



# REALSKILL

*Education that Prepares*



**SHELTON STATE**  

---

**COMMUNITY COLLEGE**





## TABLE OF CONTENTS

<b>Executive Summary</b> .....	<b>1</b>
<b>Introduction and Overview</b> .....	<b>3</b>
<b>Chapter 1 – Topic Selection and Development</b> .....	<b>9</b>
<b>Chapter 2 – Literature Review and Best Practices</b> .....	<b>19</b>
Definitions.....	25
<b>Chapter 3 – Focus of the QEP</b> .....	<b>27</b>
Goal, Program Outcomes, and Student Learning Outcomes.....	31
<b>Chapter 4 – Implementation</b> .....	<b>33</b>
Timeline.....	36
Administrative Structure .....	38
Budget .....	41
<b>Chapter 5 – Assessment</b> .....	<b>43</b>
<b>Works Cited</b> .....	<b>61</b>
<b>Works Consulted</b> .....	<b>67</b>
<b>Appendices</b> .....	<b>71</b>
Appendix A – Business and Industry Survey.....	71
Appendix B – Graduation Survey Results.....	72
Appendix C – Results of QEP Survey Given to Faculty & Staff.....	74
Appendix D – Fall 2017 Faculty & Staff Work Session Activity Sheet .....	76
Appendix E – CCSSE Results .....	77
Appendix F – CCFSSSE Results .....	80
Appendix G – Spring 2018 Faculty & Staff Work Session Activity Sheets..	81
Appendix H – Faculty & Staff Suggested Definitions .....	82
Appendix I – Example of Faculty & Staff Suggested SLOs and Steering Committee Opinions.....	84
Appendix J – SkillsUSA as a Vehicle for Accomplishing the Faculty & Staff Suggested Student Learning Outcomes, Action Plans, and Assessments .....	85
Appendix K – SkillsUSA Framework.....	87
Appendix L – SkillsUSA <i>Career Essentials: Experiences</i> Curriculum Map.	88
Appendix M – SkillsUSA <i>Career Essentials: Initiative Experience</i> Learning Path.....	90
Appendix N – ORI 101 Course Outline Incorporating First Four <i>Advanced</i> <i>Experiences</i> .....	91
Appendix O – Example of Off-Line <i>Advanced Experiences</i> Activity .....	92
Appendix P – Example of Off-Line <i>Advanced Experiences</i> Activity Rubric.	94
Appendix Q – Example of an <i>Advanced Experience</i> Pre-Test Question ....	95





# Executive Summary





## EXECUTIVE SUMMARY

Research conducted at the national level by the Association of American Colleges and Universities (AAC&U, 2015) and the National Association of Colleges and Employers (NACE, 2016) points to the following solid conclusion: soft skills education is of paramount importance. The term “soft skills” encompasses a wide variety of aptitudes such as competent communication, teamwork, professionalism, and a strong work ethic. Surveys of college professionals and industry leaders confirm that these skills are highly valued, and that instruction in soft skills plays a vital role in providing a vibrant, impactful college education.

Shelton State Community College finds similar responses at the local level. When polling College faculty and staff, as well as industry leaders in the surrounding community, soft skills emerge as a principal area of concern. As stated on the College’s website, part of the mission of Shelton State Community College is to provide the community with “learning opportunities to advance academic excellence, cultural enrichment, workforce training, and economic development” (Shelton State Community College, 2018). Addressing soft skills that fall outside traditional academic pursuits but are necessary for future career success aligns with that mission.

Shelton State’s mission combined with quantitative and qualitative data at the local and national level provides the foundation for the College’s Quality Enhancement Plan: *REALSKILL: Education that Prepares*. The specific skills addressed are *decision making, personal responsibility in the form of self-motivation and work ethic, and professional communication*. Shelton State’s college orientation course (ORI101) and Career Services will facilitate instruction through SkillsUSA *Advanced Experiences*. *Advanced Experiences* will provide instruction, pre- and post-tests, authentic project-based experiences, and earned badges to prepare students for the *Career-Ready Assessment*. Upon satisfactory completion of the *Advanced Experiences* and *Career-Ready Assessment*, students will earn the *Career Essentials Credential* from the nationally recognized, industry-supported SkillsUSA organization.







# Introduction and Overview





## INTRODUCTION AND OVERVIEW

Educating the next generation is not merely instilling various specific academic skillsets. Students must be educated in a way that molds the whole person. Disciplines do not inherently combine to give a holistic educational experience; therefore, educators must place intentional focus on cultivating student characteristics that underlie all disciplines and have a profound impact on what the student actually accomplishes with the content acquired from his or her academic inquiries.

Colby and Sullivan (2009) point out that while the nurturing of analytical thinking is certainly a noble goal in higher education, it should not dwarf other pursuits in teaching and learning that produce a well-informed, thoughtful citizen. They take issue with

the widespread assumption that academic content knowledge and the intellectual skill of analytic or critical thinking, quite divorced from either action or responsibility, are the overriding aims of higher education and that the development of personal and social responsibility is only distantly connected with those aims.

The findings of Dey and Associates (2008) on behalf of the Association of American Colleges and Universities (AAC&U) support Colby and Sullivan's opinion. In *Should Colleges Focus More on Personal and Social Responsibility?*, the results of the administration of the Personal and Social Responsibility Institutional Inventory (PSRII) to 23,000 undergraduate students and 9,000 campus professionals across 23 institutions point to two clear conclusions. The first conclusion is that students, faculty, and administrators agree on the importance of intentional instruction in personal and social responsibility. The second conclusion states the need for growth in deliberately addressing these factors on campus. In other words, the gap in higher education between practices and ideals must close.

The AAC&U is an organization committed to bridging that gap. In pursuit of this goal, the organization has a core commitment to personal and social responsibility, which, as stated

on its website, aims “to reclaim and revitalize the academy’s role in fostering students’ development of personal and social responsibility.” In addition to the querying of academia, their extensive investigation examines viewpoints of business and nonprofit leaders on the national level. In *Falling Short? College Learning and Career Success* (AAC&U, 2015), Hart Research Associates finds that 91% of employers are in agreement that “a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than his or her undergraduate major” as an indicator of future career success. In another survey, employers grade student learning in college. Self-direction, writing, and critical thinking are three out of four categories receiving the lowest marks (survey of employers commissioned by AAC&U and conducted by Peter A. Hart Associates in November and December of 2007).

In *Job Outlook 2016: The Attributes Employers Want to See on New College Graduates’ Resumes*, the National Association of Colleges and Employers (NACE) Center for Career Development and Talent Acquisition outline the results of a survey administered to 201 NACE employer members. When the questions address attributes an employer desires to see on candidates’ resumes, the top seven responses are the following: leadership, ability to work in a team, written communication skills, problem-solving skills, verbal communication skills, strong work ethic, and initiative (see Figure 1). NACE lists “critical thinking, problem-solving, professionalism/work ethic, teamwork, and communication skills” as the “most important of the nine competencies by responding employers.” (NACE, 2016)

Strauss (2017) outlines the findings of Google’s internal research process that aimed to discover predictors of successful employment in the Google ranks. In the words of the author, Cathy Davidson, Google’s findings

shocked everyone by concluding that, among the eight most important qualities of Google’s top employees, STEM expertise comes in dead last. The seven top characteristics of success at Google are all soft skills: being a good coach;

communicating and listening well; possessing insights into others (including others different values and points of view); having empathy toward and being supportive of one's colleagues; being a good critical thinker and problem solver; and being able to make connections across complex ideas.

**Figure 1: Attributes Employers Seek on a Candidate's Resume**

<b>Attribute</b>	<b>% of Respondents</b>
Leadership	80.1%
Ability to work in a team	78.9%
Communication skills (written)	70.2%
Problem-solving skills	70.2%
Communication skills (verbal)	68.9%
Strong work ethic	68.9%
Initiative	65.8%
Analytical/quantitative skills	62.7%
Flexibility/adaptability	60.9%
Technical skills	59.6%
Interpersonal skills (relates well to others)	58.4%
Computer skills	55.3%
Detail-oriented	52.8%
Organizational ability	48.4%
Friendly/outgoing personality	35.4%
Strategic planning skills	26.7%
Creativity	23.6%
Tactfulness	20.5%
Entrepreneurial skills/risk-taker	18.6%

Source: *Job Outlook 2016*, National Association of Colleges and Employers

When surveying faculty and local industry leaders, Shelton State finds many of the same sentiments. In both informal and formal faculty polls taken at Shelton State, critical thinking and soft skills (intrinsic motivation, work ethic, and communication) often surface as predominant

areas of concern. In the formal faculty poll, some skills not listed as choices for a potential QEP topic still appear many times in the free response section. *Critical thinking*, given as a topic choice, receives the highest percentage of number one rankings and the highest percentage of number two rankings as an area of needed improvement in student learning. In the survey of local business and industry leaders, *problem-solving*, *soft skills*, and *communication* receive endorsements of “very important” by a high percentage of leaders. Their free responses further reinforce that stance (see Appendix A).

One facet of Shelton State Community College’s mission is to provide the community with “learning opportunities to advance academic excellence, cultural enrichment, workforce training, and economic development.” (Shelton State Community College, 2018) Shelton State’s vision is “empowerment and economic development through excellence in education, workforce training, and community involvement.” Teaching skills that transcend content-specific learning and work in conjunction with academic disciplines is the best way to prepare students for their future careers.

Educating the whole learner and striving to prepare every student for the intricacies and challenges of a 21<sup>st</sup> century career are consistent with the College’s mission and vision. This approach also resonates soundly with the goals outlined in the College’s strategic plan, *Shelton 2020: Realizing Our Vision*. (Shelton State Community College, 2018) The specific goals listed below directly align.

- 1.4 SSCC will enhance the student experience through excellence in programs, services, and facilities.
- 3.1 SSCC will assess and respond to community needs and seek opportunities consistent with its mission.
- 3.4 SSCC will operate as an essential component of postsecondary education and workforce training.
- 3.5 SSCC will strengthen partnerships with educational and corporate entities.

Research at both the national and local levels points toward the importance of teaching employability skills. The College's review of this research is detailed in subsequent sections of this document along with the process by which the QEP topic, soft skills, was selected. With the designated title of *REALSKILL: Education that Prepares*, the three foci of the QEP are ***decision making; personal responsibility in the form of self-motivation and work ethic;*** and ***professional communication.***







# Topic Selection and Development

# CHAPTER 1



## TOPIC SELECTION AND DEVELOPMENT

### Fall 2016

On October 24, 2016, the College appointed mathematics instructor Dr. Michael Green to lead QEP efforts and serve on the SACSCOC Leadership Committee. In December, representatives from the SACSCOC Leadership Committee, along with Dr. Green, attended the SACSCOC annual meeting in Atlanta, Georgia. Dr. Green focused his attention on sessions that dealt with the development and implementation of a successful QEP.

### Spring 2017

Upon returning to Tuscaloosa, Dr. Green conducted a presentation in January 2017 entitled *Overview of SACSCOC from a Faculty Perspective*, in which he gave an overview of the concept of a Quality Enhancement Plan to all College faculty, staff, and administrators. This included defining the QEP and giving a summary of the general QEP process and timeline. On that same day, Dr. Green conducted a faculty workshop that included a general brainstorming session on perceived areas of needed improvement in the College. The goal of the session was to engage faculty in the earliest stages of Shelton State's QEP topic selection. In the interactive session, faculty provided responses to two questions focusing on the most vital educational concerns in the College's student population. An interactive website archived responses and feedback in real time. Even at this nascent stage, critical thinking and soft skills (internal motivation, having a strong work ethic, etc.) came to the forefront as potential QEP topics. The word cloud below, (see Figure 2), generated in real time as faculty entered their responses, demonstrates these ideas. The size of a word appearing in the image below reflects the frequency with which participants provided it as a response.



## Summer 2017

In June 2017, the President approved the formation of the QEP Steering Committee with Dr. Green as the chair. Tasked with composing a draft of Shelton State's QEP, this diverse group of people represented many of the major facets of the College's operation (see Figure 3).

**Figure 3: QEP Steering Committee**

Name	Area	Email
Michelle Bass	Business Services	mbass@sheltonstate.edu
Jonathan Koh	Grants	jkoh@sheltonstate.edu
Ginger Glass	Academic Services	gglass@sheltonstate.edu
Michael Green (chair)	Academic Services	mgreen@sheltonstate.edu
Kelly Griffiths	Libraries	kgriffiths@sheltonstate.edu
Angela Hyde	Nursing	ahyde@sheltonstate.edu
Judy Johnson	Auxiliary Support	jjohnson@sheltonstate.edu
Phillip Johnson	Adult Education	pjohnson@sheltonstate.edu
NorQuina Rieves	Student Services	nrieves@sheltonstate.edu
Robbie Pressley	Office Administration	rpressley@sheltonstate.edu

In July, the committee examined and interpreted survey data. Interesting results surfaced from each of the previously mentioned surveys. With regard to the survey given to business leaders, 93.88% ranked *problem-solving* as "very important;" 87.76% ranked *soft skills* as "very important;" and 79.59% ranked *communication* as "very important" (see Appendix A).

Results of the two faculty and student polls listed above were immediately available, while CCSSE and CCFSSSE data did not arrive until August 2017. Thus, this report progresses chronologically according to receipt of data versus the date of survey administration.

The next data sets reviewed by the QEP Steering Committee were results of the graduation survey question on potential QEP topics for students and the subsequent administration of that question to faculty and staff. In the student survey, *advising* and *student organizations* received the highest percentage of votes as the potential QEP topic (see

Appendix B). However, *advising* also received the highest percentage of votes as the last choice for a QEP topic. 29.31% ranked *writing and communication* in their top three choices. A noteworthy result showed that *critical thinking* was not a number one topic for any student, and only 1.75% voted it as the second best choice for the QEP.

The responses of faculty and staff varied greatly from those of students (see Appendix C). *Critical thinking* received the highest percentage of number one rankings (23.76%) while *advising* was a close second (20.86%). The topic with the third highest percentage of number one rankings was *writing and communication* (14.05%). 56.91% of faculty and staff ranked *critical thinking* in their top three choices, while 52.43% ranked *writing and communication* in their top three choices. The survey also allowed a free response for faculty and staff to list a topic not provided in the choices. Soft skills was highly represented in the responses to this prompt. Many times, the response was simply *soft skills* while others were more specific with examples such as *time management, professionalism, employability, and student personal responsibility*. These responses were consistent with sentiments expressed at the previously mentioned initial faculty brainstorming session.

In that same month, a team composed of members of the SACSCOC Leadership Committee, along with Dr. Green, attended the SACSCOC Summer Institute in Austin, Texas. Dr. Green again attended sessions dealing with the development and implementation of a successful QEP. Upon the team's return, the QEP Steering Committee convened to discuss topics rising to the forefront in the querying of business leaders, faculty, staff, and students. The committee agreed that the following main topics were manifesting at that point: *advising, critical thinking, and soft skills*. The slide below in Figure 4 communicated this to faculty during fall convocation.

**Figure 4: First Evolution as Presented to Faculty**



### **Fall 2017**

At Shelton State's Fall 2017 Convocation, Dr. Green presented a QEP update to the College (faculty, staff, and administration) that included a discussion of the QEP timeline and vision, the three topics that had surfaced, and key ideas to keep in mind when developing a QEP. Following an introduction of the QEP Steering Committee, Dr. Green facilitated a QEP workshop with faculty that included a review of specific survey findings. The faculty split into groups, chose one of the three main topics, and listed ideas for how to best approach that topic. They provided three positive aspects of choosing that particular topic as well as three challenges. The QEP Steering Committee reviewed faculty feedback. (See Appendix D)

Immediately following that workshop, a QEP folder was created for the Shelton State intranet to house an up-to-date QEP timeline along with pertinent data, research articles, and presentations. Shelton State faculty, staff, and administration received access to remain informed concerning the QEP. CCSSE and CCFSSSE findings arrived shortly before the faculty

workshop (see Appendices E & F). Thus, results were analyzed after fall convocation in August.

The QEP Steering Committee met in September 2017, with the purpose of reviewing the CCSSE and CCFSSSE data. The outcomes of those surveys played a significant role in refining the focus of the QEP. One major CCSSE result that validated previous findings was that four out of five aspects of lowest student engagement involved *student effort*. Measures of five key benchmarks of effective education practice were in the CCSSE report. *Student effort* was one of those benchmarks, and cohort institutions outperformed Shelton State in that area. When comparing CCFSSSE data directly with CCSSE data, varied responses emerged. With topics such as skipping class and class preparation, for example, students and faculty had drastically different perspectives. This data, when compared with faculty/staff and industry feedback, further solidified soft skills (student motivation and work ethic specifically) as a potential focus of the QEP.

Another significant finding came from the *CCSSE Special Focus Report*, which dealt specifically with *advising*, one of the three main areas of concern at that point. Student questions under the *advising* heading dealt with matters such as whether or not the student ever met with an advisor before registering, whether or not meeting with an advisor was required prior to scheduling, and the frequency with which a student met with an advisor. Shelton State dramatically outperformed its cohort in each of these facets. Given the high survey performance, the QEP Steering Committee was unanimous in its decision to remove *advising* as a potential topic.

Also factoring into the ultimate topic decision was the fact that *critical thinking* was often included in *soft skills* under the heading of *problem-solving*. Though not synonymous, people often used the phrase *critical thinking* to mean general problem-solving skills, as opposed to the more academic versions outlined in Bloom's Taxonomy, for example. Thus, the QEP Steering



Committee felt that *problem-solving* (which would later be relabeled *decision making*) could easily be subsumed under the heading of *soft skills*.

The topic of the QEP then became *REALSKILL*, with the goal of helping each Shelton State student become a *problem-solver, self-starter, hard worker, and good communicator*. The common opinion at that meeting was to condense *self-starter* and *hard worker* into one heading like *productivity*. Though the packaging was rough at that point, the following general idea was beginning to take shape: Shelton State desires to educate the whole learner and intentionally address the soft skills that are necessary to future career success but are often overlooked in higher education.

Dr. Green communicated the results of the committee's meeting, including the fine-tuning of the potential QEP topic, to the whole of Shelton State via email. Kelly Griffiths, a member of the QEP Steering Committee, was given oversight of the literature review. She began by soliciting feedback from those at Shelton State who worked directly with educating students in the arena of *soft skills*. These individuals were invited to the committee's meeting in October to communicate Shelton State's current practices in the development of soft skills. Articles related to the QEP topic were quarried, divided, and distributed to each member of the committee for review and discussion.

On October 11 and 12, Dr. Green led QEP sessions with faculty grouped according to their respective disciplines. The sessions had three main goals: to provide an update on the development of a QEP topic, to show faculty the location of information regarding the QEP process on the Shelton State intranet, and to solicit and record feedback from the faculty regarding the potential QEP topic previously emailed to the College as a whole.

Faculty comments were discussed at the next QEP Steering Committee meeting on October 20. At that meeting, Dr. Kevin Windham, Shelton State's Phi Theta Kappa honor society advisor, shared details of a program called the *Five Star Competitive Edge*. Phi Theta Kappa uses this series of learning modules to address soft skills and provide its members with a

competitive edge when entering the workforce. Amy Henderson, Director of Career Services, also provided materials addressing soft skills. These materials included a passport system that led to discussion among the members of the committee and Dr. Windham. Following review of the College's current practices, Kelly Griffiths led the committee in a discussion of assigned articles. Each member shared a synopsis and was tasked with writing a brief summary prior to the next meeting. A compilation of these summaries was then disseminated to the committee members.

