STAND OUT
MOVE FORWARD **>** **Preparing for Professional Success**

Virginia Western Community College

On-Site Review October 2-5, 2023

Dr. Robert Sandel, President

Dr. Jolene Hamm, Accreditation Liaison

VIRGINIA WESTERN

Table of Contents

Executive Summary

Stand Out. Move Forward
Preparing for Professional Success

Virginia Western Community College's QEP topic selection and planning process included input from all constituencies and was informed by a literature review. This process emphasized the duty that higher education has to create an emerging workforce that is equipped with both relevant content knowledge skills and professional readiness competencies.

VWCC's Quality Enhancement Plan aims to equip students seeking an associate degree with the ability to demonstrate appropriate professional readiness skills in the classroom and employment settings as a result of their experiences at VWCC. Strategies to achieve this goal include, but are not limited to, implementing a professional readiness module within student development courses, embedding a career services professional in selected upper-level courses, and co-hosting employer hiring fairs and networking campus events.

The student learning outcomes for the *Stand Out. Move Forward* QEP are:

Accountability: Associate degree-seeking students will be able to demonstrate accountability.

Professional Verbal Communication: Associate degree-seeking students will be able to articulate concepts in a professional manner.

Professional Written Communication: Associate degree-seeking students will be able to write professional communications.

VWCC's QEP will be assessed using direct, indirect, formative, and summative measures, including: a post-module quiz, a longitudinal pre- and post-assessment, a standard rubric, module surveys, graduation surveys, and employer surveys. VWCC's QEP Implementation Committee will be responsible for monitoring assessment results and making adjustments to implementation if necessary.

I. Introduction and History

Virginia Western Community College (VWCC) is a two-year public institution of higher education operating under the Virginia Community College System (VCCS), a statewide system of community colleges. The college operates under the policies established by the State Board for Community Colleges and the VWCC Local Advisory Board.

The college is located on a 70-acre campus in southwest Roanoke, VA. The service region of the college includes Roanoke City, Salem City, Roanoke County, Craig County, Franklin County, and southern Botetourt County. The college was established in 1966 and has grown from an initial enrollment of 1,352 to its current annual enrollment of over 8,000 students in credit courses and more than 1,200 enrollments in fast-track workforce and continuing education courses. The college employs nearly 80 full-time faculty, 150 full-time staff and administration, and approximately 200 part-time instructional faculty each year (Virginia Western Community College, 2023).

In 2022-2023, VWCC served 3,326 full-time equivalent students (FTEs). The student population taking classes for credit at VWCC is 56% female, 31% non-white, 24% under the age of 18, 27% age 25 and older, and 85% part-time (Virginia Western Community College, 2023). 82% of students reside within the college's service region. 28% of students are in transfer programs, 31% in occupational/technical programs, 26% in high school dual enrollment/dual credit programs, and 15% not program-placed (Virginia Western Community College, 2023).

VWCC graduated 927 students in 2022-2023, and many VWCC graduates received multiple awards. Of the awards granted, 17 students graduated with an Associate of Arts, 289 with an Associate of Science, 279 with an Associate of Applied Science, 123 with Certificates, and 428 with Career Studies Certificates (Virginia Western Community College, 2023). More than 500 students transfer annually from VWCC to four-year institutions in the state and throughout the nation, many to the nearby Radford University and Virginia Tech (Virginia Western Community College, 2023).

VWCC's mission is to provide quality educational opportunities that empower students for success and strengthen communities. The college achieves this mission through:

- transfer programs that prepare students for admission to four-year colleges and universities and successful pursuit of a baccalaureate degree,
- workforce programs that prepare students for employment or promotion in a career and promote a skilled regional workforce by meeting the training and educational needs of employers,
- rigorous coursework and a full range of academic and student support services that assist students in achieving their educational and career goals,
- developmental studies courses that prepare students for college transfer and career and technical programs, and
- community service that promotes community involvement, educational access, and opportunities for residents of the region.

II. Process Used to Identify Topic

VWCC identified professional readiness as the Quality Enhancement Plan (QEP) topic following a selection process that involved a wide range of stakeholders including students, faculty, staff, employers, and community members. The topic was identified through ongoing, comprehensive institutional planning and evaluation that considered institutional needs and viability of the plan.

QEP Development Process

VWCC began the process of identifying the QEP topic in Spring 2021. At the beginning of the semester, a representative group of faculty and staff members met and determined six possible QEP topics that would align with VWCC's mission. Using the six topics as a starting point, a survey was then administered in March 2021 to students and VWCC employees that explained the purpose of a QEP and asked them to rank the six topics from "most helpful" to focus on to "least helpful"; 226 people responded to the survey. Using results from the survey, two topics emerged as clear finalists. In a follow-up survey conducted in May 2021, students and VWCC employees were invited to submit their final selection. 147 people responded; professional readiness received a majority (61%) of the votes. Concurrently, in Spring 2021, VWCC conducted an employer and industry partner survey to gauge needs within the community. Results from this survey (n=94) indicated that this population valued soft skills in addition to academic knowledge when hiring for open positions, supporting the QEP topic of professional readiness.

In Fall 2021, the proposal of professional readiness as VWCC's QEP topic was presented to the Executive Team, Strategic Planning Team, Faculty Senate, Administrative Faculty Senate, and Staff Senate. This proposal included the topic, vision statement, goals, and possible student learning outcomes. All committees provided their feedback and stated their support of the topic.

Utilizing comments from prior surveys and the literature review, VWCC continued by surveying employees to narrow down 11 possible student learning outcome topics within professional readiness. Additionally, faculty and staff were invited to participate in a forum during Spring 2022 in-service to further discuss professional readiness and provide input on possible learning outcomes. Results from the forum and the survey (n=51) supported 6 topics moving forward for further consideration. Subsequently, employers and students were sent surveys asking them to rank the importance of these 6 topics within professional readiness based on importance within the workplace and perception of current VWCC graduates' ability.

Overall survey results, literature review, and input from the QEP Planning Committee were utilized to select three student learning outcomes for the QEP: accountability, professional verbal communication, and professional written communication. On April 12, 2022, the Executive Team approved the proposed student learning outcomes. The official QEP topic, vision, goals, and student learning outcomes were presented to all faculty and staff during the general session of Fall 2022 in-service.

Refer to the QEP Identification Process Timeline below (Table 1) for a summary of communications with the college community for the QEP selection process.

Table 1.QEP Identification Process

Communication	Audience	Date
Meeting to brainstorm potential QEP ideas	Selected faculty and staff	Spring 2021
Survey to determine next QEP topic	College faculty, staff, and students	Spring 2021
Second survey to further narrow down on QEP topics	College faculty, staff, and students	Spring 2021
College employer and partner survey	Employers and industry partners	Spring 2021
QEP topic presented at committee meetings for topic approval	Executive Team, Strategic Planning Team, Faculty Senate, Administrative Faculty Senate, Staff Senate	Fall 2021
Faculty/Staff Survey of Potential Student Learning Outcomes	College faculty and staff	Fall 2021
QEP forum during In-Service	College faculty and staff	Spring 2022
Survey to narrow down student learning outcome topics	Employers and industry partners	Spring 2022
Survey to narrow down student learning outcome topics	Students	Spring 2022
Presentation to Executive Team for student learning outcomes approval	Executive Team	Spring 2022
Presentation of topic and student learning outcomes at General Session	All college faculty and staff	Fall 2022

Institutional Planning and the QEP

The selection of the topic was determined by a holistic process that included institutional planning and incorporated professional readiness with the college's strategic plan, VWCC's mission, and legislative mandates.

VWCC Strategic Plan

Virginia Western Community College's (2022) Strategic Plan incorporates professional readiness under "Priority IV: Economic Success," as the college is committed to student success beyond the completion of degrees and credentials. One strategy to promote economic success is "offering relevant, high-quality,

high growth, high demand instructional programs that **meet the needs** of business and industry for existing and future jobs" (p. 11, emphasis added). Meeting the needs of business and industry partners is a continual process that requires VWCC to graduate a workforce that possesses both content knowledge and workplace readiness skills. As mentioned above, results from a Spring 2021 survey indicated that employers and partners value professional readiness, in addition to academic knowledge, when hiring for open positions.

VWCC Mission and Values

Professional readiness is consistent with the emphasis VWCC's mission places on student success. Providing "quality educational opportunities that empower students for success and strengthen communities" includes preparing students to be contributing members of the community, equipped with academic knowledge and relevant professional readiness skills that produce innovation and distinguish VWCC students and graduates (Virginia Western Community College, 2018).

Legislative Mandates

Beginning in 2018, the State Council of Higher Education for Virginia (SCHEV) mandated that postsecondary institutions measure six general education competencies, four of which were provided by SCHEV. The VCCS was tasked with selecting two other competencies that their institutions would assess across their curriculum. In their recommendation for the VCCS Strategic Plan "*Complete 2021,*" the VCCS Soft Skills Task Force emphasized the importance of equipping students with soft skills such as communication and professionalism by integrating them into the system's culture and brand, resulting in adding professional readiness as a mandated general education competency for VCCS institutions (Virginia Community College System, 2015). In January 2019, the VCCS updated Policy 5.0.2, which includes professional readiness as a mandatory general education competency for VCCS institutions (Virginia Community College System, 2019).

Conclusion

In summary, VWCC identified professional readiness as the QEP topic through ongoing, comprehensive planning and evaluation processes. All constituent groups were involved in the topic identification and development process.

III. Literature Review

Introduction

The question of what makes a quality employee is multifaceted and will vary from each employment setting to the next, but there are core sets of skills that employers are looking for their employees to display. Beyond the "hard skills" of being able to complete the tasks associated with a job and ongoing employment, employers are typically also looking for their staff to demonstrate "soft skills," which are skills based more in emotion (Gonzalez & Vodicka, 2021). Literature supports the importance of these less-defined skill sets in getting and maintaining a job, but these skills can also be more difficult to evaluate and assess (Gonzalez & Vodicka, 2021). This literature review will examine broad definitions of professionalism as well as literature-supported definitions of the key professionalism skills selected for the focus of the Virginia Western Quality Enhancement Plan. Finally, best practices related to teaching and assessing professionalism will be examined.

