

Section 1: Initial Goals and Intended Outcomes

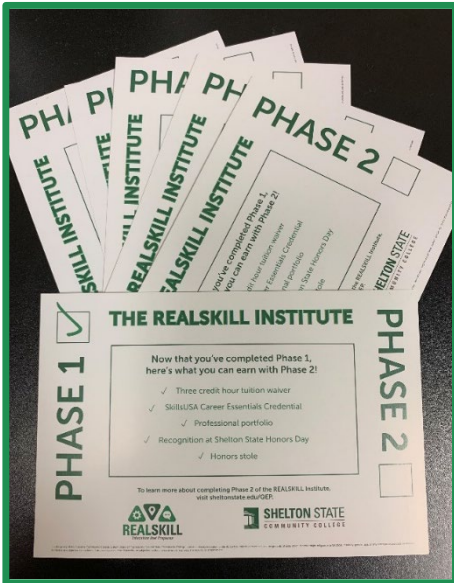
In 2017, Shelton State began working to develop the topic for its next QEP. Through researching literature, polling local business and industry, and conducting faculty workshops, the College found that the cultivation of various soft skills in students was of paramount importance. Under the oversight of a QEP Steering Committee, a faculty driven process ensued to identify specific soft skills of interest and the best instructional practices associated with those skills. Through a collaborative process, the QEP Steering Committee arrived at the three foci of the QEP: *decision making*; *personal responsibility in the form of self-motivation and work ethic*; and *professional communication*. Once those were in place, the title, *REALSKILL: Education that Prepares* was dawned, and the following goal, program outcomes, and student learning outcomes were specified.



The QEP is presented at the West Alabama Works Quarterly Manufacturing Summit at Bolzoni Auramo in 2019.

Figure 1: QEP Goal, Program Outcomes, and Student Learning Outcomes

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



Phase Two invitations distributed to ORI 101 students in the fall of 2019

Section 2: Changes Made to the QEP and the Reasons for Making Those Changes

Two critical factors working in conjunction necessitated changes to the implementation of the QEP. First, the original design of the QEP relied on a curriculum developed by SkillsUSA known as *Career Essentials: Advanced Experiences*. Second, the initial wave of COVID in 2020 landed in the middle of the QEP implementation.

The College initially chose to use the SkillsUSA *Career Essentials: Advanced Experiences* curriculum as the primary vehicle for accomplishing the QEP. A myriad of factors contributed to that decision. The curriculum included lesson plans specifically addressing the foci of the QEP complete with pre- and post-tests, authentic project-based experiences, earned badges, and a summative *Career-Ready Assessment*. Upon satisfactory completion of the *Advanced Experiences* and *Career-Ready Assessment*, students would earn the nationally recognized, industry-endorsed *Career-Essentials Credential*. Each of those facets was carried out to fidelity in cooperation with SkillsUSA during the initial years of the implementation of the QEP.



Zoom Charrette on 7.31.2020

As the implementation progressed, it became clear that the curriculum was not as customizable as the College needed and the SkillsUSA learning management system (LMS) could not communicate well with the College's LMS. The SkillsUSA LMS could not be embedded in the College's LMS, and building an integration was wildly expensive. Thus, for example, if a given SkillsUSA assignment did not fit well within the foci of the QEP, the implementation team could work with the SkillsUSA curriculum specialist to remove the assignment, but awkward technical workarounds were needed on the student's side to bypass the assignment in their LMS. This problem manifested itself repeatedly and was regularly voiced by students as a criticism of the program.

The lack of customizability of the curriculum also surfaced in the structure of the QEP. Due to not being able to choose specific assignments and assessment tools with ease, the assignments could not be tailored to fit well within the College's Orientation to College (ORI 101) course. This resulted in needing two phases, the first of which could be completed in a two-credit hour ORI 101 course and the last of which would be completed under the guidance of Career Services.



Charrette Participation Certificate

An inability to customize the curriculum coupled with awkward technological workarounds was exacerbated with the advent of COVID in the spring of 2020. The second round of Phase Two cohorts were recruited in the fall and early spring of 2020, and the kickoff meetings were conducted in February of 2020. In March of 2020, the College shifted to completely remote instruction due to COVID. Given that Phase Two was designed to be housed in Career Services rather than a specific course, shifting to remote-only instruction posed unique challenges in communicating with students and supporting

them in the completion of activities and assessments outside of their typical program requirements, especially during such a challenging transition.