Upon completion of the data and literature review, the QEP Steering Committee reconvened on November 3 to crystalize a general approach in addressing the topics of *decision making; personal responsibility in the form of self-motivation and work ethic; and professional communication*. The slide in Figure 5 was part of a discussion facilitated by Dr. Green to synthesize the methodologies arising out of the committee members' literature review. The committee agreed that the slide captured the major tenets articulated to that point.

**Figure 5: The Crystallization of a QEP Approach Presented to the Faculty**

**QEP Crystallization of Approach**

**I. Orientation Classes**


- Students are given their passport here.
- Already cover some of these skills.

**II. Modules**

- Five Star Competitive Edge from PTK would be a great model.
- Would address the skills not addressed in orientation classes.
- Incorporate into passport as stamps.

**III. Externships**

- Hit remaining skills and close out passport.
- Could be a class or not.
- Content could include interview skills, professional communication, etc.



While the general approach was coming into focus, the tactic in view was an internal creation of modules with their related rubrics and assessments. However, a superior vehicle soon became apparent. In the midst of research for rubric and module resources, the SkillsUSA program was discovered. Specifically, the College was interested in the SkillsUSA *Career Essentials: Experiences*, which contained the newly formed *Advanced Experiences*.

*Advanced Experiences* contains learning paths with diverse activities and varying modes of delivery, all addressing the topics at which the committee had arrived. The definitions and objectives aligned with those developed by the QEP Steering Committee. Additionally, *Advanced Experiences* utilizes a badge system and portfolio culminating with a nationally recognized SkillsUSA *Career Essentials Credential*. Subsequent research deemed the SkillsUSA *Career Essentials: Advanced Experiences* platform as an excellent choice for accomplishing the vision already in place.





# Literature Review and Best Practices

## CHAPTER 2



## LITERATURE REVIEW AND BEST PRACTICES

In fall 2017, the QEP Steering Committee conducted a review of literature pertaining to soft skills education. This is a synopsis of items that most influenced the development of the QEP and provided a set of guidelines for execution. A complete bibliography of items cited and consulted is included in this report, and a comprehensive annotated bibliography is available upon request.

The literature search began with an article from Robles stating that 75-80% of job success is based on soft skills. Since the end-goal for many students is to achieve and maintain employment – either directly out of Shelton State or after continued academic pursuits – this was important to address.

First, research was conducted to determine if employers consistently viewed soft skills as necessary. Nine articles were found that offered great detail on employer opinions of soft skills and how they were both more difficult to teach than technical skills and more difficult to find in the workforce. A study at Google cited by Strauss (2017) found that seven of the top eight characteristics indicating employee success at the company were soft skills. According to MacDermott and Ortiz (2017), businesses previously offered 2.5 weeks of training a year, but were now expecting employees to arrive with this training or pursue it on their own.

Do colleges have solutions? Were students developing soft skills necessary to be successful? The second portion of research attempted to answer these questions and were best summarized using a statistic from Goral (2014): 97% of academic administrators feel that students have adequate preparation, but only 30% of employers agree. Draper University of Heroes' (Roose, 2013) program for Silicon Valley entrepreneurs focuses several days on technology skills and eight weeks on soft skills, underscoring the importance of these skills even to a world that insists on the importance of technical education. Amy Henderson, Director of

Career Services, confirmed that employers were placing an emphasis on soft skills for students graduating from Shelton State.

The third part of the research led to programs and initiatives that addressed teaching and assessing soft skills in a college setting. The Committee read about communication (Adler, 2017); active learning (Barkley and Major, 2017; Colby and Sullivan, 2009); student buy-in (Bronson, 2007); instructor buy-in (Eidger, 2017; Hirsch, 2017); the use of online training modules (Shank, 1997); portfolios (Mamidenna, 2009); peer mentors (Roy and Brown, 2016); externships and mock interviews (Dolash, 2011; Hirsch, 2017); and new indexes that measured skills considered difficult to assess (DeVise, 2009; Greiff and Funke, 2013; Kyllonen, 2013; Vallerand, 1992).

Within the third part of the research, two programs drew the attention of the committee. The AAC&U's Core Commitments program outlined projects and offered support and assessment materials to schools exploring soft skills training. The *Chronical of Higher Education* posted a story by Ruff (2016) outlining three classroom methods allowing instructors to combine technical skills with soft skills (career development, experiential learning, and digital badge systems similar to paper passports).

Finally, the committee sought to discover drawbacks to established programs. Maitra and Maitra (2015) pointed out potential diversity and cultural issues. Two articles (Pohl, 2017; "Teaching Soft Skills to Generation Z," 2016) also indicated the generational differences in what is considered a supportive work environment and what is considered proper and polite. The best example is that language an older individual may think is polite, a younger individual may read as hostile; language a younger individual may think is polite, an older individual may read as disrespectful. Diversity issues will remain at the forefront of training.

With the topic for Shelton State's Quality Enhancement Plan, *REALSKILL: Education that Prepares* in place, the attention shifted to formalizing the following three main skills:



*decision making; personal responsibility in the form of self-motivation and work ethic; and professional communication.*

A brief note regarding the ebb and flow of terminology throughout the process of developing the QEP: During a large portion of the development of the QEP, the phrase *problem-solving* was used for what ultimately became *decision making*. Late in the development of the QEP, *problem-solving* was changed to *decision making* after faculty and staff developed a definition for *problem-solving* that was virtually synonymous with the SkillsUSA definition of *decision making*. After an analysis clearly revealed that SkillsUSA uses *decision making* in virtually the same way that the term *problem-solving* was being employed, the choice was made to switch to its terminology moving forward in the SkillsUSA implementation. Throughout this document, *decision making* and *problem-solving* are used interchangeably.

Decision making is an important facet of daily living. It permeates all areas of one's life, and Shelton State hopes to produce students who face challenges straight on, being both determined and equipped to work through them. As Greiff, Holt, and Funke stated in *Perspectives on decision making in educational assessment*, "problem solving has received broad public interest as an important competency in modern societies" and it "is an important cross-curricular skill with high real-world relevance" (2013). In this paper, the history of the development of the Programme for International Student Assessment (PISA), an instrument used to assess students' problem solving skills on an international level, was outlined. The authors discussed the learning theory associated with general problem solving and provided various schemata for approaching the topic.

According to Mayer (2003), a problem occurs when in any given state, a goal state needs to be reached, and there is no routine method of solution available. The subsequent process of transforming the given state into the desired goal state is defined as problem-solving (Lovett, 2002) in which a phase of establishing a representation of

the problem (knowledge acquisition; Klahr & Dunbar, 1988) is usually followed by the implementation of a solution process (knowledge application; Novick & Bassok, 2005). It is this concept of decision making in professional settings that Shelton State selected as a focus for its QEP.

The same authors continued with four key features of problem-solving employed in the development of the PISA 2012: “exploring and understanding, representing and formulating, planning and executing, and evaluating and reflecting.” Many of those ideas arose in the QEP faculty and staff work session in January 2018. In that session, faculty and staff groups formulated definitions of some of the main terms involved in the QEP (see Appendices G & H). One of those terms was problem-solving. Faculty and staff produced the definition below.

The process of finding solutions to difficult or complex issues using the following steps:

1. Identify the problem;
2. Research resolutions;
3. Identify possible solutions; and
4. Choose the most effective path and implement it.

When SkillsUSA discussed decision making, a very similar process was outlined. The steps listed below are from the SkillsUSA Career Readiness Curriculum PowerPoints:

1. Define the nature of the issue of problem.
2. Brainstorm possible solutions.
3. Select possible solutions and identify the positives and negatives of each.
4. Select a solution and defend your selection by citing evidence (theory, data, prior experiences).

These are the general decision making skills that Shelton State hopes to instill in students, better preparing them for their careers.

With regard to *personal responsibility*, the two main facets that manifested in the data were *self-motivation* and *work ethic*. As Colby and Sullivan (2009) point out,

Evidence suggests that the better students understand and the more they embrace the larger significance of what is being learned, the more likely is this attitude of fascination and the greater the likelihood that they will make striving for excellence their basic disposition.

Thus, intrinsic motivation is the impetus propelling students toward establishing a solid work ethic and being productive citizens. In the words of Ryan and Deci (1999), “to be motivated means *to be moved* to do something.” The authors go on to contrast two main types of motivation.

The most basic distinction is between *intrinsic motivation*, which refers to doing something because it is inherently interesting or enjoyable, and *extrinsic motivation*, which refers to doing something because it leads to a separable outcome.

Shelton State desires to move students toward excellence in their endeavors. However, while intrinsic motivation is a great start and plays a key role in performing at a high level, many times, a strong work ethic sustains an arduous task when positive feelings wane. Shelton State desires to foster in students a strong work ethic that surpasses the initial propulsion and will carry them through gritty, tough, lackluster, but important tasks, as well. In the words of Ryan and Deci, the aim is “increasing internalization (and its accompanying sense of personal commitment)” because with it comes “greater persistence, more positive self-perceptions, and better quality of engagement.” In short, the goal is for external, practical measures to influence students internally, positively affecting their self-motivation and work ethic.

As discussed above, faculty and staff created definitions for the phrases self-motivation and strong work ethic in the January 2018 work session (see Appendix X). The QEP Steering Committee then synthesized faculty responses and developed two closely related definitions. The committee defines self-motivation as the underlying driving force propelling a student’s desire to complete a challenging task or goal, irrespective of external rewards or consequences. The committee determined that having a strong work ethic involves getting

to locations on time and completing assigned tasks with excellence, even when there is a lack of immediate rewards or gratification.

Lastly, Shelton State desires that students deliver diverse forms of effective written, non-verbal, and verbal communication in professional settings. Though communication is a broad term, for the purposes of this QEP, the idea is to influence students' abilities to communicate appropriately in their future careers. Thus, the committee settled on the phrase "professional communication."

Adler, Rodman, and duPré stated that most scholars "would agree that effective communication involves achieving one's goals in a manner that, ideally, maintains or enhances the relationship in which it occurs" (2017, p. 20). The authors listed several key competencies in communication and provided a self-assessment tool that covers the following categories: listening, interpersonal communication, diversity awareness, group and team skills, and public speaking skills. As outlined in subsequent chapters, many of these skills will be addressed through the SkillsUSA *Career Essentials: Advanced Experiences*, which provides students with learning modules accompanied by project-based, experiential opportunities to express and apply what they have learned. A discussion of specific learning objectives is provided in the next chapter. The definitions above have been consolidated in Figure 6.

Figure 6: QEP Definitions

QEP DEFINITIONS	
<b>DEFINITION 1</b>	<p><i>Decision Making</i></p> <p>The student will apply the following steps when solving a problem:</p> <ol style="list-style-type: none"><li>Identify the problem;</li><li>Research resolutions;</li><li>Identify solutions; and</li><li>Choose and implement the most effective solutions.</li></ol>
<b>DEFINITION 2</b>	<p><i>Self-Motivation</i></p> <p>The underlying driving force propelling a student's desire to complete a challenging task or goal, irrespective of external rewards or consequences</p>
<b>DEFINITION 3</b>	<p><i>Work Ethic</i></p> <p>Involves getting to locations on time and completing assigned tasks with excellence, even when there is a lack of immediate rewards or gratification</p>
<b>DEFINITION 4</b>	<p><i>Professional Communication</i></p> <p>The ability to communicate appropriately and effectively in professional settings</p>





# Focus of the QEP

# CHAPTER 3





## FOCUS OF THE QEP

The January 2018 faculty and staff work session did not simply involve creating precise definitions for the foci of the QEP. The work session also included a faculty and staff activity to create student learning outcomes, action plans, and assessments for each of the QEP foci (see Appendix G). Following the work session, the QEP Steering Committee reviewed faculty and staff feedback and voted on the items to be included in the QEP (see Appendix I). That process combined with the QEP Steering Committee's review of literature led to the student learning outcomes listed in Appendix J.

As previously stated, activities were to be housed in a passport system. The modules, with their related activities, rubrics, and assessments, were to be created internally. Once Shelton State learned of SkillsUSA *Advanced Experiences*, the organization's demonstrated history in soft skills education and its industry endorsement proved it to be a superior vehicle for accomplishing the vision (see Figure 7). Upon further research, the foci of the QEP were found to be major tenets of the organization's guiding framework (see Appendix K).

**Figure 7: SkillsUSA Career Essentials: Advanced Experiences Synopsis**

### THE VEHICLE

**SkillsUSA Career Essentials: Advanced Experiences is composed of six experiences designed to help students become career-ready. The experiences include the following:**

- Instructor-led kickoff presentations
- Interactive online modules
- Offline experiential activities
- SkillsUSA badges for each experience
- The *Capstone Experience*, which culminates in a portfolio
- The *SkillsUSA Career Essentials Credential*, which is awarded for successful completion of the experiences and the Career-Ready Assessment

Additionally, many of the specific outcomes and action plans developed by Shelton State's faculty and staff were contained in the *Advanced Experiences* curriculum (see Figure 8 and Appendix L).

*Advanced Experiences* is composed of the following six learning experiences: *Continuous Improvement, Initiative, Collaboration, Customer Service, Change Management,* and *Capstone*. For the purposes of the QEP, the *Change Management* and *Capstone Experiences* will be completed by the students after leaving ORI 101 as discussed in the Implementation chapter. Each of the first five experiences has an associated learning path with built-in summative and formative assessments. Within each of those experiences, there are pre- and post-assessments, kickoff instructor-led presentations, online interactive modules, and experiential activities (see Appendix M). As is displayed in Appendix L, the foci of the QEP are interwoven throughout the paths.

**Figure 8: How the Envisioned Approach is Executed through SkillsUSA *Advanced Experiences***

ENVISIONED APPROACH	HOW SKILLSUSA ADDRESSES
Passport system	Badge and certificate system culminating in a portfolio and a <i>Career Essentials Credential</i>
Learning modules with activities addressing the QEP foci	<i>Advanced Experiences</i> with associated learning paths containing pre- and post-assessments, instructor-led kickoff presentations, online modules, and experiential activities
Externship to hone professional skills	<i>Capstone Experience</i> where students complete a portfolio and prepare for interviews among other activities
QEP Foci: <i>Competent Communication</i>	<p>Experience: <i>Collaboration</i></p> <ul style="list-style-type: none"> <li>• Activity: <i>Communicating with Confidence</i></li> <li>• Activity: <i>Summarizing Instructions</i></li> <li>• Activity: <i>Communicating with Customers</i></li> <li>• Activity: <i>Demonstrating a Process or Product</i></li> </ul> <p>Experience: <i>Customer Service</i></p> <ul style="list-style-type: none"> <li>• Activity: <i>Communicating with Customers</i></li> <li>• Activity: <i>Following Instructions</i></li> <li>• Activity: <i>Understanding Points of View</i></li> <li>• Activity: <i>Persuading Customers</i></li> <li>• Activity: <i>Creating a Work Plan</i></li> <li>• Activity: <i>Approaching Controversial Issues</i></li> </ul> <p>Experience: <i>Change Management</i></p> <ul style="list-style-type: none"> <li>• Activity: <i>Helping Others Through Change</i></li> <li>• Activity: <i>Communicating Change</i></li> <li>• Activity: <i>Anticipating Change</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Activity: <i>Embracing Change</i></li> </ul> <p>Experience: <i>Capstone</i></p> <ul style="list-style-type: none"> <li>• Activity: <i>Review and Refine Career Portfolio</i></li> <li>• Activity: <i>Capstone Reflection</i></li> <li>• Activity: <i>Personal Skills Interview</i></li> <li>• Activity: <i>Practice Interview</i></li> </ul>
QEP Foci: <i>Problem-Solving</i>	<p>Experience: <i>Collaboration</i></p> <ul style="list-style-type: none"> <li>• Activity: <i>Mapping Decisions</i></li> <li>• Activity: <i>Building Consensus for Decisions</i></li> </ul> <p>Experience: <i>Change Management</i></p> <ul style="list-style-type: none"> <li>• Activity: <i>Inclusive Decision Making</i></li> </ul> <p>Experience: <i>Capstone</i></p> <ul style="list-style-type: none"> <li>• Activity: <i>Personal Skills Interview</i></li> </ul>
QEP Foci: <i>Personal Responsibility in the Form of Work Ethic and Self-Motivation</i>	<p>Experience: <i>Initiative</i></p> <ul style="list-style-type: none"> <li>• Activity: <i>Being a Great Employee</i></li> <li>• Activity: <i>Finding Leadership Opportunities</i></li> <li>• Activity: <i>Producing Great Work</i></li> <li>• Activity: <i>Initiating Tasks</i></li> <li>• Activity: <i>Holding Yourself Accountable</i></li> <li>• Activity: <i>Planning for Success</i></li> <li>• Activity: <i>Creating a Career Plan</i></li> <li>• Activity: <i>Presenting Professional Attributes</i></li> <li>• Activity: <i>Researching Job Opportunities</i></li> </ul> <p>Experience: <i>Customer Service</i></p> <ul style="list-style-type: none"> <li>• Activity: <i>Demonstrating Work Ethic</i></li> <li>• Activity: <i>Respecting Workplace Regulations</i></li> <li>• Activity: <i>Finding Service Opportunities</i></li> <li>• Activity: <i>Tracking Your Day</i></li> </ul> <p>Experience: <i>Capstone</i></p> <ul style="list-style-type: none"> <li>• Activity: <i>Review and Refine Career Portfolio</i></li> <li>• Activity: <i>Capstone Reflection</i></li> <li>• Activity: <i>Personal Skills Interview</i></li> </ul>

The *Capstone Experience* is a work-based learning experience where students refine their accumulated portfolio and engage in specifically chosen activities to form a bridge between the academic and professional worlds. These activities include reflecting on what has been learned in the previous five experiences, refining accumulated portfolios, participating in mock interviews, performing job searches, and creating specific professional documents like cover letters, resumes, and emails. According to SkillsUSA (2018), the *Capstone Experience* “ is

intended to help students demonstrate their ability to think critically and creatively, communicate effectively and apply their knowledge to address real-world scenarios.” The idea of having a culminating experience like the one above, with an eye on professional preparation, was present beginning with the literature review (see Figure 5). Once SkillsUSA *Advanced Experiences* was apparent as the right vehicle for accomplishing the College’s goal, the decision was made to write the goals, program outcomes, and student learning outcomes in a way that is respectful of the SkillsUSA design. The goal of the QEP is to create a REALSKILL Institute that will prepare students to be career-ready in the areas of professional communication, decision making, and personal responsibility. The goal will be facilitated by the program outcomes and student learning outcomes found in Figure 9. With the goal, program outcomes, and student learning outcomes in place, the next step became developing an implementation plan, the focus of the next chapter.

Figure 9: QEP Goal, Program Outcomes, and Student Learning Outcomes

QEP GOAL, PROGRAM OUTCOMES, AND STUDENT LEARNING OUTCOMES	
<b>GOAL</b>	<i>Create a REALSKILL Institute that will prepare students to be career-ready in the areas of professional communication, decision making, and personal responsibility.</i>
<b>PO 1</b>	<i>Students will attain the first four Advanced Experience badges during the ORI101 course.</i>
<b>PO 2</b>	<i>Students will utilize the Office of Career Services to attain the badges for the Change Management Experience and the Capstone Experience.</i>
<b>PO 3</b>	<i>Students will complete the REALSKILL Institute by attaining the Career-Essentials Credential.</i>
<b>SLO 1</b>	<i>Students will demonstrate knowledge of career-readiness in the areas of professional communication, decision making, and personal responsibility.</i>
<b>SLO 2</b>	<i>Students will apply career-readiness skills in the areas of professional communication, decision making, and personal responsibility in simulated workplace situations.</i>





# Implementation

# CHAPTER 4





## IMPLEMENTATION OF THE QEP

### Plan

The College will create a REALSKILL institute to address the foci of the QEP. A concise overview of the REALSKILL Institute is provided in Figure 10 below. The Institute will be implemented along two primary fronts: Shelton State's Orientation to College course (ORI 101)

**Figure 10: REALSKILL Institute Overview**



and Career Services. The SkillsUSA *Career Essentials: Advanced Experiences* will be embedded in ORI 101 courses as outlined later in this section. By Year 3 of the QEP, approximately half of all students enrolled in ORI 101 will participate in the first four *Advanced Experiences* and have the opportunity to learn the content, participate in the activities, and earn the associated badges and certificates. The REALSKILL Instruction Coordinator will oversee the integration of those *Advanced Experiences* into ORI 101. Dr. Green, utilizing SkillsUSA University training received at the SkillsUSA National Leadership Conference in June 2018, will assist the REALSKILL Instruction Coordinator in the pilot year implementation and troubleshooting. Prior to Year 2 implementation, the REALSKILL Instruction Coordinator will receive formal training at the SkillsUSA National Leadership Conference. The REALSKILL Instruction Coordinator will then be responsible for training ORI 101 instructors who serve in the

role of Skills USA Instructor. These orientation instructors will teach the select sections of ORI 101 in which *Advanced Experiences* is embedded.