Defining Professional Readiness

The Challenge of Defining Professional Readiness

Required skills for success in the workplace also vary widely across disciplines, with specific career paths emphasizing different competencies. Healthcare emphasizes virtue-based professional readiness skills such as caring, confidentiality, and integrity (Kelley et al., 2011; Yuen et al., 2016; Irby & Hamstra, 2016). The STEM fields emphasize critical thinking and autonomous learning, while business and management tend to focus on teamwork, management, and leadership (McGunagle & Zizka, 2020; Pierce, 2019). While each field may define professional readiness differently, there is agreement that professionalism involves an individual's ability to adopt and then display specific behaviors (Aylott et al., 2019; Irby & Hamstra, 2016; McGinnis, Guenther, & Wainwright, 2016). Scholars also tend to agree that teaching professional skills is increasingly vital in the college setting: Instructors can no longer expect that students "internalize these skills by osmosis" (Hora et al., 2018, p. 34).

QEP Definition of Professional Readiness

Taking into consideration the various definitions of professionalism and professional readiness, and to allow for alignment of the project's definition of professionalism and that of the VCCS, the QEP Planning Committee utilized the following definition of professional readiness. This definition was modified once the student learning outcomes were selected to include the specific skills targeted with this project.

> *Professional readiness is the ability to display the crucial skills of situational and culturally appropriate communication, demeanor, and behavior in the classroom or workplace.*

Accountability

McGrath and Whitty (2018) define accountability as "liability for ensuring a task is satisfactorily done" (p. 697). More comprehensively, accountability can also be described as "a relationship between an actor and a forum, in which the actor has an obligation to explain and justify his or her conduct, the forum can pose questions and pass judgement, and the actor may face consequences" (Bovens et al., 2007, p. 225). From a psychological perspective, Peteet (2022) believes that the burden for accountability lies with all parties in an interaction, for example with both a subordinate and a supervisor, and believes that accountability is a key component of professionalism. The VCCS (2015) includes several behaviors that

represent accountability when outlining professional expectations, including punctuality, attendance, and time management.

Based on a review of the literature and the behaviors emphasized by the VCCS, the team utilized the following definition of accountability:

> *Accountability is accepting responsibility for one's own actions and acting in a manner that demonstrates respect for one's own and others' time, knowledge, and roles in a relationship.*

Professional Verbal Communication

The VCCS (2015) defines communication related to professional readiness as maintaining "open, effective, and professional communications." A more detailed definition explains listening, speaking, and self-management as key components to professional communication (VCCS, 2015). The National Association of Colleges and Employers (NACE) explains that communication from a career readiness perspective is the ability to "clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization" (NACE, 2021). This definition also includes the ability to demonstrate verbal and non-verbal language and abilities (NACE, 2021). Professional verbal communication includes active listening, clear and organized communication appropriate for workplace expectations, consideration and respect for the viewpoints and communication style of others, and the ability to maintain a professional demeanor in all situations (NACE, 2021; VCCS, 2015). Students need to be aware that effective verbal communication is a process and involves attention through the communication process, monitoring one's own reactions, adjusting to cultural differences, and choosing the right method of communication (Cohn, 2007).

Based on a review of the literature, this project utilizes the following definition of professional verbal communication:

> *Professional verbal communication is easily understood by others and delivered in a manner appropriate for the specific audience, situation, and environment. It accounts for non-verbal reactions of speaker and listener and cultural differences.*

Professional Written Communication

To differentiate professional written communication from academic writing, VWCC is considering professional communication as types of written communication that would be equivalent to those used in the workplace, such as emails, memos, and cover letters, but not academic essays or assignments. While professional written communication is not explicitly outlined by the VCCS under professional communication, college faculty and community employers repeatedly noted the importance of written communication when surveyed about student professional behaviors. When composing email messages or online instant message chats, writers should be aware that tone and non-verbal expression are lost in text, so professional written communications may need to be crafted more carefully to avoid misunderstandings (Cohn, 2007). Professional written communication should also consider the audience, and writers should adjust their message accordingly (Cohn, 2007).

Based on a review of the literature, this project will utilize the following definition of professional written communication:

> *Professional written communication is well-organized and accurately portrays the intended message without the benefit of tone and non-verbal cues. It should be adjusted to meet the specific situation and audience.*

The Importance of Professional Readiness to Employers

Using employer and hiring manager survey data and subsequent best practices, the Quality Assurance Commons (QA Commons) for Higher and Postsecondary Education (2020) defines eight Essential Employability Qualities that lead to success in the workplace for graduates. According to QA Commons (2020), these employability qualities lead to greater economic success and professional mobility, regardless of industry. Professional readiness competencies transcend disciplinary bounds.

Communication and responsibility are two of the essential qualities defined by QA Commons in conjunction with metrics from employer surveys, which mirrors employer survey data from VWCC's local surveys of hiring managers in the Roanoke region. Employees who possess content-specific knowledge, domain skills, and technical expertise may struggle to display their aptitude effectively without accountability and communication skills. Simply put, recruiters and hiring managers recognize that soft skills help employees share their hard skills in the workplace.

The Role of Post-Secondary Education in Preparing Students

As a pre-employment location for many students, colleges and universities are not only tasked with preparing students with technical and domain skills for future employment, but also with teaching professional readiness competencies needed for the future workforce (Pouratashi & Zamani, 2019). Colleges are responsible for "providing the basis for the advancement of knowledge, skills and attributes" so that students can grow and develop during their time in higher education (Pouratashi & Zamani, 2019, p. 434). Survey data consistently conveys that employers believe colleges play an important role in this preparation, and that students may not enter the workforce with the necessary skills for the post-college transition (Finley, 2021). When students enter a workforce without skills that match those required in the labor market, unemployment may result (Pouratashi & Zamani, 2019).

Soft Skills for Workplace Success and Professional Readiness in the VCCS

Based on an extensive review of hundreds of employer surveys, job descriptions, and skills sought in authentic job advertisements throughout the state, a 2015 VCCS task force assembled a set of soft skills that were consistent across the research, regardless of specific industry or discipline. The task force unanimously determined that all students completing degrees, diplomas, and certificates in the VCCS "should have opportunities to build skills and demonstrate competencies in Virginia Community Colleges' *Soft Skills for Workplace Success*," and that such competencies should be utilized consistently across the entire system (VCCS Soft Skills Taskforce, 2015).

The four pillars of the VCCS *Soft Skills for Workplace Success* are communication, professionalism, problem solving, and teamwork; each pillar includes additional competencies and definitions. Based on the VCCS *Soft Skills for Workplace Success* and its comprehensive definition of competencies for success in Virginia's workplaces, Virginia Western Community College defines professional readiness as the ability to display the crucial skills of situational and culturally appropriate communication, demeanor, and behavior in the classroom or workplace. The QEP will utilize the VCCS competencies to provide a framework for student learning outcomes and assessment at the college.

Best Practices for Teaching Professional Skills

Colleges play a key role in preparing students with the necessary and required employability skills needed to successfully enter the workforce by including skills needed in the workplace in the learning process (Fajaryati & Akhyar, 2020). The model of what professionalism skills are necessary should be integrated

into the curriculum and into every subject area to ensure that "the skill development becomes inseparable from knowledge sharing because soft skills cannot be taught in isolation" (Fajaryati & Akhyar, 2020, p. 600).

Lisá, Hennelová, and Newman (2019) determined that one approach to filling the gap between student and employer expectations of professionalism skills is ensuring that students have as much connection to the labor market as possible through interactions with career center services. The use of this approach can also help develop student self-awareness of professionalism and employability skills. College career centers are a community and employer liaison helping to further lessen the gap between students, graduates, and employer expectations (Lisá et al., 2019).

According to Cruzvergara et al. (2018), there is a growing interest in utilizing embedded career center professionals as consultants to work collaboratively with faculty on curriculum development and the creation of assignments and career-focused classroom experiences. As the role of career services expands, professionals can "actively collaborate, provide insight from employers, and serve as the expert in setting the philosophical framework and guiding principles for all campus partners to engage in career readiness preparation" (Cruzvergara et al., 2018, p. 36). Similar to the embedded librarian or library liaison model, embedded career services professionals can also interact directly with students in targeted courses throughout the curriculum, acting as true partners to teaching faculty (Sullivan & Porter, 2016; Shumaker & Talley, 2009). Historically, embedded information professionals have experienced increased demand for their services and increased usage of library resources by students, indicating that having students interact directly with consultants in the classroom setting increases their willingness to seek their expertise outside of the classroom as well (Shumaker & Talley, 2009).

In addition to experiential learning environments provided by career center professionals, classroom modeling and simulation are also frequently cited in the literature as ways to improve students' professional skills, especially in healthcare fields (Berger et al., 2020; Wali et al., 2016). When students act out common workplace scenarios, watch filmed simulations of positive and negative workplace interactions, or receive examples or models of possible written responses to professional dilemmas from trusted professionals, they feel better equipped to respond to future employment experiences (Colvin et al., 2018). Instructors should "augment traditional teaching of the cognitive basis for professionalism" with interactive teaching methods like written modeling or case-based scenarios with time built in for structured debriefing and reflection (Kelly & Mullan, 2018, p. 599).

Best Practices for Assessing Professional Skills

Authentic assessments for professionalism might mirror those used in workplaces. Encouraging instructors to engage in classroom observational assessments with rubrics for evaluating particular behaviors, such as punctuality, can help students see the relevance of these competencies for their future success (Kelly & Mullan, 2018). By evaluating students using similar structured evaluation forms, surveys, or rubrics to those used in workplaces, instructors can help students be prepared for their own future annual reviews in their workplaces.

Encouraging self-evaluation and reflective practice, or "reflection on action," provides students with the ability to observe and critically appraise their surroundings and themselves. Like workplace self-evaluations, these written self-reflections help students learn to identify their own weaknesses and set goals for their own professional progress (Park et al., 2010). Reflection is also a vital part of an active form of role modeling, to include instruction, reflection, and reinforcement, that leads to deep learning and internalization of professional norms and behaviors (Park et al., 2019). Students can be encouraged to

reflect on their learning and mastery of professional skills via surveys, written assignments, or evaluation rubrics (Mueller, 2015).

Including career-relevant assignments in class can also help students adjust to professional norms that might be very new to them. Tailoring written assignments to mirror common professional writing, for example, can help students learn to communicate via email or written memo when they might never have been expected to create those types of writing previously (Schneider, 2021). Templates, examples, or models of effective professional written communication can be very useful in helping students understand expectations, especially when combined with opportunities to provide self-evaluation and/or peer-evaluation of their own and others' writing (Schneider, 2021).