While there were students in the spring and summer of 2020 that did complete Phase Two, earn the *Career-Essentials Credential*, and even present their ePortfolios in a charrette via Zoom, it was clear that major changes were needed. Working collaboratively with SkillsUSA, an adjusted curriculum was implemented in the spring of 2021. However, ultimately, the technological incompatibility was not able to be remedied, and the College decided to develop its own curriculum embedded within its LMS, many elements of which had already been developed throughout the implementation of the QEP up to that point.

At the end of the fall of 2021 and the beginning of the spring of 2022, the REALSKILL Instruction Coordinator worked with a team of ORI 101 instructors to develop modules with assignments and rubrics tailored to the three foci of the QEP. The modules were implemented that same semester, the spring of 2022. With all QEP content now embedded in ORI 101, there was no longer a need for Phase Two. The QEP has continued to be implemented in this fashion since that time.

Section 3: Impact on Student Learning and/or Student Success


Given the fork in the road described above, the student learning outcomes and resultant data can be bifurcated into two primary categories: pre-spring of 2022 and post-spring of 2022.



I'd encourage any student to take this course.

Achievement of Identified Goals and Outcomes: 2018 – 2021

A team of instructors and administrators attended the SkillsUSA State Leadership Conference in October of 2018 and received initial training in the SkillsUSA *Career Essentials: Advanced Experiences* curriculum. That same semester, the REALSKILL Instruction Coordinator piloted embedding the first three experiences into one second term section of ORI 101. Six students from that course elected to participate in Phase Two of the REALSKILL Institute in the spring of 2019 under the guidance of the REALSKILL Coach. In January of 2019, the QEP Director and REALSKILL Capstone Coordinator received formal training regarding ePortfolios at the American Association of Colleges and Universities (AAC&U) ePortfolio Forum in Atlanta, GA, and the results of the initial pilot were presented to the College. That same semester, the *Advanced Experiences* were embedded into four more sections of ORI 101, with each section being taught by a different



REALSKILL INSTITUTE

Phase Two Outline – Spring 2020

KICKOFF MEETINGS - FEBRUARY 4, 5, 6


<p>CURRENT MEETING</p> <ul style="list-style-type: none"> • Orientation to the REALSKILL Institute Phase Two <ul style="list-style-type: none"> ○ Phase Two Processes and Timelines ○ Phase Two Expectations and Benefits • Overview of the Electronic Portfolio • <i>Advanced Experience – Customer Service</i> Intro 	<p>BEFORE NEXT MEETING</p> <ul style="list-style-type: none"> • Complete <i>Advanced Experience – Customer Service</i>.
---	---

SECOND MEETING – MARCH 3, 4, 5

<p>CURRENT MEETING</p> <ul style="list-style-type: none"> • <i>Advanced Experience – Customer Service</i> student progress check-in • Reflect, as a group, on <i>Advanced Experience – Customer Service</i>. • Various students present their Resolving Conflict activity. • Electronic Portfolio student progress check-in • <i>Advanced Experience – Change Management</i> Intro 	<p>BEFORE NEXT MEETING</p> <ul style="list-style-type: none"> • Complete <i>Advanced Experience – Change Management</i>.
--	--

THIRD MEETING – APRIL 7, 8, 9

<p>CURRENT MEETING</p> <ul style="list-style-type: none"> • <i>Advanced Experience – Change Management</i> student progress check-in • Reflect, as a group, on <i>Advanced Experience – Change Management</i>. • Various students present their Anticipating Change activity. • Various students present their Inclusive Decision Making activity. • Electronic Portfolio student progress check-in • Go over <i>Advanced Experience – Capstone Experience</i> Checklist and Portfolio Rubric. 	<p>BEFORE NEXT MEETING</p> <ul style="list-style-type: none"> • Complete <i>Advanced Experience – Capstone Experience</i> Capstone Reflection, Cover Letter, Resume, and Thank You Email/Letter activities. • Prepare for a mock job interview by reading through the Practice Interview rubric. • Refine your ePortfolio to make sure all of the necessary components are present.
---	---



Outline of Phase Two distributed to students in the spring of 2020



Student presents her ePortfolio in a charrette to business and industry representatives.