Orientation courses containing the first four *Advanced Experiences* will serve as the starting point for the REALSKILL Institute. At the end of those courses, the REALSKILL Instructors will notify students of the opportunity to continue in the REALSKILL Institute, participating in the *Change Management Experience* and *Capstone Experience* with the possibility of earning the SkillsUSA *Career Essentials Credential*. Participation will be voluntary, and selection will be on a first come, first served basis.

A consensus view expressed the need for incentives to encourage student participation. Allotted resources provide incentives upon completion of all *Advanced Experiences*, as well as upon earning the SkillsUSA *Career Essentials Credential*. Students who satisfactorily complete all *Advanced Experiences* will earn a physical portfolio that will house badges and certificates obtained in the REALSKILL Institute. If the student continues to earn the full *Career Essentials Credential*, a tuition waiver for three credit hours will be awarded. Due to financial considerations, the number of students continuing in the *Change Management Experience* and *Capstone Experience* has been capped as outlined below. Specific financial implications are discussed in the Resources section of this chapter.

Students who volunteer will participate in the *Change Management Experience* and *Capstone Experience*, which will be overseen by the designated REALSKILL Capstone Coordinator from the Career Center. As with the REALSKILL Instruction Coordinator, Dr. Green will work with the REALSKILL Capstone Coordinator regarding implementation and troubleshooting throughout the pilot year. Prior to Year 2 implementation, the REALSKILL Capstone Coordinator will receive formal training at the SkillsUSA National Leadership Conference.

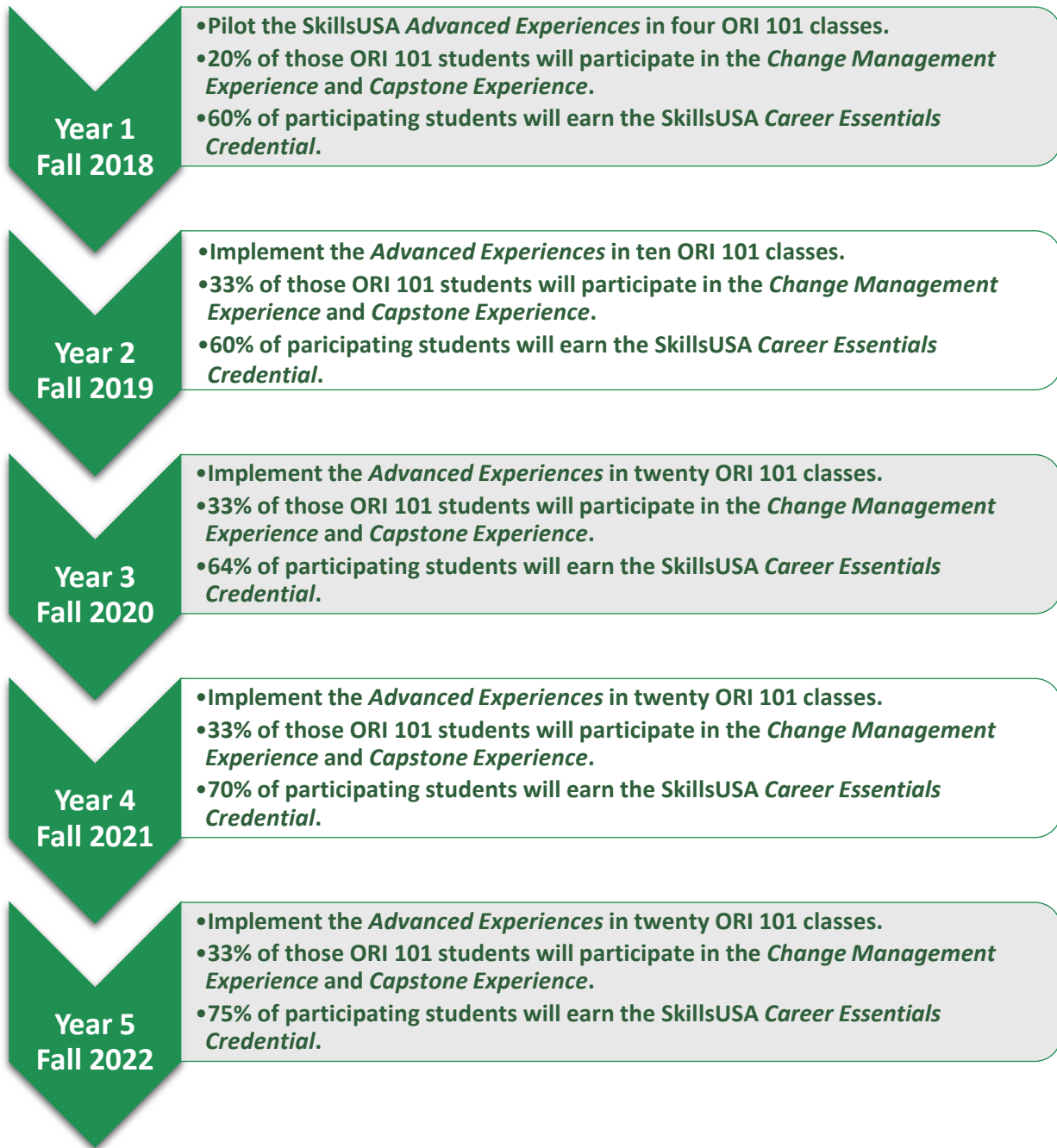
Students who participate in the *Change Management Experience* and *Capstone Experience* will be assigned a REALSKILL Coach at the maximum ratio of one coach to twenty-

five students. Under the supervision of the REALSKILL Capstone Coordinator, the coaches will maintain communication with their cohort of students; help facilitate their completion of the *Change Management Experience* and *Capstone Experience* including any associated grading and instruction; and attend whole group gatherings of the REALSKILL Institute organized by the REALSKILL Capstone Coordinator. At the culmination of the REALSKILL Institute, students will take the summative SkillsUSA *Career-Ready Assessment* in hopes of earning the SkillsUSA *Career Essentials Credential*.

The rollout of the REALSKILL Institute will occur in stages (see Figure 11). Piloting for Year 1 begins in fall 2018 with integrating *Advanced Experiences* into four ORI 101 classes (see Appendix N for the new ORI 101 course outline). This will provide a cohort of approximately 120 students (about 10% of ORI 101 students). Each student will have the opportunity to learn the *Advanced Experiences* material, including the experiential and project-based opportunities. Additionally, those ORI 101 students will earn SkillsUSA badges and certificates of completion for the associated learning paths. Within those ORI 101 courses, a maximum of 25 students will then voluntarily participate in the REALSKILL Institute in the last two experiences. The REALSKILL Institute will include the assignment of a REALSKILL Coach who will assist students in completing the *Change Management Experience* and *Capstone Experience* as well as in obtaining the SkillsUSA *Career Essentials Credential*. The goal for the first year is to see 15 (60%) REALSKILL Institute participants acquire the *Career Essentials Credential*.

The number of SkillsUSA orientation courses will increase from four to ten. This will result in a cohort increase to approximately 300 students (about 25% of ORI 101 students).

Figure 11: QEP Implementation Timeline



Upon completion of ORI 101, a maximum of 100 students will continue in the *Change Management Experience* and *Capstone Experience* and will be assigned to four REALSKILL Coaches. The target for that year will be for 60 (60%) students to earn the SkillsUSA *Career Essentials Credential*.

*Advanced Experiences* will be implemented and facilitated in twenty ORI 101 classes (about 50% of ORI 101 students). A maximum of 200 students will continue in the REALSKILL Institute and be assigned to eight REALSKILL Coaches. The goal for that year will be for 128 (64%) students to complete the *Change Management Experience* and *Capstone Experience* and earn the *Career Essentials Credential*. For 2020 and 2021 (Years 4 and 5), the College will maintain the approach outlined in Year 3, but increase the target to 140 (70%) and 150 (75%) REALSKILL Institute students, respectively, completing the *Change Management Experience* and *Capstone Experience* and earning the credential.

### **Administrative Structure**

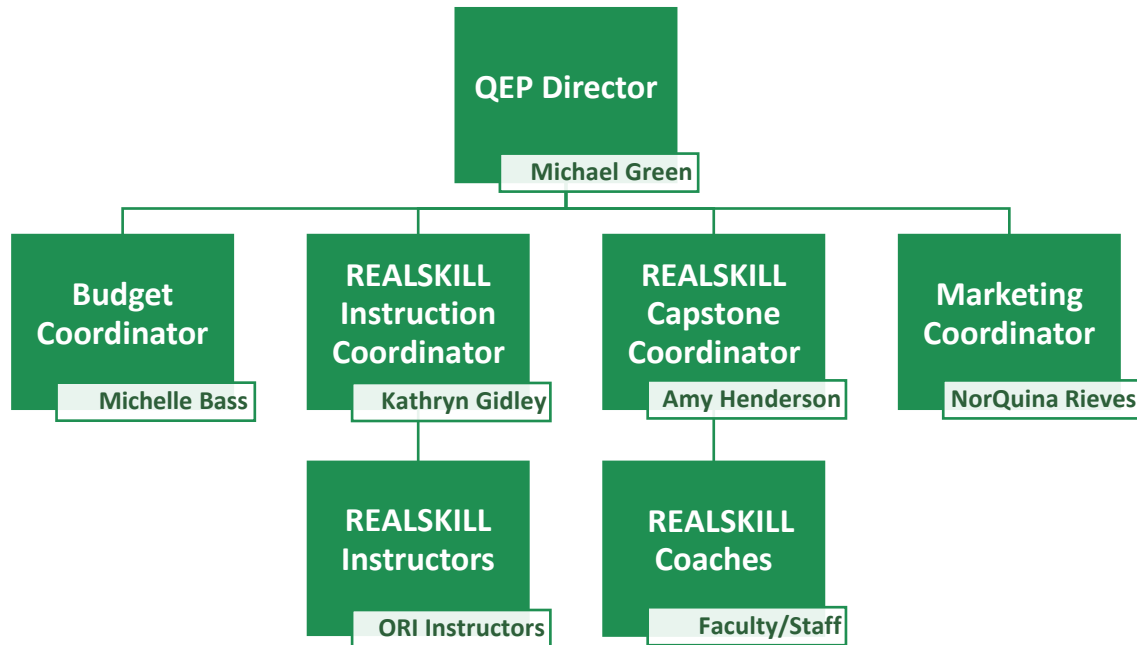
A well-defined administrative structure is an essential factor in a successful implementation. The philosophy behind the structure is to distribute responsibilities in a way that does not overburden faculty and staff, but also ensures their talents are employed in making the QEP successful. The administrative structure displayed in Figure 12 strikes that balance.

The specific tasks associated with each position in the organizational chart are outlined in Figure 13. As an overview, the QEP Director will oversee the implementation of the REALSKILL Institute. This involves supervision of budgeting, marketing, and implementing SkillsUSA components. With regard to those components, a REALSKILL Instruction Coordinator will coordinate and supervise the implementation of the *SkillsUSA Career Essentials: Advanced Experiences* in ORI 101. This position involves training instructors who will be teaching the orientation classes selected to incorporate Advanced Experiences. It

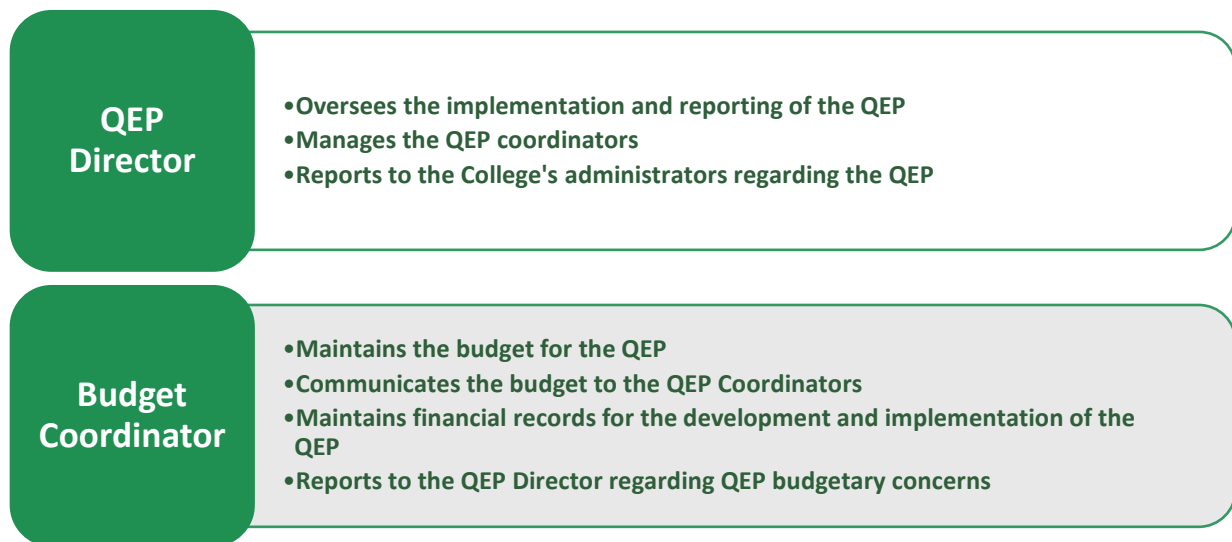
also involves troubleshooting and supporting those instructors as they facilitate the *Advanced Experiences*.

Because the *Capstone Experience* is completed outside the classroom and involves refining a portfolio, completing specific career-ready activities, attempting to earn the Career

**Figure 12: QEP Administrative Structure**



**Figure 13: QEP Administrative Roles**



## Marketing Coordinator

- Works alongside the College's marketing team to create and maintain a marketing plan for the QEP
- Communicates the marketing plan to the QEP Coordinators
- Manages the implementation of the marketing plan for the QEP
- Reports to the QEP Director regarding QEP marketing concerns

## REALSKILL Instruction Coordinator

- Oversees the implementation of the first four SkillsUSA *Career Essentials: Advanced Experiences* in ORI 101
- Works with the ORI 101 REALSKILL Instructors regarding training, implementation, and student progress in the *Advanced Experiences*
- Reports to the QEP Director regarding the implementation of the first four *Advanced Experiences* in ORI 101

## REALSKILL Capstone Coordinator

- Oversees the implementation of SkillsUSA *Career Essentials: Change Management Experience* and *Capstone Experience*
- Facilitates whole group gatherings of those students and coaches participating in the *Change Management Experience* and *Capstone Experience*
- Reports to the QEP Director regarding the implementation of the *Change Management Experience* and *Capstone Experience*

## REALSKILL Instructors

- Instruct and facilitate the first four SkillsUSA *Career Essentials: Advanced Experiences* in ORI 101 classes
- Report to the REALSKILL Instruction Coordinator regarding implementation and student progress in the *Advanced Experiences*

## REALSKILL Coaches

- Coach and oversee the progress of at most twenty-five students throughout their SkillsUSA *Career Essentials: Change Management Experience* and *Capstone experience*
- Report to the REALSKILL Capstone Coordinator regarding implementation and student progress in the *Change Management Experience* and *Capstone Experience*.

Essentials Certification, this will be under the purview of Career Services. The REALSKILL Capstone Coordinator will be from Career Services and will report to the QEP Director regarding student progress in *Change Management* and *Capstone* and the number of students

obtaining the *Career Essentials Credential*. This position involves the monthly scheduling of whole group gatherings of the REALSKILL Institute, as well as the organizing of any activities associated with the remaining experiences. Additionally, the position serves as a resource for and oversight of the REALSKILL Coaches. Along with the REALSKILL Instruction Coordinator, the REALSKILL Capstone Coordinator will receive formal training at the SkillsUSA National Leadership Conference prior to Year 2. The REALSKILL Capstone Coordinator will then be responsible for training the REALSKILL Coaches. As previously stated, REALSKILL Coaches will be set up in a ratio of one coach to twenty-five students. The coaches will communicate, monitor, and assist students in their progression through the *Change Management Experience* and *Capstone Experience*. They will provide instruction, attend whole group gatherings, assign grades, and report to the REALSKILL Capstone Coordinator.

## **Resources**

As SACSCOC recommends in *Handbook for Institutions Seeking Reaffirmation*, “adjustments to faculty workloads, re-allocations of funds, and development of a support infrastructure” are critical considerations (2018, p. 46). The budget must be compatible with the plan and overall goal of the QEP. The budget outlined in Figure 14 accomplishes this. The position of QEP Director will involve re-assigned time. The amount of re-assigned time will fluctuate with the highest amounts designated for Years 1 and 5 due to needed startup attention in Year 1 and reporting duties in Year 5. In Year 1, the amount of re-assigned time is nine credit hours in the fall, spring, and summer. In Year 5, the allocation is the same with the exception of summer where the re-assignment changes to twelve hours due to the fifth year report. Years 2, 3, and 4 are based on reassigning six hours in the fall and spring and nine hours in the summer. The employees serving as the REALSKILL Capstone Coordinator, REALSKILL Instructors, the Budget Coordinator, and the Marketing Coordinator will receive no additional compensation and are not included in the QEP budget.



The figures for the REALSKILL Instruction Coordinator are based on three credit hours of reassigned time for each of the fall, spring, and summer semesters. The faculty and staff who participate as REALSKILL Coaches will be provided with contracts equivalent to two

**Figure 14: QEP Budget**

	FY2019	FY2020	FY2021	FY2022	FY2023
QEP Director	\$84,886	\$57,708	\$57,708	\$57,708	\$113,016
REALSKILL Instruction Coordinator	\$23,007	\$24,169	\$24,169	\$24,616	\$24,616
REALSKILL Coaches	\$0	\$5,368	\$12,525	\$12,525	\$12,525
SkillsUSA Career Essentials: Advanced Experiences Fee	\$4,800	\$12,000	\$24,000	\$24,000	\$24,000
Conferences	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Materials and Supplies	\$250	\$1,000	\$1,500	\$1,500	\$1,500
Marketing	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Tuition Waivers	\$11,100	\$45,000	\$91,200	\$92,400	\$93,600
<b>TOTAL:</b>	<b>\$149,043</b>	<b>\$170,245</b>	<b>\$236,102</b>	<b>\$237,749</b>	<b>\$294,257</b>

hours of reassigned time for semesters when the portion of the QEP under their purview is active. With regard to the QEP Director, the REALSKILL Instruction Coordinator, and the REALSKILL Capstone Coordinator, funds for training are built into the budget as well.

SkillsUSA offers an annual national leadership conference which Dr. Green attended in June 2018.