IV. Professional Readiness at VWCC

Why Professional Readiness?

The need for professional readiness aligns with what employers are requesting and with the VCCS and VWCC mission and vision. Focusing on teaching students technical or domain content without equipping them with the skills needed to understand expectations around belonging to a work community is a disservice to the student, who will need both hard and soft skills within the workforce (Gonzalez & Vodicka, 2021).

Surveys of VWCC students and local employers and industry partners showed a disconnect between students' self-proclaimed professional readiness ability level and employers' perception of VWCC graduates' professional readiness ability level (A summary of results are available in Appendix A). Across six different professional readiness skills, the average student's self-proclaimed ability level was 3.98 out of 5. Employer responses across the same six skills averaged 3.42 out of 5. "While academically they may be prepared," explains one local employer, "I think that professionally they need more guidance on how to speak to other adults, especially their supervisors. They often lack confidence in this area and often do not articulate clearly if there is a problem that needs to be resolved."

This disparity is one of the reasons why VWCC selected professional readiness as its QEP topic. In order to narrow this gap between student and employer perception, VWCC is determined to incorporate professional readiness resources the college already has with new initiatives that prepare associate degree-seeking students for their path beyond VWCC. Having a campus-wide, unified approach to professional readiness will give students the optimum opportunity to learn, demonstrate, and adopt this goal as part of their professional life and become an integral part of their workplace.

Existing Resources and Initiatives

Hall Associates Career Center

The Hall Associates Career Center provides students with opportunities such as:

- Preparing for employment
- Networking with employers
- Securing career opportunities

It provides career advice and coaching, assessment and exploration tools, career-readiness workshops, resume and interview assistance, mock interviews, and access to employers as well as an online job board. These in-person and virtual services and tools are valuable to students and help them secure work-based learning experiences and employment in their field of study. The Career Center designs and delivers comprehensive career support and resources to enhance students' professional readiness skills needed to not only secure and retain a job but to excel and advance in the field. The center also provides customized career programming to support faculty and staff across disciplines and departments. Center staff support scholarship recipients and TRIO students from disadvantaged backgrounds with group workshops, online career development assignments, resume reviews, guest speakers, panel discussions, and career fairs.

Core Competencies for VWCC and VCCS

Professional Readiness is one of six core General Education competencies adopted by VWCC and VCCS, making it a priority for not only the college but also the state. VWCC first assessed professional readiness in 2021-22. The results of this assessment showed a need for additional attention to this competency (available in [Appendix B](#)).

Conclusion

In conclusion, professional readiness has been identified throughout the literature, the state, and the institution as a need for individuals entering the workforce. Through a series of needs assessments such as surveys and focus groups, VWCC's stakeholders declared that professional readiness was a necessary skill that students need to be successful. While VWCC has many resources and initiatives regarding professional readiness, there is currently a lack of cohesion throughout the college. *Stand Out. Move Forward* will allow VWCC to marry all components the college offers as well as add additional features to make associate degree-seeking students ready for the workforce.

V. Student Learning Outcomes

VWCC's Quality Enhancement Plan aims to equip students seeking an associate degree with the ability to demonstrate appropriate professional readiness skills in the classroom and employment settings as a result of their experiences at VWCC. While the definition of professional readiness varies across job sectors and institutions, VWCC chose to adapt the general education professional readiness definition established by the VCCS for all of Virginia's 23 community colleges. Updated in January 2019, VCCS Policy 5.0.2.1 states: "Professional readiness is the ability to display the crucial skills of situational and culturally appropriate communication, demeanor, and behavior in the classroom or workplace" (Virginia Community College System, 2019).

 VWCC's QEP mission statement:

> *VWCC's Quality Enhancement Plan,* Stand Out. Move Forward*, seeks to prepare students who display the ability to demonstrate accountability and situational and culturally appropriate communication in the classroom or place of employment.*

Informed by the literature review, the College's definition of professional readiness, and input from the entire college community, the Quality Enhancement Plan Development Committee established three student learning outcomes (SLOs) that are specific, measurable, and focused on student learning and success. The SLOs are as follows:

SLO 1 (Accountability): Associate degree-seeking students will be able to demonstrate accountability.

SLO 2 (Professional Verbal Communication): Associate degree-seeking students will be able to articulate concepts in a professional manner.

SLO 3 (Professional Written Communication): Associate degree-seeking students will be able to write professional communications.

Development of the SLOs

Using themes represented in the literature review, the QEP Planning Committee surveyed multiple constituents within the college community to determine important pillars of professional readiness. The QEP's three student learning outcomes were developed according to these results.

Merriam-Webster defines accountability as "an obligation or willingness to accept responsibility or to account for one's actions" (Merriam-Webster, 2023). Students' physical presence within in-person courses demonstrates their acceptance of responsibility to be accountable to themselves and others. Within asynchronous online courses, students demonstrate accountability by submitting their assignments by the deadline for submission.

The National Association of Colleges and Employers (NACE) explains that communication from a career readiness perspective is the ability to "clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization" (NACE, 2021). Using this definition, students that articulate clear, organized, and appropriate language when speaking demonstrate professional verbal communication.

Professional written communication differs from academic writing as it targets communication utilized in the workplace. Students demonstrate professional written communication by composing professionally

worded and formatted written correspondence. Professional written correspondences may include: emails, memos, discussion boards, lab reports, patient charts, and business plans.

SLO Alignment with VWCC's Mission

These student learning outcomes are consistent with the emphasis VWCC's mission places on student success. Student success refers to the ability of students and graduates to achieve their personal, academic, and professional goals. Student success and economic transformation are also represented in VWCC's value statements on empowering students for success and fostering community collaboration (Virginia Western Community College, 2018).

All three student learning objectives support student success and economic transformation with the intention of increasing student employability within the Roanoke Valley and beyond. In conjunction with VWCC's commitment to prepare students academically for their career field, instilling accountability, professional verbal communication, and professional written communication skills will make VWCC students highly marketable to employers.

Conclusion

In summary, the goal of VWCC's QEP is that students seeking to earn an associate degree will be more likely to demonstrate appropriate professional readiness skills, specifically in the areas of accountability and communication, in the classroom and employment settings as a result of their experiences. VWCC has established three student learning outcomes that align with VWCC's mission and are supported by the literature review and College input. The QEP is focused on defined outcomes that are measurable and that are related to student success.

VI. Implementation

Introduction

VWCC has selected a three-phased implementation model to achieve the desired saturation and student learning outcomes for professional readiness. The first two phases will involve direct interventions and the third phase will consist of a variety of indirect interventions. Prior to the QEP's official start, VWCC will also conduct a pilot to test assessment tools and interventions.

Phase Zero: Pilot

To ensure successful implementation, a pilot will be conducted during spring semester 2024. The pilot will consist of:

- Selected SDV 101 sections to test the pre-assessment, module, and module post-quiz.
- Selected upper-level courses to implement the standard rubric with the assistance of embedded career services professionals. These faculty will complete a [faculty rubric implementation survey](#).

Phase One: Student Development Course Module

The first phase of direct intervention will consist of a standard module constructed in the Canvas Learning Management System to be used in Student Development 101 (SDV 101) course sections, which are taken during a student's first 30 credits at the college. Faculty may use the module as a standalone synchronous class activity or asynchronous assignment. The module is conducive for in-person, hybrid, and virtual course modalities and may also be complemented by a class discussion, lecture, self-reflection or scenario activity, or discussion board. The estimated total completion time for the entire module is 60 minutes with each of the three sections evenly timed at 20 minutes of learning content.

The course module will begin with a pre-assessment to establish first-year students' baseline understanding of the SLOs. The three sections of instructional content that will follow the pre-assessment are designed to increase understanding of workplace soft skills and mindfulness of successful application of the designated SLOs: accountability, professional verbal communication, and professional written communication.

The first module section centers on accountability. In alignment with VWCC's definition of accountability, instructional content will:

- Define accountability across workplace modalities, including remote and hybrid
- Present behaviors to emulate demonstrating personal responsibility for:
  - Punctuality
  - Performance
  - Attitude
  - Decisions
  - Actions
  - Mistakes

The second module section centers on professional verbal communication. In alignment with VWCC's definition of professional verbal communication, instructional content will:

- Define professional verbal communication
- Establish the importance of appropriate and respectful language in the workplace

- Demonstrate situationally appropriate professional verbal communication skills
- Provide examples of clear and concise professional verbal communication
- Discuss cultural context for respectful and ethical professional verbal communication
- Model active listening skills

The last module section centers on professional written communication skills. In alignment with VWCC's definition of professional written communication, instructional content will:

- Define professional written communication
- Discuss the importance of crafting clear, comprehensive, correct, and concise professional written communications
- Depict appropriate and inappropriate elements of professional written communication in the workplace including emails, cover letters, and memos
- Distinguish professional written communications from casual daily non-professional communications, including modern professional written communication methods

Following completion of the instructional content, students will complete a brief SDV module quiz to assess their understanding of the content and monitor effectiveness of the module.

An outline and general overview of the professional written communication section of the standard module can be found in Appendix C.

Phase Two: Upper-Level Assessment with Standard Rubric

The second phase of direct intervention will be delivered in selected upper-level courses, typically taken by students after they have completed at least 30 credits at VWCC. These courses were selected based on results from course-mapping in which faculty identified courses that included an assessment to measure mastery of accountability, professional verbal communication, and/or professional written communication. This second intervention will include a required standard rubric to be completed by the faculty member to assess mastery of the three SLOs in that course. The standard rubric and list of selected upper-level courses can be found in Appendix D and Appendix E, respectively. Each course selected is required for that program.

As part of this second phase of intervention, career services professionals will be embedded into each of these courses to serve as consultants for the faculty. Embedded career services professionals will be partners for teaching faculty, aiding in the development of career-focused assignments that address accountability, professional verbal communication, and professional written communication in ways that are relevant to each course's outcomes. Each upper-level course has its own curricular focus, so faculty and career services professionals will work together to customize instruction and assignments that are authentic for the students' career paths.

Faculty and career services professionals will also work together to implement the required standard rubric, including determining observable student behaviors and evidence of successful mastery of each of the three SLOs. Part of this partnership will focus on articulating clear and specific expectations for students enrolled in the course. No matter how each faculty/career services team chooses to teach these professional skills in their course, the standard rubric and associated observations will provide consistent assessment across the curriculum of associate degree-seeking students nearing graduation.