instructor. Given the added material in ORI 101, the REALSKILL Instruction Coordinator recommended to the Instructional Affairs Council (IAC) that the course be converted from one credit hour to two credit hours. The IAC approved the recommendation, and the QEP Implementation Committee met at the conclusion of the term to discuss the results of the previous two terms. On June 14, 2019, the results were also presented to REALSKILL Institute stakeholders (local business and industry leaders, as well as various members of the College's faculty, staff, and administration) at a breakfast, outlining the intent and components of the REALSKILL Institute as well as soliciting feedback from business and industry. Acting as the first official charrette as outlined in the QEP, a REALSKILL Institute participant presented her ePortfolio to the audience that included business and industry representatives from Nucor, Hunt Refinery, Phifer Incorporated, McAbee Construction, and West Alabama Works.

Given the positive feedback received and the momentum from the pilot, a team of faculty, staff, and administrators attended the SkillsUSA *Career Essentials* Certified Teacher Training in Louisville, Kentucky, that same month. In July and August of 2019, the QEP Director continued to present the REALSKILL Institute to the Tuscaloosa Human Resources Professionals (THRP) and at various Chamber of Commerce workforce cluster meetings. At each event, surveys were administered and subsequently analyzed.

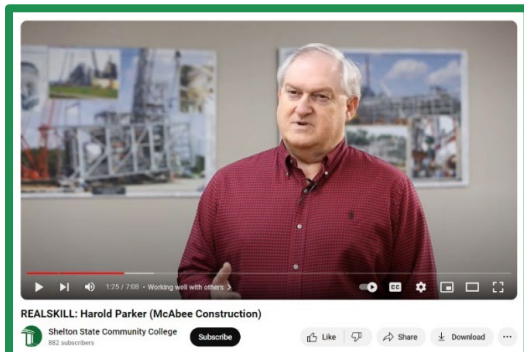
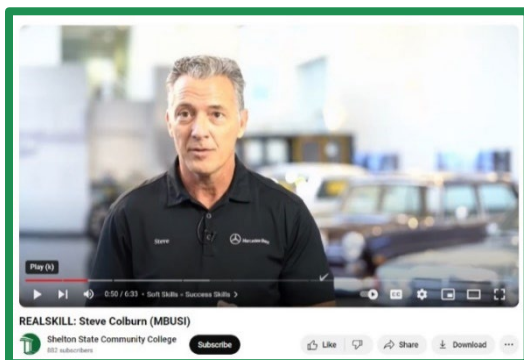
In the fall of 2019, the QEP Director updated the College regarding the implementation of the QEP, a REALSKILL Institute marketing video was created, and an overview of the Institute was presented in local high schools. That fall, exceeding the timeline outlined in the original QEP document, the SkillsUSA *Career Essentials: Advanced Experiences* curriculum was embedded in all ORI 101 courses. In November of 2019, the QEP Director met with the QEP Implementation Committee to



A team gets certified in the SkillsUSA Career Essentials curriculum



The REALSKILL Institute is presented to THRP in 2019.



Corporate partners like Mercedes Benz U.S. International and McAbee Construction made videos on the QEP foci that were embedded in ORI 101.

review the QEP data and make any necessary adjustments. At that time, invitations for participating in Phase Two during the spring of 2020 were created and distributed to all students enrolled in ORI 101. Three kickoff meetings ensued with participants in February of 2020. Additionally, the REALSKILL Instruction Coordinator continued to work with the implementation team to create new course content pertaining to the foci of the QEP and engraft that content into the ORI 101 course. This included filming videos of local business and industry partners speaking about the importance of the specific skills being addressed in the REALSKILL Institute.

Then, in March of 2020, all instruction at the College shifted to remote learning due to the initial onset of COVID. Despite that fact, in May, the College had its first two students complete the full REALSKILL Institute, earning badges for all six *Advanced Experiences*, creating an ePortfolio, and passing the *Career-Ready Assessment*, with the entire Phase Two being completed remotely. Those students earned the full SkillsUSA *Career Essentials Credential*, and the College rewarded them with a three-credit hour scholarship and recognition at Honors Day. Figure 2 below outlines the phases of the REALSKILL Institute that were successfully completed. That summer, thirteen other students that took ORI 101 in the fall of 2019 successfully completed Phase Two, as well. Figure 3 contains the

assessment data for the first two years of implementation through the initial onset of COVID in the spring of 2020.