The Alabama Community College System (ACCS) has a working relationship with SkillsUSA, and, as a result, covers the membership fee for the College’s students. The College was quoted a purchase price of \$39 per student for the *Advanced Experiences* together with the Career Ready Pre- and Post-Assessments. The “SkillsUSA Career Essentials: Advanced Experiences Fee” given in Figure 14 was calculated by multiplying \$40 times the target number of students in ORI 101 as denoted in the timeline provided in Figure 11.

The expenses entitled *Materials and Supplies* and *Tuition Waivers* deal with encouraging student participation and completion of the REALSKILL Institute. Upon successful completion of the *Capstone Experience*, students will be awarded a portfolio to house their accomplishments in the *Advanced Experiences*. Ten dollars per participant in the *Capstone Experience* results in the amounts provided in the “Materials and Supplies” category. With regard to the “Tuition Waivers” expense, the amounts in the budget are based on awarding a three credit hour tuition waiver to any student who successfully completes all facets of the REALSKILL Institute and obtains the SkillsUSA *Career Essentials Credential*. In an effort to budget with prudence, the numbers are calculated assuming one hundred percent of participants in the REALSKILL Institute after ORI 101 successfully complete the *Change Management Experience* and *Capstone Experience* and go on to earn the SkillsUSA *Career Essentials Credential*. (Note that these calculations begin with the College’s current rate of \$148 per credit hour and account for previously board-approved tuition increases.) The tuition rate for one credit hour is multiplied by three and again by the size of the subset of students selected out of ORI 101 to continue in the REALSKILL Institute. Due to the substantial nature of this incentive and taking into account institutional capacity concerns, the size of the cohort is capped as outlined in the Implementation chapter.



# Assessment

# CHAPTER 5




## ASSESSMENT OF THE QEP

As stated in the chapter entitled *Focus of the QEP*, the overarching goal of the QEP is to create a REALSKILL Institute that will prepare students to be career-ready in the areas of professional communication, decision making, and personal responsibility. Measuring the efficacy of the institute is of paramount importance. This will be accomplished on three levels: the goal level, the program outcome level, and the student learning outcome level.

With regard to assessing the goal of the QEP, the tools to be utilized will be charrettes, business and industry surveys, and pre- and post-test comparisons of the *Career-Ready Assessment*. The first means of assessment, charrettes, is defined as meetings where graduates of the REALSKILL Institute present their portfolios along with their Capstone reflections to various stakeholders. The stakeholders will include REALSKILL Institute students, REALSKILL Instructors, REALSKILL Coaches, the QEP Implementation Committee, and members of business and industry. An outline of the charrette along with the charrette feedback form that will be provided to the participating stakeholders can be found in Figure 15. The charrettes will provide a platform for displaying portfolios produced in the REALSKILL Institute, as well as an opportunity for those students to give feedback regarding their experiences in the institute. These sessions, which are primarily qualitative in nature, will provide a necessary complement to the quantitative data accumulated throughout the REALSKILL Institute. The goal of the charrettes will be to garner input from all of the primary stakeholders on both the process of the institute and the product of the institute (the student portfolio) in order to assess the effectiveness of the QEP and help guide decisions regarding the subsequent fall semester implementation.

The second method for assessing the goal of the QEP is satisfaction surveys of business and industry. The surveys will be used to gauge employers' perceptions of

Figure 15: Charrette Schedule & Feedback Form



# CHARRETTE OUTLINE

---

## ROUND ONE

*The REASKILL Institute Process*

1. The QEP Director outlines the processes of the REASKILL Institute.
2. REASKILL Institute students present the following:
  - a. Their *Copstone Reflections*, and
  - b. Answers to the three questions listed below:
    - i. How has the REASKILL Institute impacted your decision making?
    - ii. How has the REASKILL Institute impacted your work ethic and self-motivation?
    - iii. How has the REASKILL Institute impacted your professional communication skills?
3. REASKILL Institute students provide any recommendations they have regarding improving the processes involved in the REASKILL Institute.
4. Stakeholders are given the opportunity to ask the REASKILL Institute students questions regarding the processes involved in the REASKILL Institute.

## ROUND TWO

*The REASKILL Institute Product*

1. REASKILL Institute students present their portfolios.
2. Stakeholders are given the opportunity to ask the REASKILL Institute students questions regarding the product of the REASKILL Institute, the students' portfolios.
3. REASKILL Institute students are dismissed.

## ROUND THREE

*Stakeholders Roundtable Discussion*

1. Stakeholders discuss the processes and product of the REASKILL Institute.
2. Stakeholders fill out the charrette feedback form and submit it to the QEP Director.



# CHARRETTE FEEDBACK

Q1 Based on the students' presentations, the REALSKILL institute has positively impacted the students in the area of career-readiness?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q2 Based on the students' presentations, the REALSKILL Institute has positively impacted the students' decision making skills?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q3 Based on the students' presentations, the REALSKILL Institute has positively impacted the students' work ethic and self-motivation?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q4 Based on the students' presentations, the REALSKILL institute has positively impacted the students' professional communication skills?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q5 I like the REALSKILL Institute concept and feel that it is beneficial for Shelton State Community College students.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q6 The creation of a portfolio is a beneficial process for the REALSKILL Institute students.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q7 The portfolio that is produced will be useful to the students in the professional world.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q8 Please list any positive feedback regarding the processes involved in the REALSKILL Institute.

Q9 Please list any suggestions for improving the processes involved in the REALSKILL Institute.

Q10 Please list any positive feedback regarding the product of the REALSKILL Institute, the students' portfolios.

Q11 Please list any suggestions for improving the product of the REALSKILL Institute, the students' portfolios.




REALSKILL Institute graduates' career-readiness skills with regard to the three main foci of the QEP. To this end, the survey is aligned with specific objectives from the *Advanced Experiences* in order for employers to rate students on those particular skills covered in the REALSKILL Institute as another measure of the institute's effectiveness (see Figure 16). Career Services will electronically administer the survey to local business and industry representatives annually in the spring semester.

The last overarching measure of the goal of the QEP will involve comparing students' pre-test and post-test performances on the *Career-Ready Assessment*, a summative assessment of the *Advanced Experiences*. This is a fifty question online exam with questions designed by a SkillsUSA committee of educators, business and industry members, and psychometricians. These professionals worked together to develop exam questions as well as benchmarks for successful completion of the exam. A pre- and post-test is available, and questions are generated from question banks so that students do not receive the same questions at the same time. In the REALSKILL ORI101 courses, the *Career-Ready Assessment* will be given at the outset of the course and again at the conclusion of the course, upon completion of the embedded *Advanced Experiences*. The pre- and post-tests are different, and SkillsUSA provides administrators with a report comparing each student's pre- and post-test performance. Students who go on to participate in the REALSKILL Institute will complete the *Change Management Experience* and *Capstone Experience* and take another administration of the post-test. A summary of the assessments for the goal of the QEP is found in Figure 17.

With regard to the program level outcomes, assessments will include tracking the number of ORI101 courses offering the *Advanced Experiences* as well as the percentage of students that elect to continue in the *Change Management Experience* and *Capstone Experience* upon completion of ORI101. Pre- and post-test comparisons of the *Career-Ready Assessment* given at the beginning and conclusion of ORI101 will provide a second measure.

Figure 16: Employer Feedback Survey

	<h2>BUSINESS &amp; INDUSTRY SURVEY</h2>
<p><b>Q1</b> What is your general impression of the work ethic of your employees that graduated from Shelton State versus your other employees?</p> <p>The Shelton State graduates have a dramatically worse work ethic. The Shelton State graduates have a slightly worse work ethic. There is no discernable difference between the two groups. The Shelton State graduates have a slightly stronger work ethic. The Shelton State graduates have a dramatically stronger work ethic. I have no basis for making this judgement.</p>	
<p><b>Q2</b> What is your general impression of the self-motivation of your employees that graduated from Shelton State versus your other employees?</p> <p>The Shelton State graduates have dramatically lower self-motivation. The Shelton State graduates have slightly lower self-motivation. There is no discernable difference between the two groups. The Shelton State graduates have slightly higher self-motivation. The Shelton State graduates have dramatically higher self-motivation. I have no basis for making this judgement.</p>	
<p><b>Q3</b> What is your general impression of the decision making skills of your employees that graduated from Shelton State versus your other employees?</p> <p>The Shelton State graduates have dramatically worse decision making skills. The Shelton State graduates have slightly worse decision making skills. There is no discernable difference between the two groups. The Shelton State graduates have slightly stronger decision making skills. The Shelton State graduates have dramatically stronger decision making skills. I have no basis for making this judgement.</p>	
<p><b>Q4</b> What is your general impression of the professional communication skills of your employees that graduated from Shelton State versus your other employees?</p> <p>The Shelton State graduates have dramatically worse professional communication skills. The Shelton State graduates have slightly worse professional communication skills. There is no discernable difference between the two groups. The Shelton State graduates have slightly stronger professional communication skills. The Shelton State graduates have dramatically stronger professional communication skills. I have no basis for making this judgement.</p>	

**Q5** What do you think about the idea of Shelton State students receiving direct instruction in the areas of decision making, personal responsibility, and professional communication in addition to their academic subjects?

- I strongly dislike the idea.
- I dislike the idea.
- I am indifferent about the idea.
- I like the idea.
- I strongly like the idea.

**Q6** What percentage of your employees that are Shelton State graduates demonstrate reliability, dependability, and commitment to your organization?

- 0% – 20%
- 20% – 40%
- 40% – 60%
- 60% – 80%
- 80% – 100%

**Q7** What percentage of your employees that are Shelton State graduates learn from each situation and apply that knowledge the next time decisions need to be made?

- 0% – 20%
- 20% – 40%
- 40% – 60%
- 60% – 80%
- 80% – 100%

**Q8** What percentage of your employees that are Shelton State graduates exhibit professional etiquette in all interactions?

- 0% – 20%
- 20% – 40%
- 40% – 60%
- 60% – 80%
- 80% – 100%

**Q9** What percentage of your employees that are Shelton State graduates meet all workplace expectations and positively contribute to your organization?

- 0% – 20%
- 20% – 40%
- 40% – 60%
- 60% – 80%
- 80% – 100%

**Figure 17: QEP Goal Assessments**

**GOAL:** *Create a REALSKILL Institute that will prepare students to be career-ready in the areas of professional communication, decision making, and personal responsibility.*

ASSESSMENT	TARGET	ACHIEVEMENT				
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. Charrette evaluations of the process of the REALSKILL Institute and the product of the student portfolio.	N/A	3.5/5	3.7/5	3.9/5	4.1/5	4.3/5
2. Satisfaction surveys of business and industry	N/A	3.5/5	3.7/5	3.9/5	4.1/5	4.3/5
3. Percent of change from <i>Career-Ready Assessment</i> pre-test to post-test at culmination of the REALSKILL Institute <sup>1</sup>	12%	65%	68%	70%	73%	75%

<sup>1</sup> *Percentage of students achieving the target of a 12% increase on the Career-Ready Assessment*

The third assessment involves tracking the percentage of students earning badges, certificates, and credentials. Together, these assessments will provide the College with feedback regarding the progress of the REALSKILL Institute implementation at the program level.

Pertaining to the first assessment method listed above, tracking the number of ORI101 courses that offer the *Advanced Experiences*, the College will begin by offering at least four such sections of ORI101 during Year 1. From there, the number of offerings will progress to at least ten and, finally, twenty. Assuming each course reaches full capacity, culminating with twenty offerings would result in 600 students participating in the first four *Advanced Experiences*. From there, tracking the percentage of those students that elect to participate in the subsequent *Change Management Experience* and *Capstone Experience* upon completion of ORI101 will help the College gauge student interest and participation in the REALSKILL Institute. Thus, by Year 5, the College hopes to have 75% of the above 600 students (450) volunteering to participate in the *Change Management Experience* and *Capstone Experience*.

The second program outcome assessment tool, the *Career-Ready Assessment*, was outlined earlier in this chapter. This measure will provide important feedback regarding the effectiveness of embedding the *Advanced Experiences* into ORI101 as it relates to increasing overall career-readiness. Students will take the first administration at the beginning of the ORI101 course and a subsequent administration at the end of ORI101. The target for growth will be set at 7% based on initial comparisons of student performance. Thus, for Year 1, the aim is for 65% of students in ORI101 courses with the embedded experiences to improve their performance on the *Career-Ready Assessment* by 7%. By Year 5, the goal is for 75% of students to increase their score by 7%.

The third assessment method, tracking the percentage of students earning badges, certificates, and credentials, will be accomplished through the *Career Essentials* badge system. In the *Advanced Experiences*, there are six badges, the last two being the *Change Management* and *Capstone* badges. As discussed in the Implementation chapter, the first four experiences will be embedded within ORI101. The remaining two badges will be earned upon completion of ORI101 and through the administration of the *Change Management Experience* and *Capstone Experience* by Career Services. Certificates recognizing the earning of the *Advanced Experiences* badges and successful completion of the *Career-Ready Assessment* are available. Badges are digital, and certificates can be printed or stored digitally on a provided website. Successful completion of the *Career-Ready Assessment* together with scoring an 80% on each of the experience's post-tests will result in the attainment of the SkillsUSA *Career Essentials Credential*. A summary of the assessments for the program outcomes is found in Figure 18.

In addition to assessing the goal and program outcomes of the QEP, assessment will take place at the student learning outcome level as well. The assessments include learning activities embedded within the *Advanced Experiences*, foci-specific feedback provided via the *Career-Ready Assessment*, and the Final Portfolio activity. Pertaining to the first method, there

**Figure 18: Program Outcomes Assessments**

**PO 1:** *Students will attain the first four Advanced Experience badges during the ORI101 course.*

ASSESSMENT	TARGET	ACHIEVEMENT				
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. Number of ORI101 courses with embedded <i>Advanced Experiences</i>	N/A	4	10	20	20	20
2. Percentage of ORI101 students in <i>Advanced Experiences</i> earning the first four <i>Advanced Experiences</i> badges	N/A	65%	68%	70%	73%	75%
3. Percent of change from <i>Career-Ready Assessment</i> pre-test to post-test in ORI101 <sup>1</sup>	7%	65%	68%	70%	73%	75%

<sup>1</sup> Percentage of students each implementation year achieving the target of a 7% increase on the *Career-Ready Assessment* in ORI101

**PO 2:** *Students will utilize the Office of Career Services to attain the badges for the Change Management Experience and the Capstone Experience.*

ASSESSMENT	TARGET	ACHIEVEMENT				
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. Percentage of students who complete ORI101 and elect to participate in the <i>Change Management</i> and <i>Capstone Experience</i>	N/A	20%	33%	33%	33%	33%
2. Percentage of students continuing in the REALSKILL Institute after ORI101 that earn the <i>Change Management Experience</i> and <i>Capstone Experience</i> badges	N/A	65%	68%	70%	73%	75%

**PO 3:** *Students will complete the REALSKILL Institute by attaining the Career-Essentials Credential.*

ASSESSMENT	TARGET	ACHIEVEMENT				
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Percentage of students satisfactorily attaining all six <i>Advanced Experience</i> badges and passing the <i>Career-Ready Assessment</i> .	N/A	60%	60%	64%	70%	75%

are many and varied activities and assessments built into each individual experience. These include pre- and post-tests for each experience (see Appendix Q for an example question). The tests are online, multiple-choice assessments. The pre-test and post-test have different questions and serve as bookends to each of the first five *Advanced Experiences*. In addition to the pre- and post-tests, each experience includes project-based and experiential formative assessments (see Appendix O for an example). The activities in the learning paths are designed based on the Buck Institute for Education that advocates for quality project-based learning. Rubrics are provided to instructors for any off-line components later refined in the *Capstone Experience* (see Appendix P for an example). When a student completes an off-line component to a level the institution deems satisfactory, the instructor or coach marks that portion of the learning path as complete. This allows the student to progress forward on the learning path. For the pilot year, the satisfactory target will be set at 80%, and that benchmark will be adjusted, if necessary, as data accrues over subsequent years. Successful completion of the learning path and a score of 80% or higher on the given experience’s post-test will result in the awarding of a badge for that particular experience.

The second method for assessing student learning deals with the categorized feedback provided by the *Career-Ready Assessment*. In addition to the provision of each student’s overall score, reports are available that disaggregate the data according to specific competencies comprising each of the *Advanced Experiences*. These include *decision making*,



*communication, work ethic, and self-motivation*, the specific skills at which the College arrived during the development of the QEP. Reports detailing students' performances in each of these categories will offer valuable feedback regarding student learning as it relates to the particular foci of the QEP. The pilot year will be used to establish baseline data for setting benchmarks for each of these competencies.

The final method for assessing student learning is the portfolio. There are rich *Capstone Activities* embedded in the *Advanced Experiences* that result in the creation of a business portfolio that is ultimately refined in the final experience, the *Capstone Experience*. This business portfolio is a collection of polished student artifacts created throughout the student's time spent in the REALSKILL Institute. The College's learning management system, Canvas, will provide the opportunity for efficient storage of those artifacts. As detailed above, the charrettes will help to paint a vivid portrait of the richness of the portfolio activities. Each of the *Capstone Activities* comprising the portfolio are graded according to a rubric. Then, in the *Capstone Experience*, students refine those activities and the overall portfolio is graded by the REALSKILL Coaches, with a provided grading template. Components include a table of contents; a summary of the student's goals and plans; academic documents such as transcripts; career documents such as a resume and cover letter along with any licenses or certifications earned; relevant work samples of projects students have completed in school; awards and honors; and letters of recommendation. In addition to the portfolio, one particularly poignant method of indirect assessment will be the *Capstone Reflection* activity that students will complete near the end of the REALSKILL Institute. In this activity, students will be asked a series of questions related to their overall experience in the REALSKILL Institute and the perceived influence it has had on their career-readiness skills. Specific student learning outcome assessments and targets are outlined in Figure 19.