Professional Development for Phases One and Two

Many faculty at VWCC have their own successful careers outside of the classroom as professionals in business management, corporate offices, technical fields, various education fields, as well as numerous health professions. The unique professional backgrounds of each instructor will provide a variety of exposure to professional norms to the students in their classes.

VWCC will provide two mandatory workshops each year for all faculty and staff as part of their in-service training. Each workshop will be facilitated by a speaker who specializes in professional accountability or verbal and written communication. These workshops will provide a continued, focused emphasis on professional readiness and will ensure that the faculty are getting current best practices to supplement their own experiences.

In addition to the annual in-service trainings, all SDV 101 instructors will be required to attend a course-tailored workshop focused on the integration of the standard module into their courses. During this professional development workshop, faculty will be introduced to the module content and provided guidance in how to integrate this new content with the other information provided in the student development course.

For instructors teaching the upper-level courses in which the standard rubric will be implemented, broad professional development will also be provided during the college's in-service training. Faculty members will receive guidance on implementing the rubric and examples of instructional techniques for each SLO. They will also be introduced to their embedded career services professionals and encouraged to collaborate on customized course content.

Phase Three: Indirect Interventions

At various times throughout the course of the year, the curricular experiences will be supplemented with focused events on campus that promote professionalism and support the three SLOs. The third phase of implementation will consist of indirect interventions throughout the students' time at VWCC, with a minimum of two indirect interventions each academic year. These indirect interventions will consist of, but will not be limited to, the following:

- Employer hiring fairs
- Mock interview opportunities
- Professional speakers
- Networking events
- Soft skills and career preparation workshops
- Various opportunities offered by specific faculty in their class

Local employers participating in hiring fairs and networking events will be surveyed annually for their assessment of VWCC students and graduates on the three areas of focus.

Student employee positions on campus also offer environments suitable for indirect intervention. Students have the opportunity to work on the VWCC campus in a variety of ways. Campus offices, including the library, bookstore, advising center, and tutoring centers, hire student employees to work in customer service and support roles. Student employees learn accountability through the responsibility associated with a work-study position and learn how their representation of the college impacts other students and enrollment. Via student and employer surveys, work-study students and their supervisors on campus will have the opportunity to provide feedback related to the effectiveness of the QEP as student employees

learn about accountability, professional verbal communication, and professional written communication in their campus workplaces.

Promotional Activities

Throughout the duration of the QEP, VWCC will implement a campus-wide informational campaign aimed at students, faculty, and staff. This campaign will include promotional items distributed to members of the college community and visual information sources displayed across campus. These sources will include: banners, posters, electronic bulletin board postings, student bulletin emails, and slides displayed on monitors around campus (VWCC-TV). There will also be a designated VWCC QEP webpage that provides additional information and initiative updates.

VII. Timeline

VWCC's timeline for implementation spans five years from fall semester of 2024 through spring semester of 2029. Implementation of the QEP will be led by the QEP Implementation Committee, which is a shared governance committee at VWCC that meets monthly during the academic year. At the culmination of the five years, VWCC will have professional readiness fully embedded in each associate degree program. In conjunction with the Hall Associates Career Center, program heads will oversee the continuation of these activities to ensure ongoing adoption and mastery.

Fall 2023

- Complete the standard learning module for SDV 101 courses in conjunction with the Hall Associates Career Center to provide instruction tied to each SLO
- Begin promotional activities to market the QEP by displaying banners, images on monitors across campus (VWCC-TV), classroom posters, student and staff bulletin emails, and videos shared to social media
- Distribute water bottles, pens, and other QEP promotional materials to students
- Launch the informational QEP webpage (www.virginiawestern.edu/QEP)
- Provide mandatory professional development for all faculty
- Share QEP information with reviewers during the on-campus SACSCOC visit

Spring 2024

- Provide mandatory professional development for all faculty at in-service
- Conduct pilot
    - Selected SDV 101 sections will test the pre-assessment, module, and module post-quiz
    - Selected upper-level courses will implement the standard rubric with the assistance of embedded career services professionals, and faculty teaching these courses will complete a faculty rubric implementation survey

Fall 2024

- Provide professional development
    - All faculty will receive mandatory professional development at in-service
    - SDV 101 faculty will be provided professional development focused on utilizing the SDV 101 standard module, pre-assessment, and post-quiz
    - Faculty teaching selected upper-level courses will be provided professional development focused on implementing the standard rubric
- Implement interventions
    - SDV 101 faculty will implement the standard module, pre-assessment, and post-quiz
    - Faculty teaching selected upper-level courses will collaborate with their embedded career services professionals to deploy instructional content and implement the standard rubric
- Promote QEP and professional readiness campus-wide
    - Continue promotional activities to market the QEP by displaying banners, images on monitors across campus (VWCC-TV), classroom posters, student and staff bulletin emails, and videos shared to social media
    - Distribute water bottles, pens, and other QEP promotional materials to students
    - Plan the Spring 2025 employer hiring fairs and networking campus events in collaboration with the Hall Associates Career Center

- Administer, gather, and analyze the results from assessment tools
  - In-service faculty training survey
  - Faculty rubric implementation survey
  - Employer survey
  - SDV 101 pre-assessment
  - SDV 101 module post-quiz
  - Standard rubric
  - Graduation survey (administer only)

Spring 2025

- Provide professional development
  - All faculty will receive mandatory professional development at in-service
  - SDV 101 faculty will be provided professional development focused on utilizing the SDV 101 standard module, pre-assessment, and post-quiz
  - Faculty teaching selected upper-level courses will be provided professional development focused on implementing the standard rubric
- Implement interventions
  - SDV 101 faculty will implement the standard module, pre-assessment, and post-quiz
  - Faculty teaching selected upper-level courses will collaborate with their embedded career services professionals to deploy instructional content and implement the standard rubric
- Promote QEP and professional readiness campus-wide
  - Continue promotional activities to market the QEP by displaying banners, images on monitors across campus (VWCC-TV), classroom posters, student and staff bulletin emails, and videos shared to social media
  - Distribute water bottles, pens, and other QEP promotional materials to students
  - Host the employer hiring fairs and networking campus events in collaboration with the Hall Associates Career Center
- Administer, gather, and analyze the results from assessment tools
  - In-service faculty training survey
  - Faculty rubric implementation survey
  - SDV 101 pre-assessment
  - SDV 101 module post-quiz
  - Standard rubric
  - Graduation survey

Fall 2025

- Provide professional development
  - All faculty will receive mandatory professional development at in-service
  - SDV 101 faculty will be provided professional development focused on utilizing the SDV 101 standard module, pre-assessment, and post-quiz
  - Faculty teaching selected upper-level courses will be provided professional development focused on implementing the standard rubric
- Implement interventions
  - SDV 101 faculty will implement the standard module, pre-assessment, and post-quiz
  - Faculty teaching selected upper-level courses will collaborate with their embedded career services professionals to deploy instructional content and implement the standard rubric

- Promote QEP and professional readiness campus-wide
  - Continue promotional activities to market the QEP by displaying banners, images on monitors across campus (VWCC-TV), classroom posters, student and staff bulletin emails, and videos shared to social media
  - Distribute water bottles, pens, and other QEP promotional materials to students
  - Plan the Spring 2026 employer hiring fairs and networking campus events in collaboration with the Hall Associates Career Center
- Administer, gather, and analyze the results from assessment tools
  - In-service faculty training survey
  - Faculty rubric implementation survey (administer only)
  - Employer survey
  - SDV 101 pre-assessment (administer only)
  - SDV 101 module post-quiz (administer only)
  - Standard rubric (administer only)
  - Graduation survey (administer only)
- Develop progress report on year one and present to the president, executive team, and college community

Spring 2026

- Provide professional development
  - All faculty will receive mandatory professional development at in-service
  - SDV 101 faculty will be provided professional development focused on utilizing the SDV 101 standard module, pre-assessment, and post-quiz
  - Faculty teaching selected upper-level courses will be provided professional development focused on implementing the standard rubric
- Implement interventions
  - SDV 101 faculty will implement the standard module, pre-assessment, and post-quiz
  - Faculty teaching selected upper-level courses will collaborate with their embedded career services professionals to deploy instructional content and implement the standard rubric
- Promote QEP and professional readiness campus-wide
  - Continue promotional activities to market the QEP by displaying banners, images on monitors across campus (VWCC-TV), classroom posters, student and staff bulletin emails, and videos shared to social media
  - Distribute water bottles, pens, and other QEP promotional materials to students
  - Host the employer hiring fairs and networking campus events in collaboration with the Hall Associates Career Center
- Administer, gather, and analyze the results from assessment tools
  - In-service faculty training survey
  - Faculty rubric implementation survey
  - SDV 101 pre-assessment
  - SDV 101 module post-quiz
  - Standard rubric
  - Graduation survey

Fall 2026

- Provide professional development
  - All faculty will receive mandatory professional development at in-service
  - SDV 101 faculty will be provided professional development focused on utilizing the SDV 101 standard module, pre-assessment, and post-quiz
  - Faculty teaching selected upper-level courses will be provided professional development focused on implementing the standard rubric
- Implement interventions
  - SDV 101 faculty will implement the standard module, pre-assessment, and post-quiz
  - Faculty teaching selected upper-level courses will collaborate with their embedded career services professionals to deploy instructional content and implement the standard rubric
- Promote QEP and professional readiness campus-wide
  - Continue promotional activities to market the QEP by displaying banners, images on monitors across campus (VWCC-TV), classroom posters, student and staff bulletin emails, and videos shared to social media
  - Distribute water bottles, pens, and other QEP promotional materials to students
  - Plan the Spring 2027 employer hiring fairs and networking campus events in collaboration with the Hall Associates Career Center
- Administer, gather, and analyze the results from assessment tools
  - In-service faculty training survey
  - Faculty rubric implementation survey (administer only)
  - Employer survey
  - SDV 101 pre-assessment (administer only)
  - SDV 101 module post-quiz (administer only)
  - Standard rubric (administer only)
  - Graduation survey (administer only)
- Update progress report on year two and present to the president, executive team, and college community