Figure 2: Phases of the REALSKILL Institute

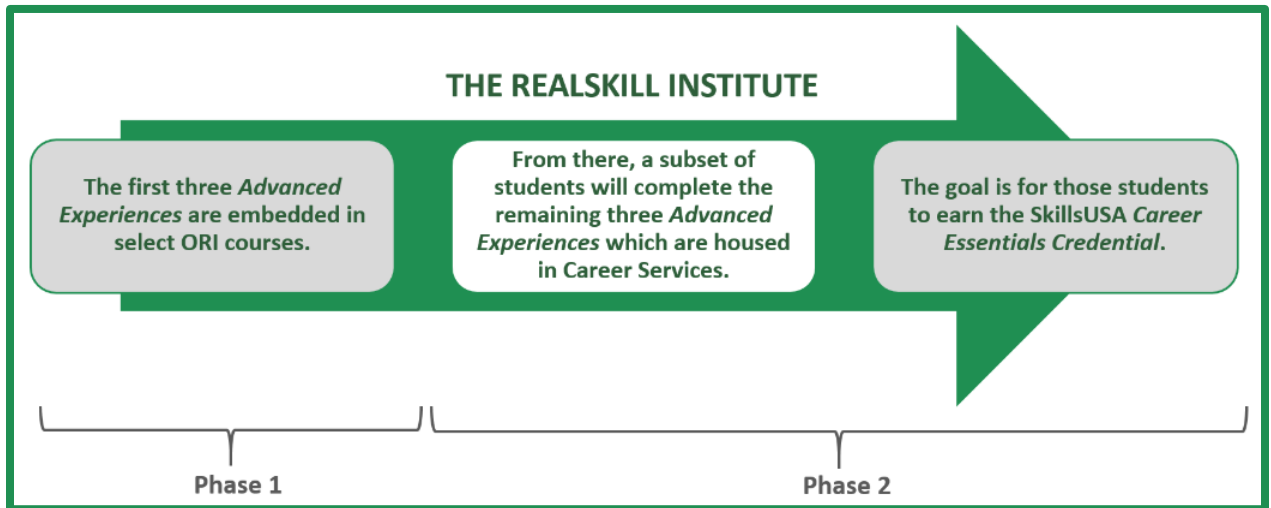


Figure 3: QEP Assessment Data through the Initial Onset of COVID in the Spring of 2020

GOAL ASSESSMENTS	TARGET	ACHIEVE	YEAR 1	YEAR 2
1. Charrette evaluations of the process of the REALSKILL Institute and the product of the student portfolio	N/A	3.7/5	4.34	4.00
2. Satisfaction surveys of business and industry	N/A	3.7/5	3.86	N/A
3. Percent of change from <i>Career-Ready Assessment</i> pre-test to post-test at culmination of the REALSKILL Institute	12%	68%	N/A	75%

PO 1 ASSESSMENTS	TARGET	ACHIEVE	YEAR 1	YEAR 2
1. Number of ORI 101 courses with embedded <i>Advanced Experiences</i>	N/A	10	5	37
2. Percentage of ORI 101 students in <i>Advanced Experiences</i> earning the first three <i>Advanced Experiences</i> badges	N/A	68%	42%	57%
3. Percent of change from <i>Career-Ready Assessment</i> pre-test to post-test in ORI 101	7%	68%	72%	47%

PO 2 ASSESSMENTS	TARGET	ACHIEVE	YEAR 1	YEAR 2
1. Percentage of students who complete ORI 101 and elect to participate in the last three <i>Advanced Experiences</i>	N/A	33%	26%	26%
2. Percentage of students continuing in the REALSKILL Institute after ORI 101 that earn the last three badges	N/A	68%	33%	29%

PO 3 ASSESSMENT	TARGET	ACHIEVE	YEAR 1	YEAR 2
Percentage of students satisfactorily attaining all six <i>Advanced Experience</i> badges and passing the <i>Career-Ready Assessment</i>	N/A	60%	33%	27%

