</b>	<b>572</b>
2. I am able to show command of English grammar, mechanics, and spelling when completing a written assignment.	<b>36.1%</b>	<b>59.9%</b>	<b>3.7%</b>	<b>0.3%</b>	<b>574</b>
3. In oral communication situation, I listen attentively and ask questions in order to obtain information.	<b>37.06%</b>	<b>57.69%</b>	<b>4.90%</b>	<b>0.35%</b>	<b>572</b>
4. Whether speaking in a small group or in a more formal situation before an audience, I am able to paraphrase information and opposing points of view.	<b>22.5%</b>	<b>62.1%</b>	<b>14.2%</b>	<b>1.2%</b>	<b>570</b>
5. When interacting with groups or with individuals, I am able to acknowledge diverse opinions and cultural and individual difference in my written and oral communications.	<b>31.2%</b>	<b>64.7%</b>	<b>3.1%</b>	<b>0.9%</b>	<b>573</b>

## “S^w/ QEP?” Button Results

Responses = 125

None -0-	1 to 3	4 to 6	Over 6
36	64	19	6

### Comments

<p>I did not have a single student who understood what S^w/ meant. In addition, no one was even curious. We are in the business of promoting literacy and trying to prepare students to function as professionals in the workplace. Using this sort of nonsense “language” as a tool to attract their attention is exactly the opposite.</p>
<p>I only had one official inquiry concerning the button and it was at the Health Fair. A group of health science students asked why we are wearing these buttons. I think their instructor had put them up to testing me but I passed the test. I have also had several conversations with faculty and staff related to the button</p>
<p>Hi Kemp, I have not had any students ask about the button. The only people with questions were other staff members who had no idea how to read them or what they meant</p>
<p>The only one that asked me was an 8<sup>th</sup> grader during a tour of the Cherokee Campus.</p>
<p>I had responses from Board members, students and people in the community. The students seemed especially pleased that they were the focus of the QEP.</p>
<p>Kemp, I simply took about 10 minutes per class and discussed the button , the program and the importance of workplace communications and the glossary projects I have them do. So I would say I talked to 31 students.</p>
<p>I understand trying to reach out to students with language, so to speak, many of them use, but it doesn't help their writing skills when the school seems to be promoting text lingo. I have English papers turned in that have “i” instead of “I,” “u” instead of “you,” “w” instead of “with,” and “cause” instead of “because.” I receive too many e-mails from students with little to no capitalization or punctuation. We need to promote Spartanburg Community College as a place of higher education. Spartanburg Community College needs to expect more from its students</p>
<p>I did get some folks asking me about the meaning of this QEP button; they were usually people outside the college when I was at lunch, so it did generate some questions. I do have a couple of questions about the QEP button. Is text messaging a common form of business communication in the workplace? Does this button support our QEP college goal? These are just some of my thoughts. Thanks!</p>
<p>The button was a great way to make students aware of QEP.</p>
<p>Not sure how useful they were, but I did have several conversations with other staff wearing their buttons, too. I didn't have anyone ask what they meant or want more information.</p>