Spring 2027

- Provide professional development
  - All faculty will receive mandatory professional development at in-service
  - SDV 101 faculty will be provided professional development focused on utilizing the SDV 101 standard module, pre-assessment, and post-quiz
  - Faculty teaching selected upper-level courses will be provided professional development focused on implementing the standard rubric
- Implement interventions
  - SDV 101 faculty will implement the standard module, pre-assessment, and post-quiz
  - Faculty teaching selected upper-level courses will collaborate with their embedded career services professionals to deploy instructional content and implement the standard rubric
- Promote QEP and professional readiness campus-wide
  - Continue promotional activities to market the QEP by displaying banners, images on monitors across campus (VWCC-TV), classroom posters, student and staff bulletin emails, and videos shared to social media
  - Distribute water bottles, pens, and other QEP promotional materials to students

- o Host the employer hiring fairs and networking campus events in collaboration with the Hall Associates Career Center
- Administer, gather, and analyze the results from assessment tools
  - o In-service faculty training survey
  - o Faculty rubric implementation survey
  - o SDV 101 pre-assessment
  - o SDV 101 module post-quiz
  - o Standard rubric
  - o Graduation survey

Fall 2027

- Provide professional development
  - o All faculty will receive mandatory professional development at in-service
  - o SDV 101 faculty will be provided professional development focused on utilizing the SDV 101 standard module, pre-assessment, and post-quiz
  - o Faculty teaching selected upper-level courses will be provided professional development focused on implementing the standard rubric
- Implement interventions
  - o SDV 101 faculty will implement the standard module, pre-assessment, and post-quiz
  - o Faculty teaching selected upper-level courses will collaborate with their embedded career services professionals to deploy instructional content and implement the standard rubric
- Promote QEP and professional readiness campus-wide
  - o Continue promotional activities to market the QEP by displaying banners, images on monitors across campus (VWCC-TV), classroom posters, student and staff bulletin emails, and videos shared to social media
  - o Distribute water bottles, pens, and other QEP promotional materials to students
  - o Plan the Spring 2028 employer hiring fairs and networking campus events in collaboration with the Hall Associates Career Center
- Administer, gather, and analyze the results from assessment tools
  - o In-service faculty training survey
  - o Faculty rubric implementation survey (administer only)
  - o Employer survey
  - o SDV 101 pre-assessment (administer only)
  - o SDV 101 module post-quiz (administer only)
  - o Standard rubric (administer only)
  - o Graduation survey (administer only)
- Update progress report on year three and present to the president, executive team, and college community

Spring 2028

- Provide professional development
  - o All faculty will receive mandatory professional development at in-service
  - o SDV 101 faculty will be provided professional development focused on utilizing the SDV 101 standard module, pre-assessment, and post-quiz
  - o Faculty teaching selected upper-level courses will be provided professional development focused on implementing the standard rubric

- Implement interventions
  - SDV 101 faculty will implement the standard module, pre-assessment, and post-quiz
  - Faculty teaching selected upper-level courses will collaborate with their embedded career services professionals to deploy instructional content and implement the standard rubric
- Promote QEP and professional readiness campus-wide
  - Continue promotional activities to market the QEP by displaying banners, images on monitors across campus (VWCC-TV), classroom posters, student and staff bulletin emails, and videos shared to social media
  - Distribute water bottles, pens, and other QEP promotional materials to students
  - Host the employer hiring fairs and networking campus events in collaboration with the Hall Associates Career Center
- Administer, gather, and analyze the results from assessment tools
  - In-service faculty training survey
  - Faculty rubric implementation survey
  - SDV 101 pre-assessment
  - SDV 101 module post-quiz
  - Standard rubric
  - Graduation survey

Fall 2028

- Provide professional development
  - All faculty will receive mandatory professional development at in-service
  - SDV 101 faculty will be provided professional development focused on utilizing the SDV 101 standard module, pre-assessment, and post-quiz
  - Faculty teaching selected upper-level courses will be provided professional development focused on implementing the standard rubric
- Implement interventions
  - SDV 101 faculty will implement the standard module, pre-assessment, and post-quiz
  - Faculty teaching selected upper-level courses will collaborate with their embedded career services professionals to deploy instructional content and implement the standard rubric
- Promote QEP and professional readiness campus-wide
  - Continue promotional activities to market the QEP by displaying banners, images on monitors across campus (VWCC-TV), classroom posters, student and staff bulletin emails, and videos shared to social media
  - Distribute water bottles, pens, and other QEP promotional materials to students
  - Plan the Spring 2029 employer hiring fairs and networking campus events in collaboration with the Hall Associates Career Center
- Administer, gather, and analyze the results from assessment tools
  - In-service faculty training survey
  - Faculty rubric implementation survey (administer only)
  - Employer survey
  - SDV 101 pre-assessment (administer only)
  - SDV 101 module post-quiz (administer only)
  - Standard rubric (administer only)
  - Graduation survey (administer only)

- Update progress report on year four and present to the president, executive team, and college community
- Prepare analysis of cumulative five-year assessment data

Spring 2029

- Provide professional development
  - All faculty will receive mandatory professional development at in-service
  - SDV 101 faculty will be provided professional development focused on utilizing the SDV 101 standard module, pre-assessment, and post-quiz
  - Faculty teaching selected upper-level courses will be provided professional development focused on implementing the standard rubric
- Implement interventions
  - SDV 101 faculty will implement the standard module, pre-assessment, and post-quiz
  - Faculty teaching selected upper-level courses will collaborate with their embedded career services professionals to deploy instructional content and implement the standard rubric
- Promote QEP and professional readiness campus-wide
  - Continue promotional activities to market the QEP by displaying banners, images on monitors across campus (VWCC-TV), classroom posters, student and staff bulletin emails, and videos shared to social media
  - Distribute water bottles, pens, and other QEP promotional materials to students
  - Host the employer hiring fairs and networking campus events in collaboration with the Hall Associates Career Center
- Administer, gather, and analyze the results from assessment tools
  - In-service faculty training survey
  - Faculty rubric implementation survey
  - SDV 101 pre-assessment
  - SDV 101 module post-quiz
  - Standard rubric
  - Graduation survey
- Develop continuity plan in conjunction with the Hall Associates Career Center
- Compose 5-year assessment report

VIII. Organizational Structure

In Fall 2021, the college president appointed Jordan Tucker, DPT and EdD, and Casey Lofton, Coordinator of Institutional Research and Assessment, as co-directors of the QEP. In consultation with Jolene D. Hamm, PhD, Associate Vice President of Institutional Effectiveness, Dr. Tucker selected faculty members from various departments across the campus to make up the QEP Planning Committee. This team met regularly from Fall 2021 to Fall 2022 and was responsible for selecting the QEP topic and identifying the three SLOs that were ultimately approved. The Planning Committee held numerous conversations with other colleges who were implementing a similar QEP to gain as much insight as possible.

QEP Planning Committee

The QEP Planning Committee was faculty-driven and includes faculty, both experienced and new, representing Liberal Arts and Social Sciences, Business Trades and Technology, Science, Technology, Engineering and Math, Health Professions, and the Library.

Planning Committee Members:

- Jordan Tucker, DPT and EdD; Physical Therapist Assistant Program Head, School of Health Professions, and Co-Director of QEP
- Casey Lofton; Coordinator of Institutional Research and Assessment and Co-Director of QEP
- Annette Chamberlin, PhD; Professor of History and Sociology, School of Liberal Arts and Social Studies
- Katelyn Burton; Reference and Instruction Librarian
- Brian Roberts; Faculty, School of Business, Technology and Trades
- Christopher Porter; Dean of Learning Resources and Online Learning
- Dale Parris; Adjunct Faculty, College of Science, Technology, Engineering and Mathematics
- Sandra Workman; Program Developer Corporate and Career Training (retired Spring 2022)

Advisor: Jolene D. Hamm, PhD; Associate Vice President of Institutional Effectiveness (AVP-IE)

The QEP Planning Committee transitioned into the QEP Implementation Committee in the Fall of 2022 with some of the same members participating in both teams. New members were added to the Implementation Committee to provide insight and expertise from all areas of the college.

QEP Implementation Committee

In Fall 2022, the QEP Implementation Committee was organized as a shared governance committee of VWCC. The committee consists of faculty members from each division, a student representative, a staff representative, an academic dean, a librarian, the QEP director, the coordinator of institutional research and assessment, and several members of the QEP Planning Committee. Dr. Tucker remained as the QEP co-director and co-chair of the Implementation Committee for the fall semester. In Spring 2023, the president appointed Dale Parris as the QEP Director and co-chair of the Implementation Committee for a term of one year. Parris is an adjunct faculty member in the mathematics department and has over ten years of teaching experience at the college level and with non-traditional students. Parris has a BS in Mathematics and Statistics from Roanoke College, an MBA from Radford University, and a MS in Mathematics Education from Radford University. Parris has worked extensively in corporate positions within the utility industry including Vice President of Regulatory Affairs and Corporate Secretary for

RGC Resources, Inc. and has provided expert witness testimony in numerous rate cases on rate design and depreciation in Virginia, West Virginia, and Maine. While working in the utility industry, Parris sponsored numerous student interns and cultivated employment opportunities for them. Parris's passion for helping people change their futures through education and professional readiness inspired her involvement with VWCC and the QEP. In Spring 2024, a full-time lead QEP position will be filled to provide leadership and oversight for all aspects of the QEP implementation process. The full-time QEP Director will be responsible for the following:

- Scheduling and leading regular QEP Implementation Committee meetings
- Ensuring efficient and timely faculty professional development as outlined in the timeline
- Managing the QEP budget in collaboration with the AVP-IE and the vice president of financial and administrative services
- Coordinating QEP data collection and analysis in collaboration with the coordinator of institutional research and assessment
- Continually evaluating and improving the QEP initiative, in collaboration with the QEP Implementation Committee
- Collaborating with the Hall Associates Career Center to plan the annual professional readiness event
- Ensuring dissemination of QEP outcomes to all college constituents
- Co-authoring the QEP five-year plan

The QEP Implementation Committee members as of Spring 2023 were:

- Dale Parris, QEP Director, Co-Chair of Committee, and Adjunct Faculty, College of Science, Technology, Engineering and Mathematics
- Jordan Tucker, DPT and EdD; Physical Therapist Assistant Program Head, School of Health Professions
- Casey Lofton, Co-Chair of Committee and Coordinator of Institutional Research and Assessment
- Annette Chamberlin, PhD, Professor of History and Sociology, School of Liberal Arts and Social Studies
- Katelyn Burton, Reference and Instruction Librarian
- Colleen McGowen, Dental Hygiene Clinical Coordinator, School of Health Professions
- Christopher Porter, Dean of Learning Resources and Online Learning
- Cristin Barrett, Faculty, School of Science, Technology, Engineering and Mathematics
- Hilda Taylor, DNP; Nursing Faculty, School of Health Professions (retired 2023)
- David Hanson, EdD; Faculty, School of Liberal Arts and Social Sciences
- Richard Juneau, PhD; Faculty, School of Science, Technology, Engineering and Mathematics
- Shonny Cooke, Career Services Manager, Hall Associates Career Center
- Tracy Harmon, Faculty, School of Business, Technology and Trades
- Student representative (vacant)

Professional readiness touches all students, faculty and staff at VWCC and the Implementation Committee will facilitate continued focus of the QEP into the future.