**Figure 19: Student Learning Outcomes Assessments**

**SLO 1:** *Students will demonstrate knowledge of career-readiness in the areas of professional communication, decision making, and personal responsibility.*

ASSESSMENT	TARGET	ACHIEVEMENT				
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. <i>Collaboration Experience – Demonstrating a Process or Product activity<sup>1</sup></i>	48/60	65%	68%	70%	73%	75%
2. <i>Career-Ready Assessment questions falling under the SkillsUSA blueprint heading of Communication<sup>2</sup></i>	80%	65%	68%	70%	73%	75%
3. <i>Collaboration Experience – Building Consensus for Decisions activity<sup>1</sup></i>	48/60	65%	68%	70%	73%	75%
4. <i>Career-Ready Assessment questions falling under the SkillsUSA blueprint heading of Decision Making<sup>2</sup></i>	80%	65%	68%	70%	73%	75%
5. <i>Initiative Experience – Holding Yourself Accountable activity<sup>1</sup></i>	36/45	65%	68%	70%	73%	75%
6. <i>Career-Ready Assessment questions falling under the SkillsUSA blueprint headings of Work Ethic and Self-Motivation<sup>2</sup></i>	80%	65%	68%	70%	73%	75%

<sup>1</sup> Percentage of students each implementation year attaining the rubric target

<sup>2</sup> Percentage of students each implementation year scoring 80% in a given category of the assessment blueprint

**SLO 2:** *Students will apply career-readiness skills in the areas of professional communication, decision making, and personal responsibility in simulated workplace situations.*

ASSESSMENT	TARGET	ACHIEVEMENT				
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. <i>Change Management Experience – Anticipating Change activity<sup>1</sup></i>	48/60	65%	68%	70%	73%	75%

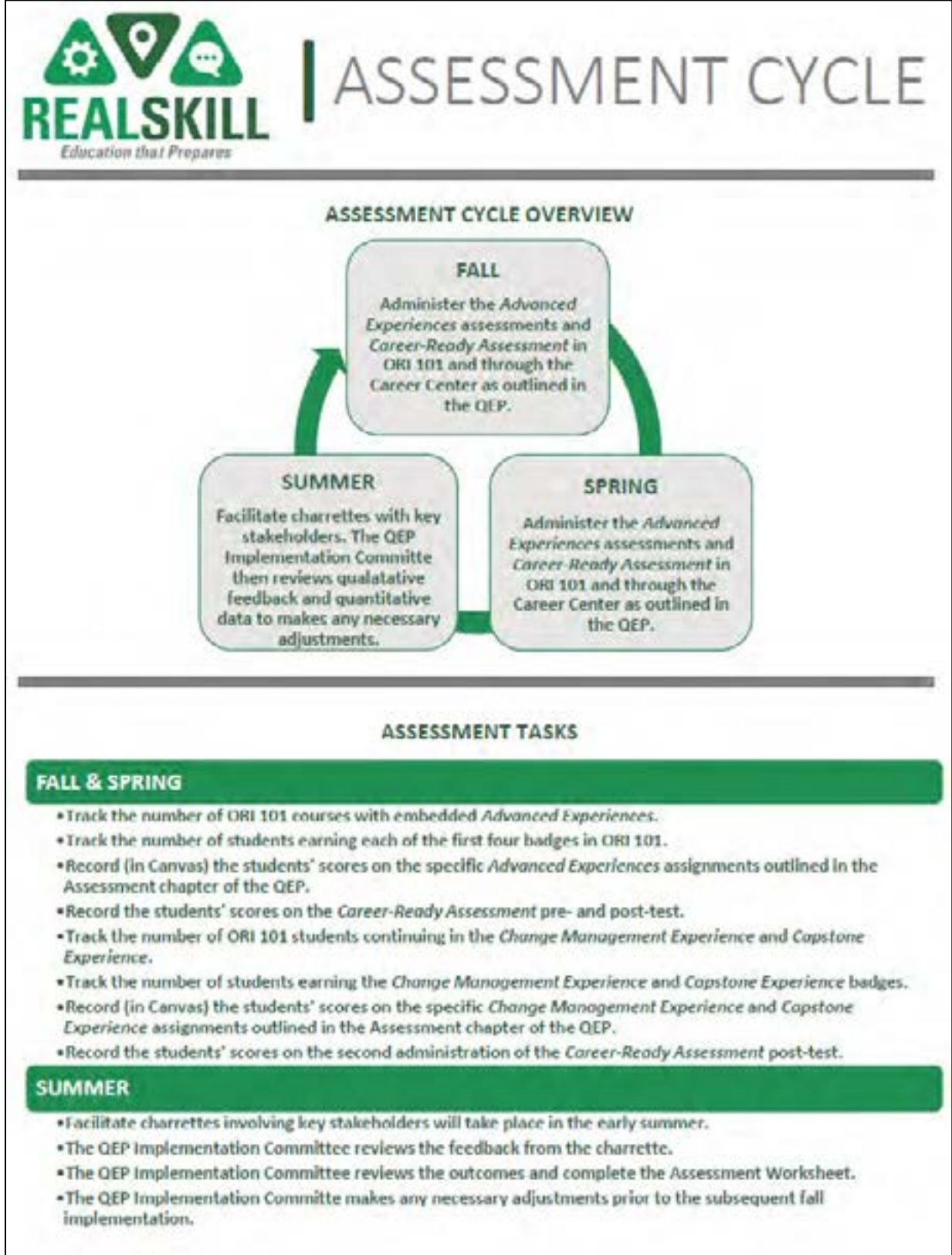
2. <i>Change Management Experience – Inclusive Decision Making activity<sup>1</sup></i>	36/45	65%	68%	70%	73%	75%
3. <i>Capstone Experience – Practice Interview activity<sup>1</sup></i>	2.4/3	65%	68%	70%	73%	75%
4. <i>Capstone Experience – Final Portfolio activity<sup>1</sup></i>	80/100	65%	68%	70%	73%	75%

<sup>1</sup> Percentage of students each implementation year attaining the rubric target

During the summer of each year of the QEP implementation, the QEP Implementation Committee will meet twice in order to analyze qualitative and quantitative data. The first meeting, primarily qualitative in nature, will be the charrette outlined at the beginning of this chapter. As discussed, students will present their portfolios and *Capstone Reflections* to a group of stakeholders. The stakeholders will then provide the Implementation Committee with feedback to inform decision-making regarding the next cycle of the REALSKILL Institute. The data from the charrette will be compiled by the chair of the Implementation Committee and distributed to the committee prior to the second summer meeting.

The second summer meeting of the Implementation Committee will begin by discussing the results of the charrette. From there, the focus will turn toward reviewing the quantitative data accrued throughout the previous year of the REALSKILL Institute. The assessment cycle accompanied by an assessment worksheet can be found in Figure 20. The data for the worksheet will be provided to the Implementation Committee by the QEP Director. After reviewing the data, the Implementation Committee will modify the QEP implementation accordingly. Foreseeable areas for adjustment could include the benchmarks, the amount of experiences embedded in ORI101, and the incentive system.

Figure 20: Assessment Cycle & Worksheet





# ASSESSMENT SHEET

## YEAR 1 RESULTS

GOAL ASSESSMENTS	TARGET	ACHIEVEMENT	ACTUAL
1. Charrette evaluations of the process of the REALSKILL Institute and the product of the student portfolio.	N/A	3.5/5	
2. Satisfaction surveys of business and industry	N/A	3.5/5	
3. Percent of change from <i>Career-Ready Assessment</i> pre-test to post-test at culmination of the REALSKILL Institute	12%	65%	

PO 1 ASSESSMENTS	TARGET	ACHIEVEMENT	ACTUAL
1. Number of ORI 101 courses with embedded <i>Advanced Experiences</i>	N/A	4	
2. Percentage of ORI 101 students in <i>Advanced Experiences</i> earning the first four <i>Advanced Experiences</i> badges	N/A	65%	
3. Percent of change from <i>Career-Ready Assessment</i> pre-test to post-test in ORI 101	7%	65%	

PO 2 ASSESSMENTS	TARGET	ACHIEVEMENT	ACTUAL
1. Percentage of students who complete ORI 101 and elect to participate in the <i>Change Management</i> and <i>Capstone Experience</i>	N/A	20%	
2. Percentage of students continuing in the REALSKILL Institute after ORI 101 that earn the <i>Change Management Experience</i> and <i>Capstone Experience</i> badges.	N/A	65%	

PO 3 ASSESSMENT	TARGET	ACHIEVEMENT	ACTUAL
Percentage of students satisfactorily attaining all six <i>Advanced Experience</i> badges and passing the <i>Career-Ready Assessment</i> .	N/A	60%	

SLO 1 ASSESSMENTS	TARGET	ACHIEVEMENT	ACTUAL
1. <i>Collaboration Experience – Demonstrating a Process or Product</i> activity	48/60	65%	
2. <i>Career-Ready Assessment</i> questions falling under the SkillsUSA blueprint heading of <i>Communication</i>	80%	65%	



3. <i>Collaboration Experience – Building Consensus for Decisions</i> activity	48/60	65%	
4. <i>Career-Ready Assessment</i> questions falling under the SkillsUSA blueprint heading of <i>Decision Making</i>	80%	65%	
5. <i>Initiative Experience – Holding Yourself Accountable</i> activity	36/45	65%	
6. <i>Career-Ready Assessment</i> questions falling under the SkillsUSA blueprint headings of <i>Work Ethic</i> and <i>Self-Motivation</i>	80%	65%	
<b>SLO 2 ASSESSMENTS</b>	<b>TARGET</b>	<b>ACHIEVEMENT</b>	<b>ACTUAL</b>
1. <i>Change Management Experience – Anticipating Change</i> activity	48/60	65%	
2. <i>Change Management Experience – Inclusive Decision Making</i> activity	36/45	65%	
3. <i>Capstone Experience – Practice Interview</i> activity	2.4/3	65%	
4. <i>Capstone Experience – Final Portfolio</i> activity	80/100	65%	

QEP IMPLEMENTATION COMMITTEE RECOMMENDATIONS			





# Works Cited







## WORKS CITED

- Adler, R., Rodman, G., & du Pré, A. (2017). *Understanding Human Communication*. New York: Oxford.
- Association of American Colleges & Universities (AAC&U). (2018). <http://www.aacu.org>.
- Association of American Colleges & Universities (AAC&U). *Core commitments: Education students for personal and social responsibility*. Retrieved from [https://www.aacu.org/core\\_commitments](https://www.aacu.org/core_commitments).
- Association of American Colleges & Universities (AAC&U). (2015). *Falling short? College learning and career success*. Retrieved from <https://www.aacu.org/leap/public-opinion-research/2015-survey-falling-short>.
- Barkley, E., & Major, C. (2017). *Interactive Lecturing: A Handbook for College Faculty*. New York: Jossey-Bass.
- Colby, A. & Sullivan, W. (2009). Strengthening the foundations of students' excellence, integrity, and social contribution. *Liberal Education*, 95(1), 22-29.
- Dey and Associates, (2008). *Should colleges focus more on personal and social responsibility?* Association of American Colleges and Universities. Retrieved from <https://files.eric.ed.gov/fulltext/ED501068.pdf>.
- De Vise, D. (2009, July 10). New index will score graduate students' personality traits. *Washington Post*. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=nfh&AN=WPT088611048709&site=ehost-live>.
- Dolash, S. (2011). Soft skills: A case for higher education and workplace training. *T+D*, 65 (11), 16. Retrieved from

<http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=67091128&site=ehost-live>.

Ediger, M. (2017). Soft skills and the science curriculum. *Education*, 137(3), 281+. Retrieved from

[http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl\\_shel&v=2.1&it=r&id=GALE%7CA484628253&asid=ab8536492a27d27cc87869006df76bec](http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl_shel&v=2.1&it=r&id=GALE%7CA484628253&asid=ab8536492a27d27cc87869006df76bec).

Goral, T. (2014). Leaving the flock. *University Business*, 17(12), 10-11. Retrieved from

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=101099384&site=ehost-live>.

Greiff, S., Holt, D., & Funke, J. (2013). Perspectives on problem solving in educational assessment: Analytical, interactive, and collaborative problem solving. *The Journal of Problem Solving*, 5(2). 71-91.

Hirsch, B. (2017). Wanted: Soft skills for today's jobs: Infusing important soft skills in traditional academic courses can improve employability among black youth. *Phi Delta Kappan*, 98(5), 12. Retrieved from

[http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl\\_shel&v=2.1&it=r&id=GALE%7CA485578937&asid=d571c2ac8427cea027b21ab389e2f0bd](http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl_shel&v=2.1&it=r&id=GALE%7CA485578937&asid=d571c2ac8427cea027b21ab389e2f0bd).

Kyllonen, P. (2013). Soft skills for the workplace. *Change*, 45(6), 16. Retrieved from

<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=92049516&site=ehost-live>.

MacDermott, C. & Ortiz, L. (2017). Beyond the business communication course: A historical perspective of the where, why, and how of soft skills development and job readiness for business graduates. *IUP Journal of Soft Skills*, 11(2), 7-24. Retrieved from

<http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=123727552&site=ehost-live>.

Maitra, S. & Maitra, S. (2015). Tapping into the 'standing-reserve': A comparative analysis of workers' training programmes in Kolkata and Toronto. *Studies in Continuing Education*, 37(3), 317-332. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=110339237&site=ehost-live>.

Mamidenna, S. (2009). Use of portfolios in a soft skills course. *ICFAI Journal of Soft Skills*, 3(1), 7-17. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=36963714&site=ehost-live>.

National Association of Colleges and Employers. (2016). *Job Outlook 2016: The Attributes Employers Want to See on New College Graduates' Resumes*. Retrieved from <http://www.naceweb.org/career-development/trends-and-predictions/job-outlook-2016-attributes-employers-want-to-see-on-new-college-graduates-resumes>.

Pohl, R. (2017). Apprentice training--work ethic and attitude. *MoldMaking Technology*, 20(2), 34+. Retrieved from [http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl\\_shel&v=2.1&it=r&id=GALE%7CA481649705&asid=66d66cce7b3d8eff491043952153620e](http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl_shel&v=2.1&it=r&id=GALE%7CA481649705&asid=66d66cce7b3d8eff491043952153620e).

Robles, M. (2012). Executive perceptions of the top 10 soft skills needed in today's workplace. *Business Communication Quarterly*, 75(4), 453-465. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=83329495&site=ehost-live>.

Roose, K. (2013). Up, up, and away! At the Draper University of Heroes, tech-world hopefuls are taught to think big, bold, and purposeful--to dream in order to walk. Only then will they be prepared for Silicon Valley's more mundane reality. *New York*, 46(22), 5.

Retrieved from

[http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl\\_shel&v=2.1&it=r&id=GALE%7CA338783667&asid=0eda2c988b5556d10391b6bcb7d92389](http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl_shel&v=2.1&it=r&id=GALE%7CA338783667&asid=0eda2c988b5556d10391b6bcb7d92389).

Roy, V. & Brown, P. (2016). Baccalaureate accounting student mentors' social representations of their mentorship experiences. *Canadian Journal for the Scholarship of Teaching and Learning*, 7(1). Retrieved from

<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1104439&site=ehost-live>.

Ruff, C. (2016, April 15). 3 ways professors can teach both practical and theoretical skills.

*The Chronicle of Higher Education*, A14. Retrieved from

[http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl\\_shel&v=2.1&it=r&id=GALE%7CA452051281&asid=27a929e31bd4a8952d28c77de3871101](http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl_shel&v=2.1&it=r&id=GALE%7CA452051281&asid=27a929e31bd4a8952d28c77de3871101).

Ryan, R. and Deci, E. (1999). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Educational Psychology*, 25(1), 54-67. Retrieved from

<https://mmrg.pbworks.com/f/Ryan,+Deci+00.pdf>.

Schank, R. (1997). Why soft skills won't save classrooms. *Training*, 34(12), 88. Retrieved from

[http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl\\_shel&v=2.1&it=r&id=GALE%7CA20219247&asid=a18a598da5013aa879a3b0ee152cf970](http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl_shel&v=2.1&it=r&id=GALE%7CA20219247&asid=a18a598da5013aa879a3b0ee152cf970).

Shelton State Community College. (2018). <http://www.sheltonstate.edu>.

SkillsUSA. (2018). *Career Readiness Capstone Experience: Project Manual*. Leesburg, VA: SkillsUSA.

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). (2018). Handbook for institutions seeking reaffirmation. <http://www.sacscoc.org>.

Strauss, V. (2017, December 20). The surprising thing Google learned about its employees – and what it means for today’s students. *The Washington Post*. Retrieved from [https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what-it-means-for-todays-students/?utm\\_term=.1a9d30e23af1](https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what-it-means-for-todays-students/?utm_term=.1a9d30e23af1).

Teaching soft skills to Generation Z. (2016, December 20). *Idaho Business Review*. Retrieved from [http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl\\_shel&v=2.1&it=r&id=GALE%7CA475002776&asid=26d6eb2b82723d6c906fbc19129ac99b](http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl_shel&v=2.1&it=r&id=GALE%7CA475002776&asid=26d6eb2b82723d6c906fbc19129ac99b).

Vallerand, R. et. al. (1992). The academic motivation scale: A measure of intrinsic, extrinsic, and amotivation in education. *Educational and Psychological Measurement*, 52(4), 1003. Retrieved from [https://www.researchgate.net/publication/209836138\\_The\\_Academic\\_Motivation\\_Scale\\_A\\_Measure\\_of\\_Intrinsic\\_Extrinsic\\_and\\_Amotivation\\_in\\_Education](https://www.researchgate.net/publication/209836138_The_Academic_Motivation_Scale_A_Measure_of_Intrinsic_Extrinsic_and_Amotivation_in_Education).





# Works Consulted







## WORKS CONSULTED

- Adams, J. (2014). Practical advice for developing, designing and delivering effective soft skills programs. *IUP Journal of Soft Skills*, 8(2), 7-20. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=98188378&site=ehost-live>.
- Anesi, J. (2016). You can--and must--train your staff for personality: soft skills training should be a part of every HVAC training program. *Air Conditioning, Heating & Refrigeration News*, 23 May 2016, 4. Retrieved from [http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl\\_shel&v=2.1&it=r&id=GALE%7CA454729524&asid=74cabedc5f5089248093b441ea318aa7](http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl_shel&v=2.1&it=r&id=GALE%7CA454729524&asid=74cabedc5f5089248093b441ea318aa7).
- Bronson, E. (2007). Helping CTE students l(earn) to their potential: career and technical education is ideally suited to teaching students the soft skills needed to succeed in the 21st century workplace. *Techniques*, 82(7), 30+. Retrieved from [http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl\\_shel&v=2.1&it=r&id=GALE%7CA170157744&asid=fb1fe9cadffd064ce2d70f2a18efe77c](http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl_shel&v=2.1&it=r&id=GALE%7CA170157744&asid=fb1fe9cadffd064ce2d70f2a18efe77c). Accessed 19 Sept. 2017.
- Deepa, S. & Manisha, S. (2013). Do soft skills matter? – Implications for educators based on recruiters' perspective. *IUP Journal of Soft Skills*, 7(1), 7-20. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=87710984&site=ehost-live>.
- Deresiewicz, W. (2008). The disadvantages of an elite education. *The American Scholar*. Retrieved from <http://theamericanscholar.org/the-disadvantages-of-an-elite-education/#.Wftm61tSyUk>.

Fuges, G. (2014). The cardinal rule of workforce development: Maybe the industry needs more soft skills than technical skills. *MoldMaking Technology*, 17(9), 6. Retrieved from [http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl\\_shel&v=2.1&it=r&id=GALE%7CA383909978&asid=8687edeeae69849f3c4ff271d970119c](http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl_shel&v=2.1&it=r&id=GALE%7CA383909978&asid=8687edeeae69849f3c4ff271d970119c).

Ganzel, R. (2001). Hard training for soft skills. *Training*, 38(6), 56. Retrieved from [http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl\\_shel&v=2.1&it=r&id=GALE%7CA75919324&asid=02eac55b18fded07e9b8563eba2850af](http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl_shel&v=2.1&it=r&id=GALE%7CA75919324&asid=02eac55b18fded07e9b8563eba2850af).

Harney, J. (2014, May 13). Remember to just think. *New England Journal of Higher Education*, 1. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=96017729&site=ehost-live>.

Insight Assessment. (2018). <http://www.insightassessment.com>.

Loveland, T. (2017). Teaching personal skills in technology and engineering education: Is it our job? It is every teacher's responsibility to prepare youth to be professional and ethical in their future dealings in classrooms or the workplace. *Technology and Engineering Teacher*, 76(7), 15+. Retrieved from [http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl\\_shel&v=2.1&it=r&id=GALE%7CA499277877&asid=19a50eb5e8f81f45d94563413c574867](http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl_shel&v=2.1&it=r&id=GALE%7CA499277877&asid=19a50eb5e8f81f45d94563413c574867).

Northeast Community College. Passport.

Sharma, M. (2009). How important are soft skills from the recruiter's perspective. *ICFAI Journal of Soft Skills*, 3(2), 19-28. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=40827642&site=ehost-live>.