SLO 1 ASSESSMENTS	TARGET	ACHIEVE	YEAR 1	YEAR 2
1. <i>Collaboration Experience – Demonstrating a Process or Product</i> activity	48/60	68%	83%	53%
2. <i>Career-Ready Assessment</i> student scores on questions falling under the SkillsUSA blueprint heading of <i>Communication</i>	80%	N/A	50%	67%
3. <i>Collaboration Experience – Building Consensus for Decisions</i> activity	36/45	68%	46%	56%
4. <i>Career-Ready Assessment</i> student scores on questions falling under the SkillsUSA blueprint heading of <i>Decision Making</i>	80%	N/A	64%	63%
5. <i>Initiative Experience – Holding Yourself Accountable</i> activity	36/45	68%	27%	56%
6. <i>Career-Ready Assessment</i> student scores on questions falling under the SkillsUSA blueprint headings of <i>Work Ethic</i> and <i>Self-Motivation</i>	80%	N/A	68%	73%
SLO 2 ASSESSMENTS	TARGET	ACHIEVE	YEAR 1	YEAR 2
1. <i>Change Management Experience – Anticipating Change</i> activity	48/60	68%	100%	88%
2. <i>Change Management Experience – Inclusive Decision Making</i> activity	36/45	68%	50%	50%
3. <i>Capstone Experience – Final Portfolio</i> activity	80/100	68%	N/A	47%

COVID continued to be a major obstacle in implementing the phases of the REALSKILL Institute as envisioned in the fall of 2020 and spring of 2021. Instruction remained completely remote in the fall of 2020, and only a very limited number of face-to-face offerings were offered in the spring of 2021, with the rest being conducted remotely. However, during that time, the first three *Advanced Experiences* continued to be embedded in the ORI 101 curriculum, spanning across all sections offered that year. Seventy-eight percent of students that attempted to earn the first *Advanced Experiences* badge ended up earning all three badges that were available in ORI 101, an increase of 21% from the prior year. Additionally, 50% of those students hit the 7% target increase from the pre- to post-test on the *Career-Ready Assessment*, up 3% from the 2019-2020 results. On average, students scored 72%, 69%, and 77% on the assessment blueprint categories of *Communication*, *Decision Making*, and *Work Ethic and Self-Motivation*, respectively. Each of these were increases over the previous two years. However, only 8% of the 526 students that earned the third badge (41 students) elected to continue into Phase Two of the REALSKILL Institute. This was a decrease of 18% from the prior year. With the challenges being faced, there were still 20 new students that earned the full SkillsUSA *Career-Essentials Credential* that spring. The remote implementation challenges of that academic year coupled with the technological hurdles presented by the rigidity of the SkillsUSA curriculum necessitated changes in the approach.

In consultation with the implementation team, the REALSKILL Instruction Coordinator presented a modification of the SkillsUSA *Advanced Experiences* curriculum to the SkillsUSA curriculum specialist, and the College received approval to implement the modified curriculum in the ORI 101 courses in the spring of 2021. Their curriculum specialist then worked with SkillsUSA to complement the modified curriculum with the necessary technological adjustments to their LMS. However, as the modified curriculum was deployed, it became evident from the feedback of students and faculty that the technological incompatibility of the College’s LMS and the SkillsUSA LMS was a barrier to progress that had no feasible remedy. Despite the challenges, 315 students passed the *Career-Ready Assessment* in the fall of 2021 and 55 additional students earned the full SkillsUSA *Career-Essentials Credential*. Anticipating the need for a significant change in the execution of the QEP, the implementation team developed modules in ORI 101 centered on the foci of the QEP that combined content already developed throughout the life of the QEP alongside newly created content and assessments. This was completed under the guidance of the REALSKILL Instruction Coordinator during the fall of 2021 with a spring 2022 implementation in view.

Achievement of Identified Goals and Outcomes: 2022 – 2024

As discussed above, in the spring of 2022, modules with new assignments, rubrics, and student learning outcomes specifically addressing the foci of the QEP were developed by the ORI instructors under the direction of the REALSKILL Instruction Coordinator. Those modules were embedded in the ORI 101 course and the SkillsUSA curriculum was no longer utilized as the primary vehicle for accomplishing the QEP. Below is an outline of the assignments that were created.