Administrative Oversight

The QEP Director reports directly to the AVP-IE and the AVP-IE of reports directly to the college president. The AVP-IE provides reports to president's administrative staff on a regular basis.

IX. Resources

VWCC is committed to provide financial and human resources throughout the entire campus to accomplish the learning objectives of the Professional Readiness QEP. A total of approximately $275,000 in new funds will be devoted to QEP related activities over the next six years out of a total budget of $728,331. The difference between the total QEP budget and the amount of dedicated new funds will be in kind or other existing funds. All areas of the college have been involved in the planning and development of the QEP and will continue to keep professional readiness as a focus into the future.

Budget Summary

Source of Funds

The source of funds for the Quality Enhancement Plan has been identified and will not adversely affect other programs.

New Money

In order to ensure the success of the QEP, VWCC has dedicated a total of approximately $275,000 in new funds over the next six years. The most significant expenditure is personnel for a QEP Director. Currently, this position is funded for two years and may be extended based on college enrollment.

VWCC will provide up to $12,400 each year to support professional readiness activities that will be led by the QEP Director and held in conjunction with the Hall Associates Career Center. Annually, approximately $5,000 will be dedicated to providing the faculty with professional readiness workshops so that they will be equipped with the best practices in accountability and verbal and written communication. VWCC will also dedicate up to $7,400 annually to co-host a professional readiness event each spring for students to demonstrate their skills to potential employers. Any remaining event funds will be used to host employer symposiums where students can meet with employers in their respective fields to learn about possible job opportunities.

To ensure saturated presence campus-wide, VWCC is dedicating approximately $18,000 to marketing throughout the duration of the QEP.

The budget also includes $1,500 per year for the QEP leadership to attend relevant conferences and workshops.

In-kind

The QEP will receive campus-wide attention for the next several years. To ensure that VWCC is successful in providing students with the tools and skills they need to be professionally ready, VWCC is also committing $453,528 in existing funds through in-kind support of the plan. The Hall Associates Career Center will be supporting the QEP with at least $36,000 annually through their assistance in developing and maintaining the SDV 101 module and their contributions of career service professionals within courses. The marketing and IT departments will be supporting the QEP with $2,556 of support with the Student Bulletin, the VWCC-TV banner, website design, and design of the Canvas shell during the pre-implementation period. After implementation, these departments may be requested to provide additional support as needed.

Assessment costs will be provided by the Office of Institutional Effectiveness and the funds dedicated by this department are budgeted at $36,000 annually.

The detailed budget on the following page provides the breakdown of the committed resources over the next six years. The budget was reviewed and approved by the President on August 3, 2023.

Detailed Budget

QEP Proposed Budget

	Prior to Year 1			Year 1 2024-2025			Year 2 2025-2026			Year 3 2026-2027			Year 4 2027-2028			Year 5 2028-2029		
	New	In-Kind	Total	New	In-Kind	Total	New	In-Kind	Total	New	In-Kind	Total	New	In-Kind	Total	New	In-Kind	Total
QEP Director and Committees	$ 72,504.00	$ 8,856.00	$ 81,360.00	$ 65,000.00	$ 2,592.00	$ 67,592.00	$ 13,132.00	$ 2,592.00	$ 15,724.00	$ 13,132.00		$ 13,132.00	$ 13,132.00		$ 13,132.00	$ 13,132.00		$ 13,132.00
QEP Director																		
from the QEP budget	$ 7,504.00		$ 7,504.00				$ 13,132.00		$ 13,132.00	$ 13,132.00		$ 13,132.00	$ 13,132.00		$ 13,132.00	$ 13,132.00		$ 13,132.00
from other allocated funds	$ 65,000.00		$ 65,000.00	$ 65,000.00		$ 65,000.00												
Planning Committee		$ 3,060.00	$ 3,060.00															
Implementation Committee		$ 5,796.00	$ 5,796.00		$ 2,592.00	$ 2,592.00		$ 2,592.00	$ 2,592.00									
Marketing	$ 7,771.00	$ 2,556.00	$ 10,327.00	$ 6,500.00	$ 648.00	$ 7,148.00	$ 1,000.00		$ 1,000.00	$ 1,000.00	$ 540.00	$ 1,540.00	$ 1,000.00		$ 1,000.00	$ 1,000.00		$ 1,000.00
Water Bottles with QEP logo	$ 2,441.00		$ 2,441.00	$ 3,500.00		$ 3,500.00												
Other marketing items	$ 1,830.00		$ 1,830.00	$ 3,000.00		$ 3,000.00	$ 1,000.00		$ 1,000.00	$ 1,000.00		$ 1,000.00	$ 1,000.00		$ 1,000.00	$ 1,000.00		$ 1,000.00
QEP video for website - Access	$ 3,500.00		$ 3,500.00															
Student bulletin		$ 432.00	$ 432.00		$ 432.00	$ 432.00												
VWCC TV - Media Geeks		$ 216.00	$ 216.00		$ 216.00	$ 216.00												
Banner design and campus signage		$ 1,080.00	$ 1,080.00								$ 540.00	$ 540.00						
Website Design		$ 720.00	$ 720.00															
Canvas Shell		$ 108.00	$ 108.00															
Hall Associates Career Center		$ 38,016.00	$ 38,016.00		$ 36,432.00	$ 36,432.00		$ 36,432.00	$ 36,432.00		$ 36,432.00	$ 36,432.00		$ 36,432.00	$ 36,432.00		$ 36,000.00	$ 36,000.00
Content of Modules		$ 2,016.00	$ 2,016.00		$ 432.00	$ 432.00		$ 432.00	$ 432.00		$ 432.00	$ 432.00		$ 432.00	$ 432.00			
Career Services Support to Faculty		$ 36,000.00	$ 36,000.00		$ 36,000.00	$ 36,000.00		$ 36,000.00	$ 36,000.00		$ 36,000.00	$ 36,000.00		$ 36,000.00	$ 36,000.00		$ 36,000.00	$ 36,000.00
Office of Institutional Effectiveness		$ 36,000.00	$ 36,000.00		$ 36,000.00	$ 36,000.00		$ 36,000.00	$ 36,000.00		$ 36,000.00	$ 36,000.00		$ 36,000.00	$ 36,000.00		$ 36,000.00	$ 36,000.00
Support and Analysis		$ 36,000.00	$ 36,000.00		$ 36,000.00	$ 36,000.00		$ 36,000.00	$ 36,000.00		$ 36,000.00	$ 36,000.00		$ 36,000.00	$ 36,000.00		$ 36,000.00	$ 36,000.00
Faculty Workshops	$ 5,000.00		$ 5,000.00	$ 5,000.00		$ 5,000.00	$ 4,000.00		$ 4,000.00	$ 4,000.00		$ 4,000.00	$ 4,000.00		$ 4,000.00	$ 4,000.00		$ 4,000.00
QEP Professional Readiness Workshops	$ 5,000.00		$ 5,000.00	$ 5,000.00		$ 5,000.00	$ 4,000.00		$ 4,000.00	$ 4,000.00		$ 4,000.00	$ 4,000.00		$ 4,000.00	$ 4,000.00		$ 4,000.00
Student Professional Readiness Activities				$ 7,400.00		$ 7,400.00	$ 5,400.00		$ 5,400.00	$ 5,400.00		$ 5,400.00	$ 5,400.00		$ 5,400.00	$ 5,400.00		$ 5,400.00
QEP Professionalism Event(s) in partnership with the Hall Associates Career Center				$ 5,000.00		$ 5,000.00	$ 3,000.00		$ 3,000.00	$ 3,000.00		$ 3,000.00	$ 3,000.00		$ 3,000.00	$ 3,000.00		$ 3,000.00
Employer Symposiums - incentive for students to participate				$ 2,400.00		$ 2,400.00	$ 2,400.00		$ 2,400.00	$ 2,400.00		$ 2,400.00	$ 2,400.00		$ 2,400.00	$ 2,400.00		$ 2,400.00
Miscellaneous	$ 1,500.00		$ 1,500.00	$ 4,000.00		$ 4,000.00	$ 1,500.00		$ 1,500.00	$ 1,500.00		$ 1,500.00	$ 1,500.00		$ 1,500.00	$ 1,500.00		$ 1,500.00
Travel and QEP Implementation Team Professional Development	$ 1,500.00		$ 1,500.00	$ 4,000.00		$ 4,000.00	$ 1,500.00		$ 1,500.00	$ 1,500.00		$ 1,500.00	$ 1,500.00		$ 1,500.00	$ 1,500.00		$ 1,500.00
Total:	$ 86,775.00	$ 85,428.00	$172,203.00	$ 87,900.00	$ 75,672.00	$ 163,572.00	$ 25,032.00	$ 75,024.00	$100,056.00	$ 25,032.00	$ 72,972.00	$ 98,004.00	$ 25,032.00	$ 72,432.00	$ 97,464.00	$ 25,032.00	$ 72,000.00	$ 97,032.00

Overall QEP Budget Total	
New	$274,803.00
In-Kind	$453,528.00
Total	$ 728,331.00

X. Assessment

Introduction

VWCC plans to assess the progress of the QEP and its individual student learning outcomes (SLOs) using multiple measures throughout both the students' and QEP's duration. By administering a combination of direct, indirect, summative, and formative measures, VWCC will be able to gather a diverse range of data to capture the effect the QEP has on student learning. As professional readiness is one of the College's mandated general education competencies for the State Council for Higher Education in Virginia (SCHEV), the QEP's assessment plan adopts features from VWCC's overarching assessment plan, which includes a professional readiness standard rubric and surveys. In alignment with the literature review, the assessment plan uses surveys, skill observations using a rubric, and self-reflection. Throughout the duration of the QEP, the Implementation Committee and the Office of Institutional Effectiveness will be responsive to findings from these assessments and make adjustments if necessary.