- Teaching soft skills. (2006). *Electrical Wholesaling*, 87(4). Retrieved from [http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl\\_shel&v=2.1&it=r&id=GALE%7CA145642216&asid=e76b41c2d15b002cd9c8c63a1cc29653](http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl_shel&v=2.1&it=r&id=GALE%7CA145642216&asid=e76b41c2d15b002cd9c8c63a1cc29653).
- Tholen, G. et al. (2016). Higher education, graduate skills and the skills of graduates: the case of graduates as residential sales estate agents. *British Educational Research Journal*, 42(3), 508-523. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=116123760&site=ehost-live>.
- Tucker, C. (September 13, 2017). Teaching & assessing soft skills. Retrieved from <http://catlintucker.com/2017/09/teaching-assessing-soft-skills>
- United States Department of Labor. *Skills to Pay the Bills: Mastering Soft Skills for Workplace Success*. Retrieved from <https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf>.
- What's the matter with kids today? Why so many young professionals lack the basics, and what to do about it. (2015) *Accounting Today*, 29(8), 31. Retrieved from [http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl\\_shel&v=2.1&it=r&id=GALE%7CA424011392&asid=c2ed44d8105179e5c0dda32b96db5637](http://go.galegroup.com/ps/i.do?p=ITOF&sw=w&u=avl_shel&v=2.1&it=r&id=GALE%7CA424011392&asid=c2ed44d8105179e5c0dda32b96db5637).





# Appendices





## APPENDIX A – Business and Industry Survey

### Business & Industry QEP Survey - Spring 2017

#### Employability Skills/Soft Skills (adaptability, punctuality, teamwork)

Response	Frequency	Percent	Mean: 3.82
Very Important	43	87.76	<div style="width: 87.76%; height: 15px; background-color: #008000;"></div>
Somewhat Important	3	6.12	<div style="width: 6.12%; height: 15px; background-color: #008000;"></div>
Important	3	6.12	<div style="width: 6.12%; height: 15px; background-color: #008000;"></div>
Least Important	0	0.00	<div style="width: 0%; height: 15px; background-color: #008000;"></div>

#### Computer Skills (email, Microsoft Office, web)

Response	Frequency	Percent	Mean: 3.41
Very Important	28	57.14	<div style="width: 57.14%; height: 15px; background-color: #008000;"></div>
Somewhat Important	14	28.57	<div style="width: 28.57%; height: 15px; background-color: #008000;"></div>
Important	6	12.24	<div style="width: 12.24%; height: 15px; background-color: #008000;"></div>
Least Important	1	2.04	<div style="width: 2.04%; height: 15px; background-color: #008000;"></div>

#### Problem Solving (analytical/logical thinking, evaluating best solutions, implementing a plan)

Response	Frequency	Percent	Mean: 3.94
Very Important	46	93.88	<div style="width: 93.88%; height: 15px; background-color: #008000;"></div>
Somewhat Important	3	6.12	<div style="width: 6.12%; height: 15px; background-color: #008000;"></div>
Important	0	0.00	<div style="width: 0%; height: 15px; background-color: #008000;"></div>
Least Important	0	0.00	<div style="width: 0%; height: 15px; background-color: #008000;"></div>

#### Communication (conflict resolution, listening, public speaking, writing)

Response	Frequency	Percent	Mean: 3.71
Very Important	39	79.59	<div style="width: 79.59%; height: 15px; background-color: #008000;"></div>
Somewhat Important	6	12.24	<div style="width: 12.24%; height: 15px; background-color: #008000;"></div>
Important	4	8.16	<div style="width: 8.16%; height: 15px; background-color: #008000;"></div>
Least Important	0	0.00	<div style="width: 0%; height: 15px; background-color: #008000;"></div>

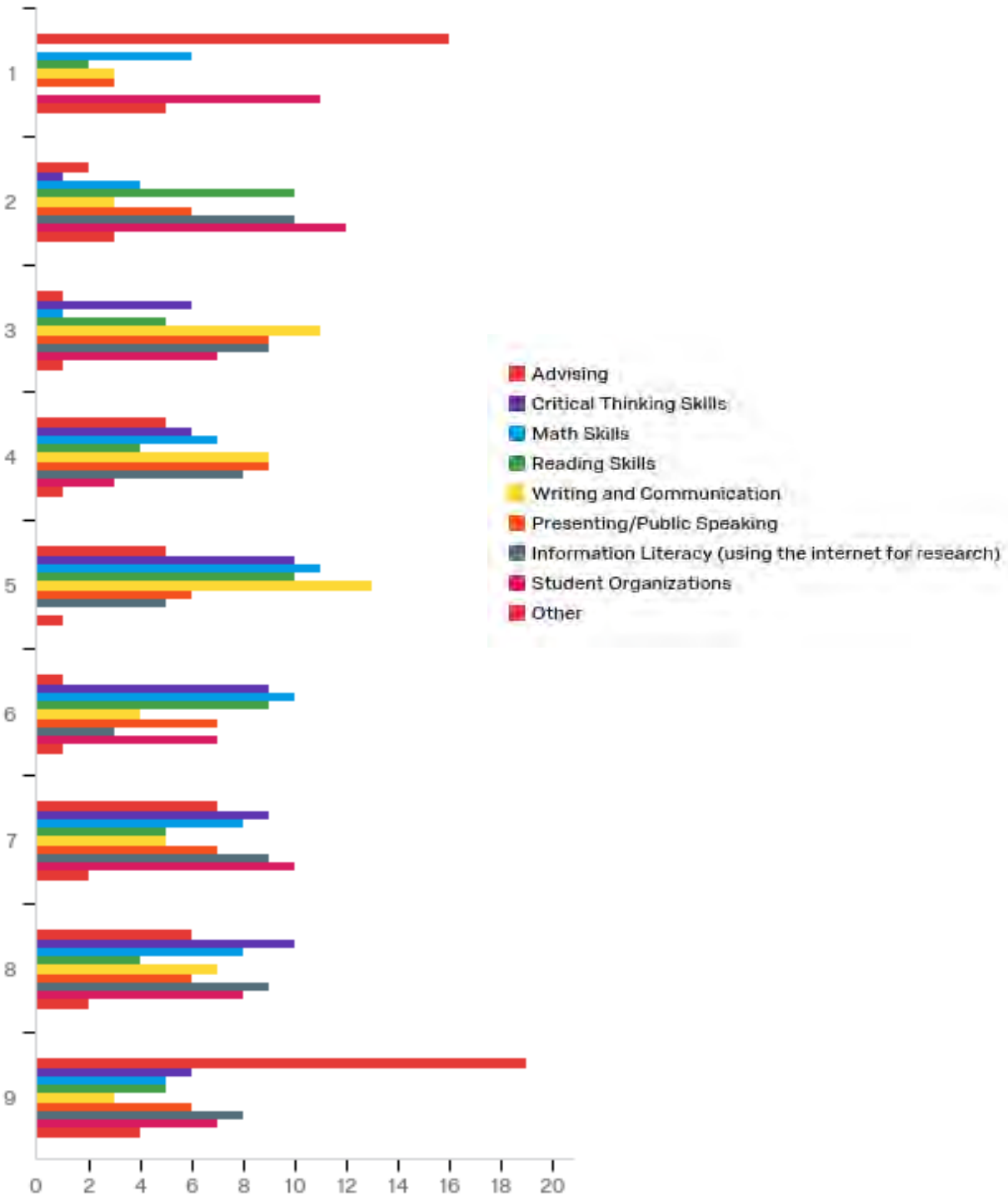
**Free responses to the following prompt: Please list any other areas of importance not included in the list below.**

- General life skills; time management & self-organization
- There is a need for more literature based activities.
- Stress the importance of good production skills and use of time.
- Students would benefit from learning more about workplace behavior. Need to have a strong sense of integrity. Learn to work with team and avoid gossip, etc. Team building, set personal goals and continuously improve.
- Leadership training, interviewing skills.
- Leadership and operational management skills.
- Ability to prioritize, ability to multi-task and either manage or work with multiple projects. Advanced problem-solving (beyond 5 why and RCA) – i.e. A3 skills.
- Technical skills in diesel mechanics.
- Diesel electrical diagnostics.
- Internship with local trucking companies and dealerships.
- Internship with local companies.
- Paying more attention to the quality of the tradesmen that you produce over quantity.
- Communication skills and motivation skills are the most important for students to have.
- Honesty, integrity; I believe the instructors are doing an above average job, they are excellent teachers, but, they are given a task of producing a workforce that is productive without enough support from administration. This is my opinion that has not been dictated by any staff member, just my observation.
- Not enough people in the workforce. Too many students going to four year schools.
- Safety in industrial fields, OSHA 10
- Positive attitudes.
- Computer based electronic medical charting.
- Management skills, equipment provided, facility size, technology provided, storage facilities, recruitment of high school students, corporate ties: manufacturers, NC3, SnapOn, NAPA, etc.; technical training for trainers at auto tech facility, training for local truck shops, non-technical training classes (no shop), High performance classes, community project involvement (open shop for services) placement of students (close ties to dealerships/shops), offer more scholarships, run AutoTech classes concurrently with Mercedes classes.

## APPENDIX B – Graduation Survey Results

**Question Given to Graduating Students:**

Shelton State Community College is required to write a Quality Enhancement Plan (QEP) to improve an area of weakness in student learning. Please rate the nine topics below with 1 being the most needed and 9 being the least, based on which area you think SSCC has the greatest need for improvement?





Question	1	2	3	4	5	6	7	8	9
Advising	25.81%	3.23%	1.61%	8.06%	8.06%	1.61%	11.29%	9.68%	30.65%
Critical Thinking Skills	0.00%	1.75%	10.53%	10.53%	17.54%	15.79%	15.79%	17.54%	10.53%
Math Skills	10.00%	6.67%	1.67%	11.67%	18.33%	16.67%	13.33%	13.33%	8.33%
Reading Skills	3.70%	18.52%	9.26%	7.41%	18.52%	16.67%	9.26%	7.41%	9.26%
Writing and Communication	5.17%	5.17%	18.97%	15.52%	22.41%	6.90%	8.62%	12.07%	5.17%
Presenting/Public Speaking	5.08%	10.17%	15.25%	15.25%	10.17%	11.86%	11.86%	10.17%	10.17%
Information Literacy (using the internet for research)	0.00%	16.39%	14.75%	13.11%	8.20%	4.92%	14.75%	14.75%	13.11%
Student Organizations	16.92%	18.46%	10.77%	4.62%	0.00%	10.77%	15.38%	12.31%	10.77%
Other	25.00%	15.00%	5.00%	5.00%	5.00%	5.00%	10.00%	10.00%	20.00%

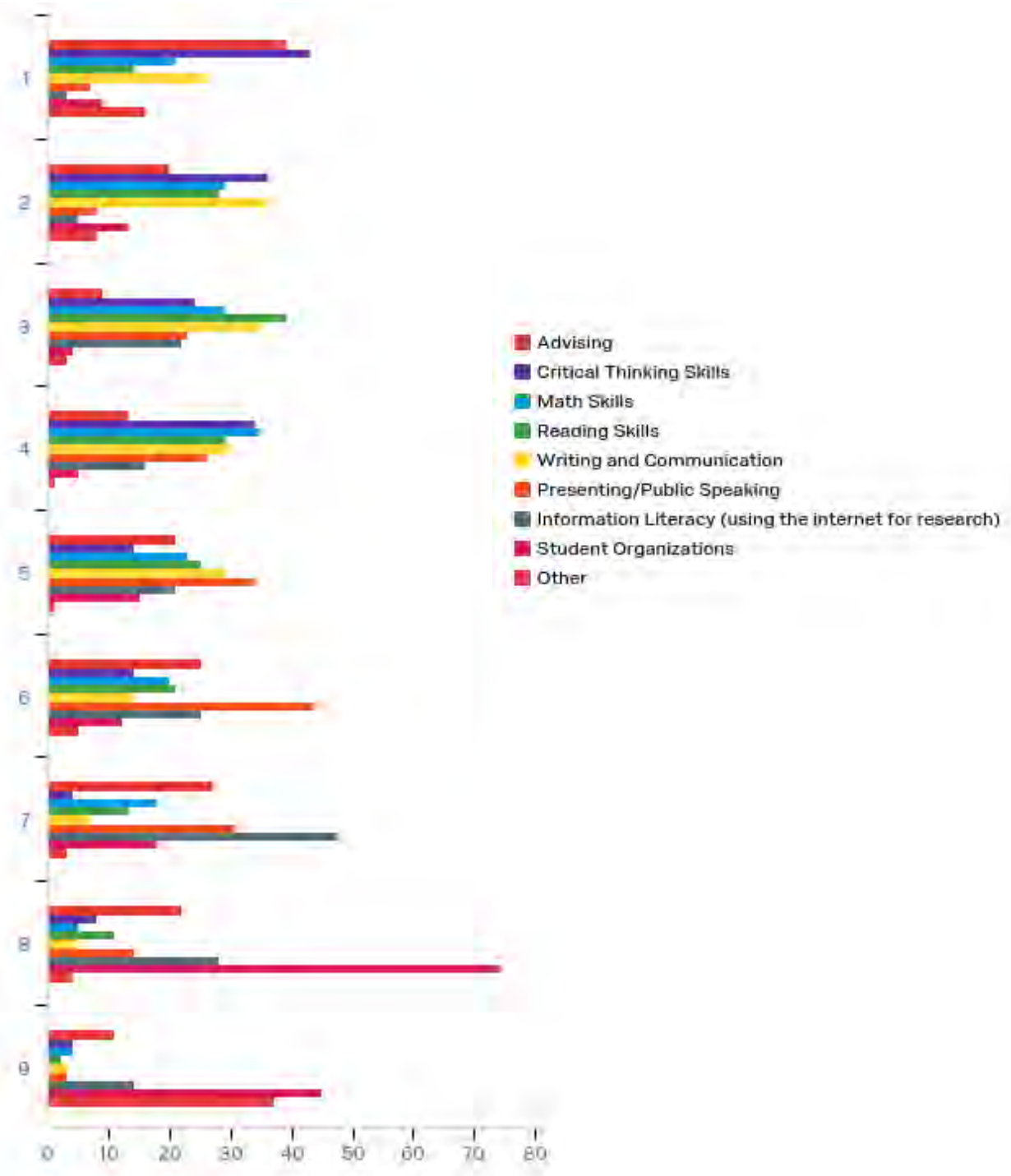
### Free Responses: Other

- The back desk in the library. They are always messing up the check out and returns in items and every time I have to get the fee waived.
- Clubs, I believe they are essential to the experience and growth of a student
- Girls at the bookstore register are always rude/impatient
- Another restaurant

## APPENDIX C – Results of QEP Survey Given to Faculty & Staff

### Question Given to Faculty and Staff:

Shelton State Community College is required to write a Quality Enhancement Plan (QEP) to improve an area of weakness in student learning. Please rate the nine topics below with 1 being the most needed and 9 being the least, based on which area you think SSCC has the greatest need for improvement?



Question	1	2	3	4	5	6	7	8	9
Advising	20.86%	10.70%	4.81%	6.95%	11.23%	13.37%	14.44%	11.76%	5.88%
Critical Thinking Skills	23.76%	19.89%	13.26%	18.78%	7.73%	7.73%	2.21%	4.42%	2.21%
Math Skills	11.41%	15.76%	15.76%	19.02%	12.50%	10.87%	9.78%	2.72%	2.17%
Reading Skills	7.69%	15.38%	21.43%	15.93%	13.74%	11.54%	7.14%	6.04%	1.10%
Writing and Communication	14.05%	19.46%	18.92%	16.22%	15.68%	7.57%	3.78%	2.70%	1.62%
Presenting/Public Speaking	3.68%	4.21%	12.11%	13.68%	17.89%	23.16%	16.32%	7.37%	1.58%
Information Literacy (using the internet for research)	1.65%	2.75%	12.09%	8.79%	11.54%	13.74%	26.37%	15.38%	7.69%
Student Organizations	4.62%	6.67%	2.05%	2.56%	7.69%	6.15%	9.23%	37.95%	23.08%
Other	20.51%	10.26%	3.85%	1.28%	1.28%	6.41%	3.85%	5.13%	47.44%

### Free Responses: Other

- Soft Skills/Building Character
- Career/Craft Planning
- Committed, Highly qualified instructors in tech division
- Best Practices in Distance Education
- marketing
- Study skills
- More Transportation Outlets
- learning to excel despite an uncaring college administration
- Recruiting
- Logic skills
- soft skills
- Computer Literacy
- leadership principles
- student person responsibility
- Adjunct Equality
- Developmental Education
- Employability/soft skills
- logic
- Time Management/Study Skills
- Soft Skills
- Computer Skills (Microsoft Office)
- Required 3-hour student success course
- Recruitment
- Professionalism - effective people skills
- NA
- Technology for older students
- Soft Skills
- Retention
- Computer Skills/Literacy
- Service
- Study Skills/Time Management

## APPENDIX D – Fall 2017 Faculty & Staff Work Session Activity Sheet

### QEP WORKSHOP

August 17, 2017



**SHELTON STATE**  
COMMUNITY COLLEGE

List the people in your group.

Name	Position

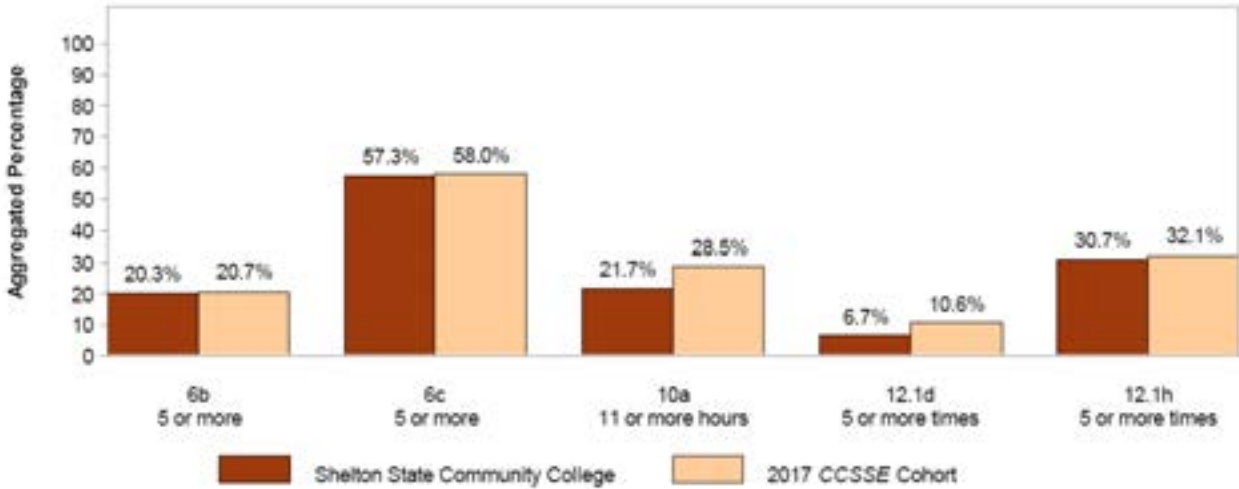
Fill out the table below filtering your potential method through the following criteria:

1. How will you assess its effectiveness?
2. Is it too broad?
3. Are your methods replicable, scalable, and easily implementable?

Topic:	
How would you address the topic?	
Three pros:	
Three cons:	

## APPENDIX E – CCSSE Results

### Aspects of Lowest Student Engagement



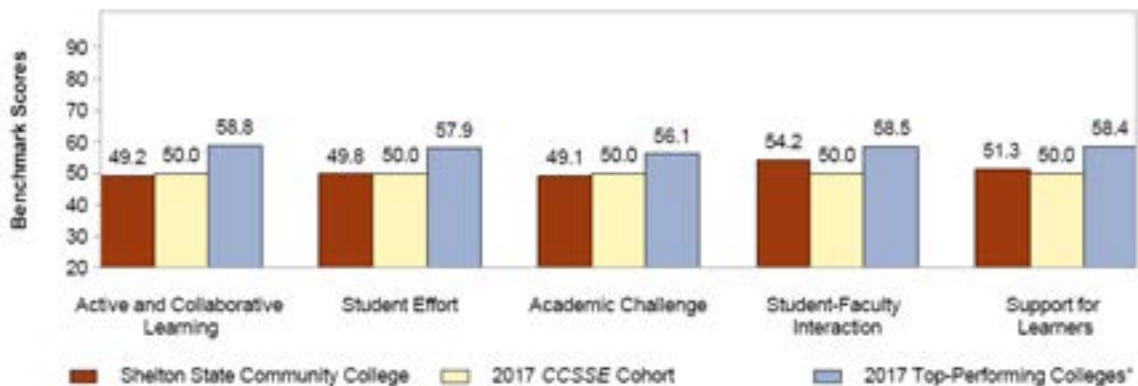
Benchmark	Item Number	Item
Student Effort	6b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
Academic Challenge	6c	Number of written papers or reports of any length
Student Effort	10a	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
Student Effort	12.1d	Peer or other tutoring
Student Effort	12.1h	Computer lab

**Notes:**

For Item(s) 6, 5–10, 11–20, and more than 20 responses are combined.