Figure 4: Updated QEP Assignments

UPDATED QEP ASSIGNMENTS EMBEDDED IN ORI 101	
<p>Assignment Title: Semester Project – Personal/Professional Website (or PowerPoint)</p>	<p>QEP Focus: Professional Communication and Personal Responsibility</p>
<p>Assignment Overview Provided to the Student: Your website should communicate to a prospective employer, “This individual would be a great addition to our team!” Students who are looking to be employed will stand out among those being interviewed if they have a Personal/Professional website. This assignment will be graded on a rubric. We are looking for an "about me" paragraph, a resume, and some pictures/videos of you. Then we are looking to see if you've used professional written communication (no slang, no abbreviations, words spelled correctly, subject/verb agreement, etc.), and we are looking to see if we know you a little better by viewing your website. Does it show you in a positive light?</p>	
<p>Assignment Title: Exploring Shelton State Community College and the Surrounding Area</p>	<p>QEP Focus: Personal Responsibility</p>
<p>Assignment Overview Provided to the Student: This is a semester project. It is due at the end of the semester. To make the most of your college experience, students should engage in the different activities of the college and the surrounding area. This includes attending athletic events, fine art events, as well as using the many resources we have available like tutoring, career fairs, etc. SSCC and the Tuscaloosa area have a variety of events and extracurricular activities for students. See the attachment. Each activity has a corresponding point value. More than 150 total points are available; however, you are responsible for earning 100 total points. Evidence of the activities should be documented on the assignment chart or uploaded into the Power Point provided in Canvas.</p>	
<p>Assignment Title: Work Ethic Quiz</p>	<p>QEP Focus: Personal Responsibility</p>

Assignment Overview Provided to the Student:

Employers want to work with people who have a strong work ethic. Those who possess this trait are better employees who get the job done, no matter what. They often require less oversight on daily activities and managers can rely upon them to complete bigger tasks. Students take a quiz in Canvas to test their knowledge of work ethic. (Before the quiz, students read through content pages discussing what work ethic is and/or have a class discussion for face-to-face classes.)

Assignment Title:

Presenting Yourself Professionally

QEP Focus:

Professional Communication

Assignment Overview Provided to the Student:

Let's face it. Employers want to hire the best and the brightest to work for their company. Do you have what it takes to stand out? Do you demonstrate Success Skills 85% of the time? Do you know how to send professional correspondences? Today you are going to pick out Success Skills that you demonstrate 85% of the time. Then you will craft a pretend cover letter to a company using these Success Skills. Remember, you want to stand out in a crowd!

Assignment Title:

Resume

QEP Focus:

Professional Communication

Assignment Overview Provided to the Student:

All students should have a working resume. What is a working resume? It is simply your resume that you keep updating as you gain new experiences through new jobs, new training, and/or earn new honors, awards, and accomplishments.

Assignment Title:

Video Exit Interview

QEP Focus:

Professional Communication

Assignment Overview Provided to the Student:

As one of our last assignments for ORI, you will participate in an interview. Follow the guidelines below, and answer the questions as if you were actually doing an interview.

1. Dress appropriately. The type of interview you are doing will constitute what you need to wear. Research online the career field you would like to go into. What is appropriate to wear in a job interview? Wear this! (Hint: T-shirts, shorts, sweats, tank tops, bath robes, low cut shirts, overly tight shirts, sagging pants, etc. are not appropriate for ANY job interview). While your career may need a suit and tie for an interview, don't go buy one if you don't already have one. Just dress the nicest you can with what you have.
2. Make sure your hair, make-up, and jewelry are tastefully done. You aren't going out on the town. It needs to look professional. Hair needs to be out of your face and eyes.
3. Enlist a family member or friend to "interview" you. They do not have to be in the video, but we should be able to hear them read the questions out loud to you.

Assignment Title:

The Wise Choice Process

QEP Focus:

Decision Making

Assignment Overview Provided to the Student:

On the previous content page, you learned about The Wise Choice Process. This is a strategy to make responsible decisions by answering six questions. You will apply The Wise Choice Process to improve a difficult situation in your life. Think about a current problem (one you are comfortable sharing). As a result of this problem, you may be angry, sad, frustrated, depressed, overwhelmed, or afraid. Perhaps this situation has to do with a grade you received or a teacher's comments on a paper you submitted. Maybe the problem relates to a job, a relationship, or money.

Assignment Title:
Mapping Decisions

QEP Focus:
Decision Making

Assignment Overview Provided to the Student:

In this activity you will create a “mind map” to help you think through a decision that you need to make. A mind map is a great way to diagram your ideas at a high level. It shows relationships among pieces of a central idea. You can create a mind map by hand or on a computer and include drawings to visually enhance your ideas as needed. Some examples of decisions you might be currently facing are what your major will be; what 4-year school you would like to transfer to; do you want to transfer to a 4-year school or start your career; should you go to tutoring for a class; should you apply for some part-time jobs; etc.