Assessment of Student Learning Outcome One (Accountability): Associate degree-seeking students will be able to demonstrate accountability.

Student learning outcome one (SLO 1) will be assessed using a combination of formative, summative, direct, and indirect measures across multiple populations.

Formative Assessment

Formative assessment of SLO 1 will be administered to associate degree-seeking students (SDV module feedback survey), potential associate degree graduates (graduation survey), faculty (in-service feedback survey and faculty rubric implementation survey), and employers (employer survey).

SDV 101 Module Feedback Survey

As a part of the professional readiness module that will be provided to all SDV 101 instructors, students will be able to provide feedback regarding their satisfaction with the module's accountability content. This input will allow the QEP Implementation Committee to gauge the effectiveness of this section of the intervention. The SDV 101 module feedback survey will include the following questions about accountability:

1. Please rate your overall satisfaction with the accountability within the professional readiness module.
   a. Scale – Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied

2. The module's content increased my knowledge of accountability in the workplace.
   a. Scale – Strongly Agree, Agree, Disagree, Strongly Disagree

3. The variety of learning tools (videos, manuals, etc.) used in the module aided in my learning about accountability in the workplace.
   a. Scale – Strongly Agree, Agree, Disagree, Strongly Disagree

Graduation Survey

Associate degree-seeking students who apply to graduate will be asked to complete a graduation survey. If they complete the graduation survey, they are entered for the chance to win a $50 gift card. This survey will include a question asking potential graduates' self-proclaimed satisfaction with the academic preparation in accountability they received during their time at VWCC. This question serves as a formative measure to ensure that VWCC provides adequate instruction regarding accountability throughout students' time at the college. The graduation survey will include the following question:

1. How satisfied are you with your academic preparation in accountability (accepting responsibility for one's own actions and acting in a manner that demonstrates respect for one's own and others' time, knowledge, and roles in a relationship)?
    a. Scale – Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied

In-Service Faculty Training Survey

After participating in a mandatory professional readiness workshop during in-service, faculty will complete a survey to measure the effectiveness of the workshop and its accountability content. Survey results will provide data to ensure that the workshops are providing valuable content on current best practices surrounding accountability. Survey questions will be developed based on the workshop facilitator's content.

Faculty Rubric Implementation Survey

Faculty teaching upper-level classes that implement the standard rubric and have an embedded career services professional will be asked to complete a survey about the rubric's accountability content and their experience collaborating with the career services professional. Utilizing this feedback, the QEP Implementation Committee can monitor the effectiveness of the rubric and embedded career services professionals and explore modifications if necessary. Survey questions can be found in Appendix F.

Employer Survey

Local employers and industry partners are asked to complete a survey each fall to provide feedback about the quality of VWCC graduates and current workforce needs. This survey will include a question asking employers to indicate if they have noticed an improvement in the quality of VWCC graduates from the previous year. This will allow the QEP Implementation Committee to determine whether the addition of accountability modules and rubrics are improving the quality of graduates. The employer survey will include the following question:

1. Have you noticed a change in recent (within the last year) VWCC graduates' accountability level (accepting responsibility for one's own actions and acting in a manner that demonstrates respect for one's own and others' time, knowledge, and roles in a relationship)?

    a. Scale – Very Much Improved, Slightly Improved, No Difference, Slightly Declined, Very Much Declined

Table 2. SLO 1 Formative assessment plan and targets

Assessment Tool	Target Population	Direct/ Indirect	Frequency	Baseline	Performance Target	Responsible for data collection and reporting
SDV 101 module feedback survey	Associate degree-seeking students	Indirect	Every semester	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of associate degree-seeking students will be "Satisfied" or "Very satisfied" with the accountability content embedded in the SDV 101 module. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
Graduation survey	Potential associate degree graduates	Indirect	Annually in the spring	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of associate degree-seeking graduates will be "Satisfied" or "Very Satisfied" with the accountability academic preparation they received at VWCC. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
In-service faculty training survey	All faculty	Indirect	Fall and Spring semesters	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of faculty will be "Satisfied" or "Very Satisfied" with the accountability training they received during in-service. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
Faculty rubric implementation survey	Faculty teaching classes with the standard rubric and embedded career services professional	Indirect	Every Semester	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of faculty will indicate that the accountability portion of the standard rubric is "Somewhat Effective" or "Very Effective" for assessing student accountability. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
Employer survey	Regional employers	Quasi-direct	Annually in the fall	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of employers will indicate that recent VWCC graduates' accountability level has "Very Much Increased" or "Slightly Increased." VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director

Summative Assessment

The summative assessment of SLO 1 will utilize a pre-assessment and a post-quiz located in the students' SDV 101 course, a post-assessment within the graduation survey, and a standard rubric embedded into recommended upper-level courses. SLO 1 will also be measured via self-reflective ability questions within the graduation survey and questions within the employer survey.

SDV 101 Pre-Assessment

At the beginning of their SDV 101 course, students will take a pre-assessment to gather baseline data on their accountability knowledge. This pre-assessment will be used in two ways: to compare student knowledge before and after being exposed to the professional readiness module accountability content (if module is included in their SDV 101 section), and to compare student knowledge at the beginning and end of their time at VWCC. SDV 101 pre-assessment questions can be found in Table 3.

Table 3. SLO 1 Summative pre- and post-assessment question crosswalk

Accountability Questions Asked During SDV 101 Pre-Assessment and Graduation Survey Post-Assessment

1. How would you **define** accountability?
    a. Micromanaging and enforcing strict surveillance to ensure others adhere to predefined rules and guidelines.
    b. Delegating tasks to others regardless of time constraints and placing full responsibility on others.
    c. Exerting control and authority over others to avoid personal reprimand and to limit transparency of responsibility.
    d. Accepting responsibility for one's own actions and acting in a manner that demonstrates respect for one's own and others' time, knowledge, and roles in a relationship. **(Correct)**

2. Which scenario best exemplifies **punctuality**?
    a. Arriving 20 minutes late to a meeting.
    b. Turning in an assignment the day after it is due.
    c. Forgetting about scheduled events and showing up at random times.
    d. Being consistently on time for appointments and deadlines. **(Correct)**

3. Which situation best demonstrates **responsibility for performance**?
    a. Making excuses for not achieving targets
    b. Blaming others for poor outcomes.
    c. Taking ownership of mistakes and actively seeking solutions to improve performance. **(Correct)**
    d. Avoiding challenging tasks to prevent potential failures.

4. What exemplifies demonstrating **responsibility for attitude**?
    a. Complaining about challenges without seeking solutions.
    b. Shifting blame onto others for negative emotions.
    c. Maintaining a positive and construction mindset even during difficult situations. **(Correct)**
    d. Ignoring the impact of one's attitude on personal and team dynamics.

5. What action is **not** a way to take **responsibility for making decisions**?
    a. Choosing the option that is easiest in the short term **(Correct)**
    b. Researching the topic thoroughly
    c. Seeking advice from mentors and experts
    d. Considering the consequences of the decision

6. Which situation exemplifies demonstrating **responsibility for actions**?
    a. Avoiding accountability by blaming external factors for failures.
    b. Acknowledging mistakes and taking steps to rectify them. **(Correct)**

Accountability Questions Asked During SDV 101 Pre-Assessment and Graduation Survey Post-Assessment
c. Disregarding the consequences of one's actions on others.   d. Assuming others will take care of the tasks assigned to you.

7. How does someone demonstrate **taking responsibility for their mistakes**?
    a. Ignoring the errors and hoping they will go unnoticed.
    b. Accusing others of causing the mistakes.
    c. Immediately admitting the error and working on rectifying it. **(Correct)**
    d. Attempting to cover up the mistake to avoid consequences.

8. True or false: Being accountable for your actions is only beneficial to you.
    a. True
    b. False **(Correct)**

SDV 101 Module Post-Quiz

As mentioned previously, a professional readiness module will be provided to all SDV 101 instructors. If the module is implemented in their SDV 101 section, students will take a post-quiz at the end of the module. In addition to providing information regarding students' content mastery, post-quiz scores will allow for longitudinal comparison to gauge the effectiveness of the intervention throughout the QEP's duration. The accountability section of the SDV 101 module post-quiz can be found below in Table 4.

Table 4. SLO 1 SDV 101 module post-quiz questions

Accountability Questions Asked in SDV 101 Module Post-Quiz

1. True or false: Accountability is accepting responsibility for others' actions.
    a. True
    b. False **(Correct)**

2. Which scenario depicts someone being **responsible for their actions**?
    a. Isaac had an emergency come up and could not go to work, but he did not let anyone from his company know that he wouldn't be there.
    b. Kayla forgot to let everyone know that she couldn't attend an important meeting.
    c. With an important deadline coming up, Kelly did not tell anyone that she would not have her part complete in time, making the whole team scramble to finish her part.
    d. Romeo got stuck in traffic on his way to an important meeting. He emailed everyone attending to let them know that he would be late. **(Correct)**

3. Tia failed to meet her annual performance target and blamed her teammates' procrastination. Is Tia demonstrating **responsibility for her performance**?
    a. Yes
    b. No **(Correct)**

4. Which situations demonstrate **responsibility for making decisions**?
    a. Letting others make decisions on your behalf to avoid responsibility.
    b. Making impulsive decisions without considering the consequences.
    c. Conducting thorough research, weighing options, and making well-informed choices. **(Correct)**
    d. Avoiding decision-making altogether and relying on others for direction.

5. When a person is **held accountable**, it means that they are:
    a. Rewarded for their efforts.
    b. Shielded from consequences.

Accountability Questions Asked in SDV 101 Module Post-Quiz
c. Answerable for their actions. **(Correct)**   d. Allowed to act without any constraints.

6. Which scenario best exemplifies **punctuality**?
    a. Arriving 30 minutes late to a meeting.
    b. Being consistently on time for appointments and deadlines. **(Correct)**
    c. Forgetting about scheduled events and showing up at random times.
    d. Arriving just a few minutes late to a social gathering.

7. Which of the following scenarios best exemplifies having a **good attitude**?
    a. Sarah always complains about her workload and constantly blames others for her mistakes.
    b. Jaylen faces challenges with a positive outlook, seeking solutions and learning from his mistakes. **(Correct)**
    c. Emily is always sarcastic, making fun of her colleagues' ideas during team meetings.
    d. Carson takes credit for his team's successes but distances himself from any failures.