For Item 10a, 11–20, 21–30, and more than 30 responses are combined.

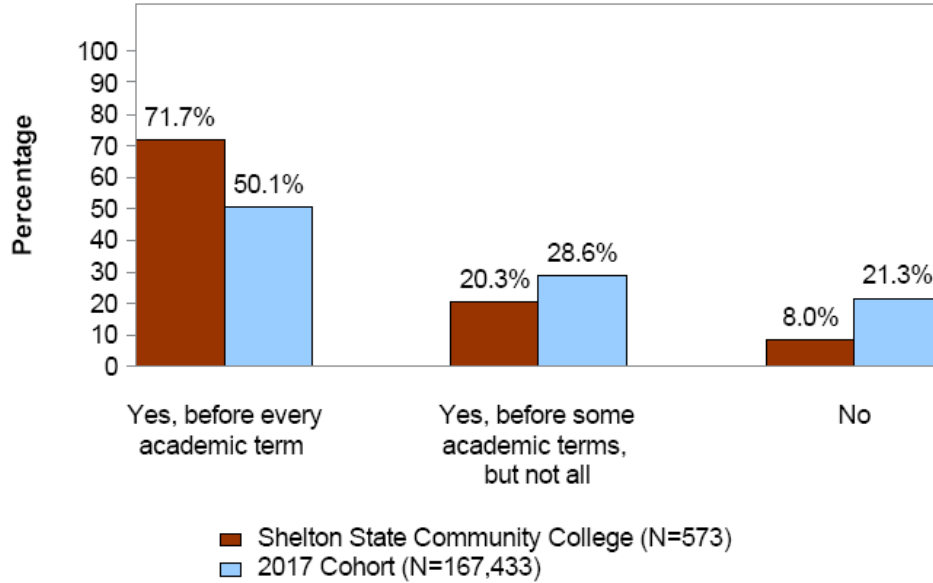
### Benchmarks of Effective Educational Practice



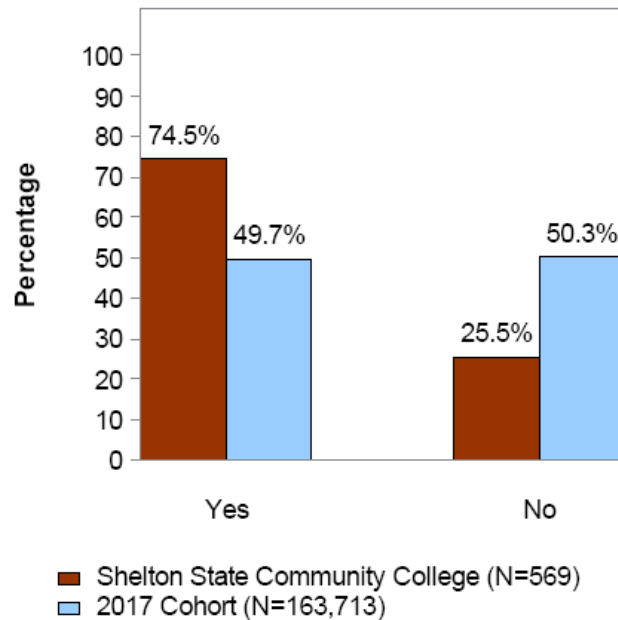
\*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

### **Special-Focus Items – Academic Advising and Planning**

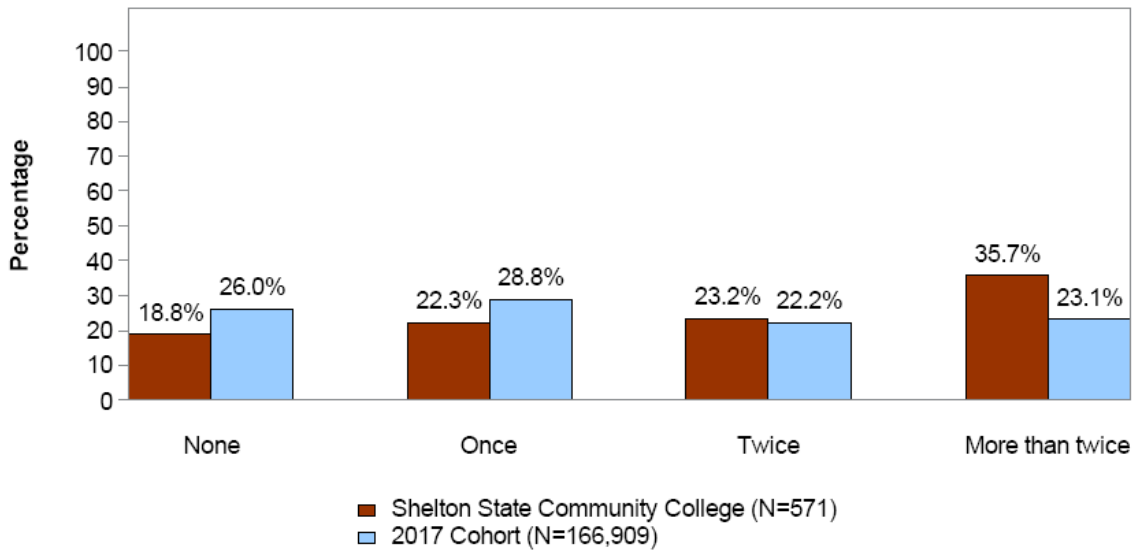
Since your first academic term at this college, have you met (in person or online) with an academic advisor before registering for classes each term?



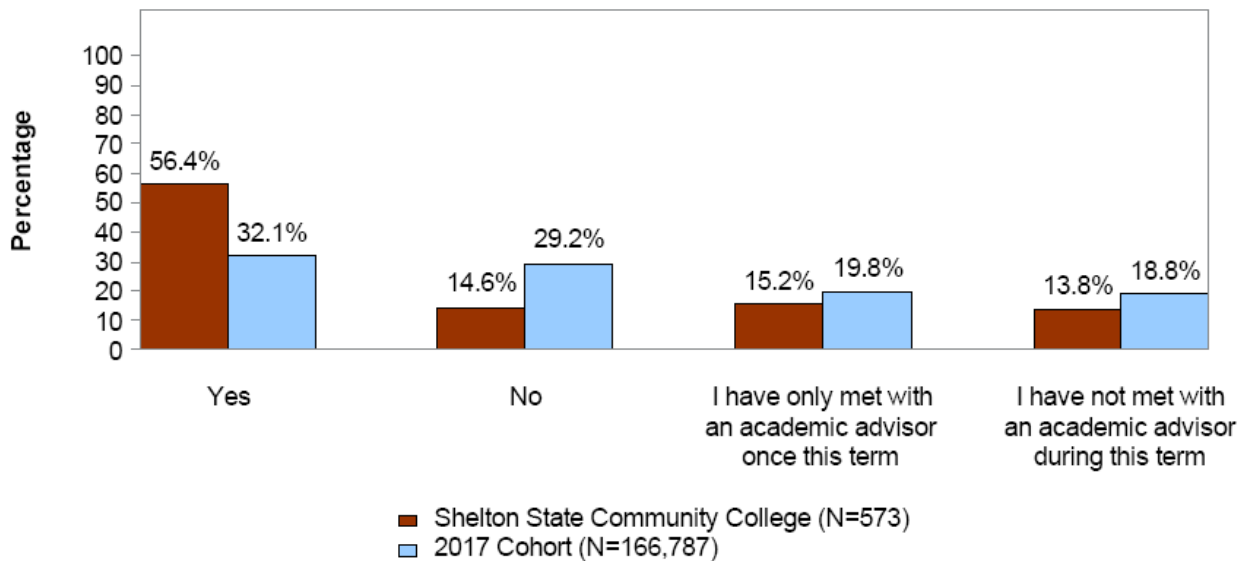
Prior to registering for classes before this academic term at this college, were you required to meet (in person or online) with an academic advisor?



During this academic term at this college, how many times have you met (in person or online) with an academic advisor?



During this academic term at this college, if you have met (in person or online) with an academic advisor more than once, did you meet with the same academic advisor each time?



## APPENDIX F – CCFSSSE Results

2017 CCFSSSE Results (Faculty)								
CCFSSSE Item	Variable	Responses	Part-Time		Full-Time		All Faculty	
			Count	Percent	Count	Percent	Count	Percent
How often do students in your selected course section come to class without completing readings or assignments?	STUUNPREP	Never	5	9.4	2	2.7	7	5.6
		Sometimes	26	49.1	40	54.8	66	52.4
		Often	17	32.1	23	31.5	40	31.7
		Very often	5	9.4	8	11.0	13	10.3
		Total	53	100.0	73	100.0	126	100.0

2017 CCSSE Results (Students)				
CCSSE Item	Variable	Responses	All Students	
			Count	Percent
In your experiences at this college during the current academic year, about how often have you come to class without completing readings or assignments?	CLUNPREP	Never	213	35.5
		Sometimes	306	51.0
		Often	57	9.4
		Very often	24	4.0
		Total	600	100.0

2017 CCFSSSE Results (Faculty)								
CCFSSSE Item	Variable	Responses	Part-Time		Full-Time		All Faculty	
			Count	Percent	Count	Percent	Count	Percent
		Total	53	100.0	77	100.0	130	100.0
How often do students in your selected course section skip class?	STUSKPCL	Never	2	3.8	4	5.2	6	4.6
		Sometimes	40	75.5	54	70.1	94	72.3
		Often	7	13.2	14	18.2	21	16.2
		Very often	4	7.5	5	6.5	9	6.9
		Total	53	100.0	77	100.0	130	100.0

2017 CCSSE Results (Students)				
CCSSE Item	Variable	Responses	All Students	
			Count	Percent
		Total	593	100.0
In your experiences at this college during the current academic year, about how often have you skipped class?	SKIPCLAS	Never	292	49.0
		Sometimes	261	43.7
		Often	35	5.9
		Very often	8	1.4
		Total	597	100.0



## APPENDIX G - Spring 2018 Faculty & Staff Work Session Activity Sheets

### QEP DEFINITIONS

FACULTY & STAFF SUGGESTIONS




**SHELTON STATE**  
COMMUNITY COLLEGE

*Choose one of the following phrases and work together as a group to come up with a precise definition of that phrase.*

1. Problem-solving –
  
  
  
2. Self-motivation –
  
  
  
3. Strong work ethic –
  
  
  
4. Competent communicator –

### QEP OUTLINE



**SHELTON STATE**  
COMMUNITY COLLEGE

**QEP GOAL 1: *We desire to produce students that are problem solvers.***

STUDENT LEARNING OUTCOME	ACTION PLAN	ASSESSMENT
1.		
2.		
3.		

## APPENDIX H – Faculty & Staff Suggested Definitions

### 1. Problem-solving –

- The ability to collect, interpret, analyze, and apply information in order to achieve a specified outcome.
- The ability to rationalize and resolve a problem using the following steps:
  1. Identify the problem;
  2. Research resolutions;
  3. Identify possible solutions; and
  4. Choose the most effective path and implement it.
- The process of using recognition, analysis and critical thinking to solve a well-defined problem.
- Identifying the problem, coming up with a solution and being able to show the logic of how you got to that solution and why. This also relates to critical thinking, as students should be able to apply the logic to relatable scenarios.
- The process of working through details of a problem to reach a solution.
- The process of finding solutions to difficult or complex issues.
- Using critical thinking skills to resolve an issue.

### 2. Self-motivation –

- Intrinsic desire.
- An internal desire to achieve a goal irrespective of external rewards.
- Desire to achieve a goal regardless of the reward.
- The inherent desire to achieve or maintain goals.
- The ability for a student to be proactive in setting and reaching goals.
- A desire to improve. It can be motivated by enjoyable instructions that encourages learning.
- The ability to do what needs to be done without the influence of other people.
- The ability to overcome inertia and see a task to completion without undue external stimulation.

### 3. Strong work ethic –

- Getting to locations on time and doing what you are asked to do in a timely manner.
- A desire to work to completion on assigned tasks to the best of their ability.
- Responsible, dedicated, productive, cooperative and good moral character.
- The self-initiated desire to focus on the completion of assigned tasks, seeing them through to an end that exceeds expectations.
- Committing yourself to honesty, integrity, and accountability.
- Ethic – doing things according to the rules even when no one is watching.  
Work Ethic – a set of moral principles, being accountable for one’s actions; abiding by “accepted” and “unaccepted” rules of conduct.

Strong Work Ethic – commitment to do what is required regardless of what others are doing and regardless of the lack of immediate reward or gratification.

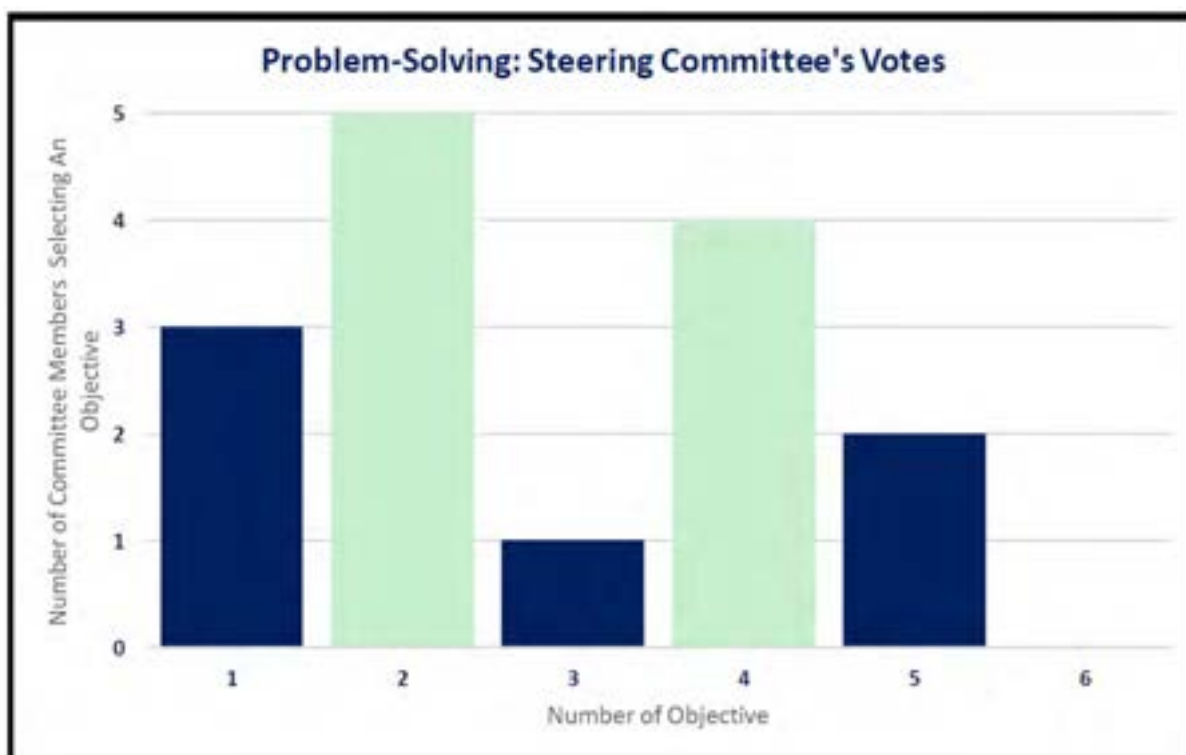
- Attributes acquired by individuals such as responsibility, dedication, hard work, and intrinsic motivation.

#### **4. Competent communication –**

- Clear, professional expression of thoughts that others can understand.
- Accurate use of words; speaks with confidence; good public speaker; can think “on your feet”; accurate use of subjects, verbs, tenses, etc.; can motivate others; inspire success in others; accurate writer including correspondence, email.
- Can confidently, accurately and consistently communicate in person and/or in public.
- Being able to deliver diverse forms of sound communications (written, non-verbal, verbal, etc.) effectively.
- Someone who speaks and writes in clear, coherent sentences with appropriate punctuation and capitalization.
- Someone who has clear verbal and written skills.
- Someone who effectively communicates clearly and accurately for the appropriate situation.
- Someone who is able to receive, interpret, formulate and transmit an appropriate response to input.
- Communicating in ways that are effective and appropriate in any given situation. Applying rules and expectations of 5 competencies:
  1. Self-awareness
  2. Active listening
  3. Adaptability
  4. Empathetic
  5. Ethical
- Ability for a person to serve as both a sender and receiver of a clearly defined message and the ability, if sending, to evaluate the response/feedback to the message to confirm understanding. Ability to incorporate awareness of verbal and nonverbal communication that is being sent or being received. (writing, speaking – verbal, nonverbal, tone, facial expressions, body posture)
- Communication competence is demonstrating a knowledge of language and nonverbal communication, the skills needed to effectively communicate verbally and nonverbally, the ability to evaluate different situations, and the ability/flexibility to apply skills to the given situation.

## APPENDIX I – Example of Faculty & Staff Suggested SLOs and Steering Committee Opinions

Problem-Solving: Faculty/Staff Suggested SLO's				Number of Votes
<b>1</b>	Student completes a pre-advising/ pre-registration checklist appropriate to their individual needs.	Have a Student Success Seminar on "How to get the most out of your advising session."	Have advisors report whether advisees came in prepared or not.	<b>3</b>
<b>2</b>	Students will be able to rationalize and resolve a problem.	Present a task (problem) in which they are required to do the following: 1. Identify the problem; 2. Research resolutions; 3. Identify solutions; 4. Choose and implement the most effective solutions.	A report that includes a written course of action that documents the process and the solution.	<b>5</b>
<b>3</b>	Students should demonstrate the ability to identify key issues, analyze information and evaluate evidence, and formulate solutions on those parameters.		Group activities to present students with everyday problems.	<b>1</b>
<b>4</b>	Students will understand the steps in identifying a problem.	Make it a component of ORI or BSS course work.	CAT (pre-assessment at the start of the term; repeat at the end of the term to check for change).	<b>4</b>
<b>5</b>	Students will be able to identify problems and solutions.	Research options, determine effective option, and implement.	Find the appropriate solution and explain how you arrived at it.	<b>2</b>
<b>6</b>	The students will be able to discern stylistic periods and their differences in Fine Arts classes.	Students will be taught the content of a few stylistic periods.		<b>0</b>



## APPENDIX J – SkillsUSA as a Vehicle for Accomplishing the Faculty & Staff Suggested Student Learning Outcomes, Action Plans, and Assessments

Note: The highlighted proposed students learning outcomes, action plans, and assessments are components of the SkillsUSA Advanced Experiences.

### *Competent Communication (later renamed Professional Communication)*

SUGGESTED SLO	ACTION PLAN	ASSESSMENT
1. The student will use appropriate forms of communication in academic settings.	Develop a consistent set of instructor responses to inadequate emails designed to create recursiveness and self-assessment.	Examine emails of incoming freshmen and compare to exiting sophomores using a rubric.
2. Students will effectively communicate in mock interviews.	Each student will participate in an interview stream.	Job placement to review and assess.
3. Demonstrate competent oral communication.	Mock interview stream and peer presentation.	Incorporate oral communication assignment into the course grade rubric.
4. Demonstrate competent written communication.	Resume and cover letter. Grammatically correct essay on goals (career) and interests.	Incorporate written assignment into the course grade rubric. Note: the two above can be incorporated online and in the classroom.