The newly designed curriculum naturally engrafted into the College’s LMS, having been built in-house by instructors that had received training in soft skills instruction and were familiar with the ORI 101 course. This approach removed the technological barriers that were persistently present and consistently voiced



Video Exit Interview student artifact



Went to the Nucor meeting to receive awards and my internship/scholarship.

Exploring SSCC student artifacts

by students and faculty alike during the initial years of the implementation of the QEP. The only significant downside was the loss of the badges and credential that were industry-endorsed and backed by the SkillsUSA organization. That being said, there was unanimity in the implementation team regarding the need to move away from the SkillsUSA curriculum due to the barriers discussed above. The newly designed curriculum has continued to be implemented under the guidance of the REALSKILL Instruction Coordinator since that time. Below is the data accumulated regarding the assignments since the initial implementation. The table contains the mean scores on the assignments by term for students who completed the assignments, spread across all sections of ORI 101. The atypically high averages are due to the

Figure 5: Updated QEP Assignment Means of Students Who Completed the Assignments

	Resume	Personal/ Professional Website	Presenting Yourself	Mapping	Wise Choice Process	Exploring SSCC	Work Ethic	Video Exit Interview
Spring 2022	98.3	97.8	92.0	96.6	98.6	82.0	96.9	99.0
Summer 2022	98.2	93.5	95.7	93.1	99.3	94.0	97.0	93.4
Fall 2022	96.1	95.1	94.5	96.6	99.3	91.7	96.5	99.1
Spring 2023	98.2	89.6	92.8	99.4	99.0	91.8	95.9	99.7
Summer 2023	94.1	92.7	87.6	89.2	97.7	89.7	97.6	96.1
Fall 2023	93.9	97.0	92.1	95.9	97.4	92.1	97.2	99.5
Spring 2024	94.9	93.7	92.7	92.4	97.8	94.3	94.1	99.3

nature of ORI 101 as a first college experience for many students that is meant to be nurturing and process-oriented more than performance-oriented. The REALSKILL Instruction Coordinator regularly tweaks the ORI 101 curriculum based on observations in teaching the course, observations from instructors, and feedback from students.

Unanticipated Outcomes

Early in the implementation of the QEP, the instructional team noticed that some requisite skills for completing the assignments were not prevalent among the students. Essential tasks such as being able to create a PowerPoint, craft a Word document, or build a website on a platform such as Wix were assumed in the curriculum. However, it became quickly apparent that direct instruction was needed in those skills, in addition to the actual foci of the QEP. As a result, content was embedded within modules in ORI 101 to explicitly guide students through the requisite technological skills as well, which tremendously benefits students in their other courses and whatever future endeavors they choose.

Another unanticipated hurdle manifested itself early in the implementation of the QEP. Many students did not feel that they had previous experiences to record on a resume. For example, many first-time freshmen had never held a job or earned a credential. The result was rich discussions revolving around cultivating a resume that takes into account various past experiences and puts the best foot forward, even and especially when there isn't previous work experience or specific credentials from which to draw.



Personal/Professional Website student artifact



Personal/Professional Website student artifact

Section 4: Reflection on What the Institution Has Learned

On a practical front, a hard lesson learned regarding the large-scale implementation of a given instructional project is that a curriculum can be wonderful from a pedagogical standpoint but have technological facets that make it incompatible with an institution. As detailed above, once implementation was underway it was apparent that the respective LMS's abilities to integrate or communicate presented a major unanticipated hurdle that had not previously manifested itself in the research and development of the QEP.

However, from a pedagogical standpoint, the implementation of the QEP has confirmed what the QEP Steering Committee concluded in 2018: direct instruction in soft skills is of paramount importance. The REALSKILL Instruction Coordinator regularly voiced student feedback received regarding the importance of

the content being learned as well as the lack of instruction in topics such as these in traditional academic settings. While not able to be fully displayed in this brief report, the student feedback and student artifacts (pictured intermittently) paint a vibrant portrait of rich learning experiences that culminated in a portfolio that the students took with them and can add to as they build their resumes. While specific aspects of the QEP will morph in the future, certain elements will remain indefinitely in ORI 101 and continue to impact students positively, better preparing them for their future careers no matter the field they choose.