### *Problem-Solving (later renamed Decision Making)*

SUGGESTED SLO	ACTION PLAN	ASSESSMENT
1. Students will be able to rationalize and resolve a problem.	Present a task (problem) in which they are required to do the following: 1. Identify the problem; 2. Research resolutions; 3. Identify solutions; 4. Choose and implement the most effective solutions.	A report that includes a written course of action that documents the process and the solution.
2. Students will understand the steps in identifying a problem.	Make it a component of ORI or BSS course work.	CAT (pre-assessment at the start of the term; repeat at the end of the term to check for change).

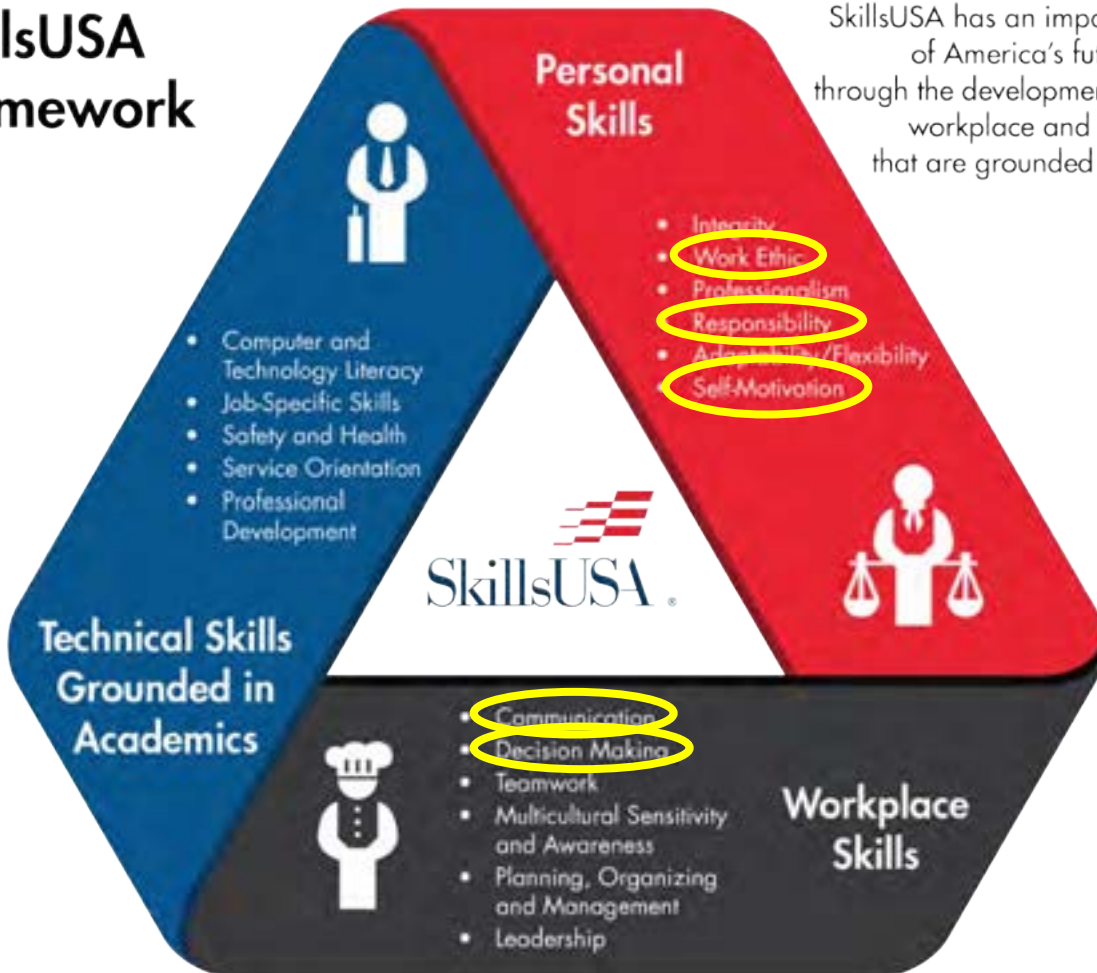
*Personal Responsibility*

SUGGESTED SLO	ACTION PLAN	ASSESSMENT
<p>1. Students will demonstrate initiative and personal responsibility through participation and studying in order to obtain a passing grade in the course.</p>	<ul style="list-style-type: none"> <li>• Create activities in Canvas and Mindtap to generate participation.</li> <li>• Create study material that will create the need for students to study and work in the software for a certain length of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors can view log time using Canvas/ Mindtap.</li> <li>• Students with high levels of participation that study hard will receive a higher grade in the course.</li> </ul>
<p>2. Student attendance.</p>	<p>Measure attendance.</p>	<p>Attend 90% of classes.</p>
<p>3. Students will learn to do what is required regardless of what others are doing.</p>	<p>Present students with various scenarios of moral dilemmas.</p>	<p>Determine a base line of accepted and unaccepted behaviors and/or responses to the scenarios and then steer students toward an understanding of ethical behaviors.</p>

## APPENDIX K – SkillsUSA Framework

Note: Foci of the QEP are highlighted in yellow.

### SkillsUSA Framework



SkillsUSA has an impact on the lives of America's future workforce through the development of personal, workplace and technical skills that are grounded in academics.

## APPENDIX L – SkillsUSA Career Essentials: Experiences Curriculum Map

Note: Foci of the QEP are highlighted in yellow.



# Career Essentials: *Experiences*

### Curriculum Map

*SkillsUSA Career Essentials: Experiences* is designed as a flexible two-year program. Year one includes nine fundamental experiences. Year two continues with five advanced experiences and one capstone experience. Instructors can use these experiences where they best align with what is already going on in their classrooms.

Each experience spans two-to-three weeks and includes a 30-minute instructor-led kickoff event, followed by a student-led, individual or group project. E-learning modules provide just-in-time, bite-sized learning throughout the experience.

### Fundamental Experiences (Year One)

#### Personal Skills

Experience Title	Resourceful	Reliability	Resiliency
SkillsUSA Framework Essential Elements	<ul style="list-style-type: none"> <li>Adaptability/Flexibility</li> <li>Self-Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> <li>Integrity</li> <li>Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Work Ethic</li> <li>Responsibility</li> <li>Self-Motivation</li> </ul>

#### Workplace Skills

Experience Title	Project Management	Cooperation	Innovation
SkillsUSA Framework Essential Elements	<ul style="list-style-type: none"> <li>Planning, Organizing and Management</li> <li>Decision Making</li> <li>Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Multicultural Sensitivity and Awareness</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Decision Making</li> <li>Leadership</li> <li>Teamwork</li> </ul>

#### Technical Skills

Experience Title	Career Planning	Workplace Habits	Responsive
SkillsUSA Framework Essential Elements	<ul style="list-style-type: none"> <li>Computer and Technology Literacy</li> <li>Job-Specific Skills</li> <li>Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>Computer and Technology Literacy</li> <li>Job-Specific Skills</li> <li>Safety and Health</li> </ul>	<ul style="list-style-type: none"> <li>Computer and Technology Literacy</li> <li>Service Orientation</li> </ul>



## Advanced Experiences (Year Two)

### Component

Experience Title	Collaboration	Initiative	Continuous Improvement
<b>SkillsUSA Framework Essential Elements</b>	<ul style="list-style-type: none"> <li>• <b>Communication</b></li> <li>• <b>Decision Making</b></li> <li>• Teamwork</li> <li>• Multicultural Sensitivity and Awareness</li> <li>• Planning, Organizing and Management</li> <li>• Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Work Ethic</b></li> <li>• Professionalism</li> <li>• <b>Responsibility</b></li> <li>• Adaptability/Flexibility</li> <li>• <b>Self-Motivation</b></li> </ul>	<ul style="list-style-type: none"> <li>• Computer and Technology Literacy</li> <li>• Job Specific Skills</li> <li>• Safety and Health</li> <li>• Service Orientation</li> <li>• Professional Development</li> </ul>

### Multi Component

Experience Title	Customer Service	Change Management
<b>SkillsUSA Framework Essential Elements</b>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• <b>Work Ethic</b></li> <li>• Computer and Technology Literacy</li> <li>• Service Orientation</li> <li>• <b>Communication</b></li> <li>• Multicultural Sensitivity and Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptability/Flexibility</li> <li>• Computer and Technology Literacy</li> <li>• <b>Communication</b></li> <li>• <b>Decision Making</b></li> <li>• Leadership</li> </ul>

### Capstone

Experience Title	Career Readiness		
<b>SkillsUSA Framework Essential Elements</b>	<ul style="list-style-type: none"> <li>• <b>Work Ethic</b></li> <li>• Professionalism</li> <li>• <b>Responsibility</b></li> <li>• Adaptability/Flexibility</li> <li>• <b>Self-Motivation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Communication</b></li> <li>• <b>Decision Making</b></li> <li>• Teamwork</li> <li>• Multicultural Sensitivity and Awareness</li> <li>• Planning, Organizing and Management</li> <li>• Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Computer and Technology Literacy</li> <li>• Job Specific Skills</li> <li>• Safety and Health</li> <li>• Service Orientation</li> <li>• Professional Development</li> </ul>

## APPENDIX M – SkillsUSA Career Essentials: Initiative Experience Learning Path

YOU ARE HERE

### SkillsUSA Career Essentials: Experiences



## Experience Overview


- ☑ Pre-test: Initiative (10 min)
- ▣ Initiative Kickoff Presentation (30 min)
- Overview: Initiative (5 min)
- Essential Element 2.A: Integrity**
- ▶ Being Accountable (10 min)
- Documenting Your Personal Values (20 min)
- Essential Element 2.B: Work Ethic**
- ▶ Being a Great Employee (10 min)
- Finding Leadership Opportunities (30 min)
- Essential Element 2.C: Professionalism**
- Dress Code Interview (20 min)
- Reimagining Professionalism (10 min)
- Modeling Professionalism (20 min)
- Essential Element 2.D: Responsibility**
- ▶ Producing Great Work (10 min)
- Initiating Tasks (45 min)
- Holding Yourself Accountable (15 min)
- Essential Element 2.E: Adaptability/Flexibility**
- Initiating Change (5 min)
- Resolving Workplace Challenges (10 min)
- Essential Element 2.F: Self-Motivation**
- Planning for Success (20 min)
- Creating a Career Plan (15 min)
- Presenting Professional Attributes (20 min)
- Researching Job Opportunities (20 min)
- ☑ Post-test: Initiative (10 min)


## APPENDIX N – ORI 101 Course Outline Incorporating First Four *Advanced Experiences*

Note: In the course outline below, SUSA stands for SkillsUSA, the stand-alone E stands for Experience, and EE stands for the Essential Elements within the experiences.

ORI 101 Course Outline Calendar			
Date	Topics	Class Activities	Homework
Week ONE	Introduction to SSCC	Syllabus MyShelton and Canvas Apps/Email College Policies/Student Handbook Financial Aid ODS SkillsUSA log in	E1 Pretest
Week TWO	SUSA Experience 1	E1 Kickoff EE1A, Computer and Technology Literacy EE1C, Safety and Health	Wellness/PRIDE Speaker/video Netiquette CampusCast Run, Hide, Fight Video Emergency Preparedness E2 Pretest
Week THREE	SUSA Experience 2	E2 Kickoff EE2A, Integrity Academic Integrity EE2B, Work Ethic Faculty Expectations	E1 Posttest EE2C First Impressions
Week FOUR	SUSA Experience 2	EE2D, Responsibility Study Skills EE2F, Self-Motivation Time Management	EE2E E2 Posttest E3 Pretest
Week FIVE	SUSA Experience 3	E3 Kickoff EE3A, Communication	EE3C EE3D
Week SIX	SUSA Experience 3	EE3B, Decision Making EE3E, Planning, Organizing, Management Goal Setting	EE3F E3 Posttest E4 Pretest
Week SEVEN	SUSA Experience 4	E4 Kickoff EE4A, Integrity EE4B, Work Ethic EE4D, Communication	EE4C EE4E EE4F E4 Posttest
Week EIGHT	Make-up assignments/Final Exam	Posttest for modules	

## APPENDIX O – Example of Off-Line *Advanced Experiences* Activity



 **SELF-MOTIVATION**

# Creating a Career Plan

---

### Overview

In this activity you will create a detailed outline of your background, career-based goals, competencies and areas you would like to develop in effort to plan out your career path. Taking the time to organize this information will help you build a solid foundation and will serve as a checkpoint for measuring your successes!

---

### Instructions

Follow the steps below and then submit your work to your instructor as directed. This activity will become part of your *Career Readiness Capstone Experience* – a collection of materials you can use in your portfolio for school presentations, job interviews or work projects.

1. In a separate document, create a high-level career plan for yourself. You can follow the example below, and feel free to use software of your choice to build your table and to modify elements of the career plan to suit your needs.
2. Include a description of what you intend to do to regularly check in on your goals.

### Your Career Plan

#### Your Background

Words to Describe You	Education/Certifications	Employment History

Personal Values	Interests	Strengths

SkillsUSA Career Essentials: Experiences, advanced set | Experience 2: Initiative

## Your Career-Based Goals

Short-term Goals (6 weeks to 3 months)	Midterm Goals (3 months to 6 months)	Long-term Goals (Greater than 6 months)

## Your Competencies

Knowledge	Skills	Experience

## Areas You Need To Develop

Knowledge	Skills	Experience

## Action Plan

--



## APPENDIX P – Example of an Off-Line *Advanced Experience Activity Rubric*

### SELF-MOTIVATION

#### Creating a Career Plan Assessment Rubric

##### Criteria 1: Components

- Address the stated requirements of the activity.

Above Standard (15-11 points)	At Standard (10-6 points)	Below Standard (5-0 points)	Score
The response includes a robust career plan, documents a logical set of improvements made to the plan based on feedback and includes a detailed plan for checking in on a regular basis.	The response includes a basic career plan, documents a reasonable set of improvements made to the plan based on feedback and includes a plan for checking in on a regular basis.	The response lacks one or more required elements.	

##### Criteria 2: Cohesion

- Provide facts and reasoning that are appropriate to the topic.

Above Standard (15-11 points)	At Standard (10-6 points)	Below Standard (5-0 points)	Score
Career plan reflects a sophisticated understanding of education and training requirements, as well as knowledge and skills needed to progress along the identified career pathway. Career goals are appropriate for the pathway and informed by feedback.	Career plan reflects a basic understanding of education and training requirements, as well as knowledge and skills needed to progress along the identified career pathway. Career goals are appropriate for the pathway.	Career plan is incomplete and does not identify goals within a career pathway.	

##### Criteria 3: Overall effect

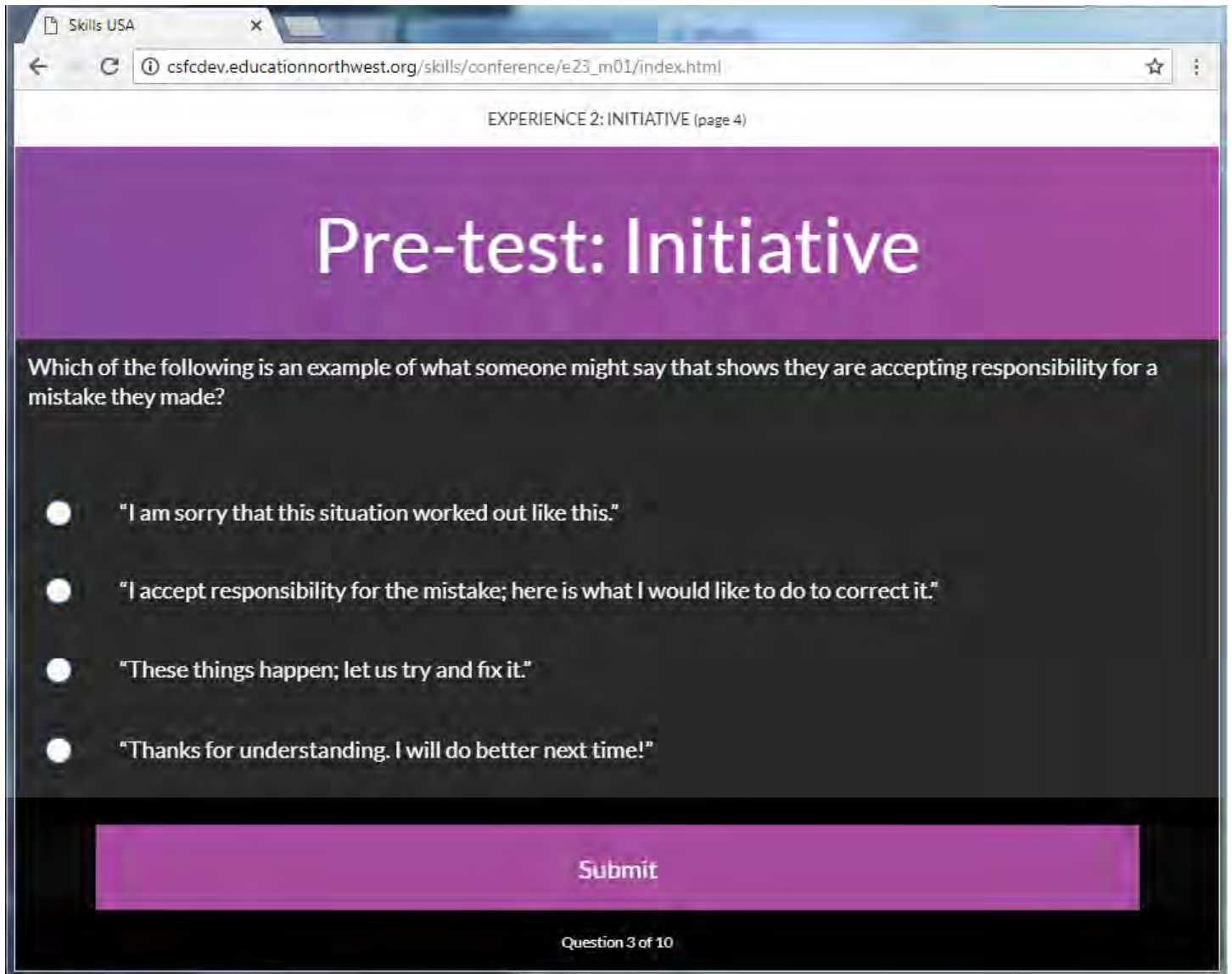
- Extent to which document achieves intended goals.

Above Standard (15-11 points)	At Standard (10-6 points)	Below Standard (5-0 points)	Score
Career plan captures the long-range vision and goals.	Career plan includes some elements of career planning.	Career plan does not include long-range vision and goals.	

Total Score = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Comments:

## APPENDIX Q – Example of an *Advanced Experience* Pre-Test Question



The screenshot shows a web browser window with the following elements:

- Browser tab: Skills USA
- Address bar: csfcdev.educationnorthwest.org/skills/conference/e23\_m01/index.html
- Page title: EXPERIENCE 2: INITIATIVE (page 4)
- Section header: Pre-test: Initiative
- Question text: Which of the following is an example of what someone might say that shows they are accepting responsibility for a mistake they made?
- Four radio button options:
  - "I am sorry that this situation worked out like this."
  - "I accept responsibility for the mistake; here is what I would like to do to correct it."
  - "These things happen; let us try and fix it."
  - "Thanks for understanding. I will do better next time!"
- Submit button
- Page indicator: Question 3 of 10