8. True or false: Viewing a mistake as a learning opportunity is key in **taking responsibility for mistakes**.
    a. True **(Correct)**
    b. False

Accountability Section of Standard Rubric

The accountability section of the standard rubric within selected upper-level associate degree program courses will allow teaching faculty to directly assess students' knowledge of accountability within their course.

Graduation Survey Post-Assessment

Associate degree-seeking students who apply to graduate will be asked to complete a graduation survey. If they complete the graduation survey, they are entered for the chance to win a $50 gift card. Within this survey, there will be content questions that correspond to the accountability questions they encountered in the SDV 101 pre-assessment. This portion of the graduation survey will serve as the post-assessment for a longitudinal pre-post assessment evaluating the change in accountability content knowledge across a student's time at VWCC. Table 3 includes the questions that will be asked during the graduation survey post-assessment.

Graduation Survey Reflection

Within the graduation survey, potential associate degree graduates will also be asked to self-reflect on their ability level in accountability. This question serves as a summative measure to assess how potential graduates' confidence level regarding accountability changes over time. The graduation survey will include the following question:

1. Reflect on your time at VWCC. How have your accountability skills changed since you began your program?

   a. Scale – Very Much Improved, Slightly Improved, No Difference, Slightly Declined, Very Much Declined

Employer Survey

Local employers and industry partners are asked to complete a survey each fall to provide feedback about the quality of VWCC graduates and current workforce needs. This survey will include a question asking employers to rate their VWCC graduates' overall accountability level. Asking employers how graduates are performing in the workplace will allow the College to gain feedback from prominent constituents and measure the QEP's impact over time. The employer survey will include the following question:

1. How would you rate your VWCC graduate(s)'s ability level in accountability (accepting responsibility for one's own actions and acting in a manner that demonstrates respect for one's own and others' time, knowledge, and roles in a relationship)?

   a. Scale – Very Strong, Strong, Average, Weak, Very Weak

Table 5. SLO 1 Summative assessment plan and targets

Assessment Tool	Target Audience	Direct/ Indirect	Frequency	Baseline	Performance Target	Responsible for data collection and reporting
1. SDV 101 pre-assessment 2. SDV 101 module post-quiz	Associate degree-seeking students	Direct	Every semester	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	1. By the end of this project, there will be a 20% increase in accountability content scores from the pre-assessment to the post-quiz. 2. By the end of this project, 70% of associate degree seeking students who take the post-quiz will score a 75% or better on accountability questions. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
1. SDV 101 pre-assessment 2. Graduation survey post-assessment	Associate degree-seeking students (pre-assessment) and potential associate degree graduates (post-assessment)	Direct	Every semester	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	1. By the end of this project, there will be an 30% increase in accountability content scores from the pre-assessment to the post-assessment. 2. By the end of this project, 70% of associate degree-seeking students who take the post-assessment will score an 80% or better on accountability questions. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
Accountability section of the standard rubric	Associate degree-seeking students	Direct	Every semester	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 70% of associate degree- seeking students will score "Meets Expectations" or "Exceeds Expectations" on the accountability section of the standard rubric. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
Graduation survey reflection	Potential associate degree graduates	Indirect	Annually in the spring	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of potential associate degree graduates will indicate that their accountability skill level has "Very Much Improved" or "Slightly Improved" during their time at VWCC. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
Employer survey	Regional employers and industry partners	Quasi-Direct	Annually in the fall	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of employers will indicate that their VWCC graduate employees' accountability skill level is "Strong" or "Very Strong." VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director

Assessment of Student Learning Outcome Two (Professional Verbal Communication): Associate degree-seeking students will be able to articulate concepts in a professional manner.

Student learning outcome two (SLO 2) will be assessed using a combination of formative, summative, direct, and indirect measures across multiple populations.

Formative Assessment

Formative assessment of SLO 2 will be administered to associate degree-seeking students (SDV module feedback survey), potential associate degree graduates (graduation survey), faculty (in-service feedback survey and faculty rubric implementation survey), and employers (employer survey).

SDV 101 Module Feedback Survey

As a part of the professional readiness module that will be provided to all SDV 101 instructors, students will be able to provide feedback regarding their satisfaction with the module's professional verbal communication content. This input will allow the QEP Implementation Committee to gauge the effectiveness of this section of the intervention. The SDV 101 module feedback survey will include the following questions about professional verbal communication:

1. Please rate your overall satisfaction with the professional verbal communication content within the professional readiness module.
   a. Scale – Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied

2. The module's content increased my knowledge of professional verbal communication in the workplace.
   a. Scale – Strongly Agree, Agree, Disagree, Strongly Disagree

3. The variety of learning tools (videos, manuals, etc.) used in the module aided in my learning about professional verbal communication in the workplace.
   a. Scale – Strongly Agree, Agree, Disagree, Strongly Disagree

Graduation Survey

Associate degree-seeking students who apply to graduate will be asked to complete a graduation survey. If they complete the graduation survey, they are entered for the chance to win a $50 gift card. This survey will include a question asking potential graduates' self-proclaimed satisfaction with the academic preparation in professional verbal communication they received during their time at VWCC. This question serves as a formative measure to ensure that VWCC provides adequate instruction regarding professional verbal communication throughout students' time at the college. The graduation survey will include the following question:

1. How satisfied are you with your academic preparation in professional verbal communication (communicating in a way that is easily understood by others and delivered in a manner appropriate for the specific audience, situation, and environment. It accounts for non-verbal reactions of speaker and listener and cultural differences)?

   a. Scale – Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied

In-Service Faculty Training Survey

After participating in a mandatory professional readiness workshop during in-service, faculty will complete a survey to measure the effectiveness of the workshop and its professional verbal communication content. Survey results will provide data to ensure that the workshops are providing valuable content on current best practices surrounding professional verbal communication. Survey questions will be developed based on the workshop facilitator's content.

Faculty Rubric Implementation Survey

Faculty teaching upper-level classes that implement the standard rubric and have an embedded career services professional will be asked to complete a survey about the rubric's professional verbal communication content and their experience collaborating with the career services professional. Utilizing this feedback, the QEP Implementation Committee can monitor the effectiveness of the rubric and embedded career services professionals and explore modifications if necessary. Survey questions can be found in Appendix F.

Employer Survey

Local employers and industry partners are asked to complete a survey each fall to provide feedback about the quality of VWCC graduates and current workforce needs. This survey will include a question asking employers to indicate if they have noticed an improvement in the quality of VWCC graduates from the previous year. This will allow the QEP Implementation Committee to determine whether the addition of professional verbal communication modules and rubrics are improving the quality of graduates. The employer survey will include the following question:

1. Have you noticed a change in recent (within the last year) VWCC graduates' professional verbal communication level (communicating in a way that is easily understood by others and delivered in a manner appropriate for the specific audience, situation, and environment. It accounts for non-verbal reactions of speaker and listener and cultural differences)?

    a. Scale – Very Much Improved, Slightly Improved, No Difference, Slightly Declined, Very Much Declined

Table 6. SLO 2 Formative assessment plan and targets

Assessment Tool	Target Population	Direct/ Indirect	Frequency	Baseline	Performance Target	Responsible for data collection and reporting
SDV 101 module feedback survey	Associate degree-seeking students	Indirect	Every semester	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of associate degree-seeking students will be "Satisfied" or "Very satisfied" with the professional verbal communication content embedded in the SDV 101 module.\n\nVWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
Graduation survey	Potential associate degree graduates	Indirect	Annually in the spring	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of associate degree-seeking graduates will be "Satisfied" or "Very Satisfied" with the professional verbal communication academic preparation they received at VWCC.\n\nVWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
In-service faculty training survey	All faculty	Indirect	Fall and Spring semesters	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of faculty will be "Satisfied" or "Very Satisfied" with the professional verbal communication training they received during in-service.\n\nVWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
Faculty rubric implementation survey	Faculty teaching classes with the standard rubric and embedded career services professional	Indirect	Every Semester	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of faculty will indicate that the professional verbal communication portion of the standard rubric is "Somewhat Effective" or "Very Effective" for assessing student accountability.\n\nVWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
Employer survey	Regional employers	Quasi-direct	Annually in the fall	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of employers will indicate that recent VWCC graduates' professional verbal communication level has "Very Much Increased" or "Slightly Increased."\n\nVWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director

Summative Assessment

The summative assessment of SLO 2 will utilize a pre-assessment and a post-quiz located in the students' SDV 101 course, a post-assessment within the graduation survey, and a standard rubric embedded into recommended upper-level courses. SLO 2 will also be measured via self-reflective ability questions within the graduation survey and questions within the employer survey.

SDV 101 Pre-Assessment

At the beginning of their SDV 101 course, students will take a pre-assessment to gather baseline data on their professional verbal communication knowledge. This pre-assessment will be used in two ways: to compare student knowledge before and after being exposed to the professional readiness module professional verbal communication content (if module is included in their SDV 101 section), and to compare student knowledge at the beginning and end of their time at VWCC. SDV 101 pre-assessment questions can be found in Table 7.

Table 7. SLO 2 Summative pre- and post-assessment question crosswalk

Professional Verbal Communication Questions Asked During SDV 101 Pre-Assessment and Graduation Survey Post-Assessment

1. What best **defines** professional verbal communication?
    a. Using technical jargon without regard to audience, situation or environment solely to impress others.
    b. Speaking loudly and confidently to demonstrate your authority of the topic and to ensure everyone hears the message.
    c. Using language that is easily understood by others and delivered in a manner appropriate for the specific audience, situation, and environment. It accounts for non-verbal reactions of speaker and listener and cultural differences. **(Correct)**
    d. Using slang and informal language without filtering your thought to connect with colleagues.

2. Which situation demonstrates **situationally appropriate** professional verbal communication skills?
    a. Using casual language and humor during a formal business presentation.
    b. Speaking loudly in a quiet office space during important phone calls.
    c. Adjusting the tone and language when addressing a diverse audience during a meeting. **(Correct)**
    d. Avoiding eye contact and mumbling while discussing a project with team members.

3. Which represents **clear and concise** professional verbal communication?
    a. Using complex and lengthy sentences to convey a simple message.
    b. Repeating the same information multiple times in different ways.
    c. Expressing ideas succinctly and effectively, avoiding unnecessary details. **(Correct)**
    d. Using vague language and ambiguous terms to describe a concept.

4. Which situations exemplify **respectful and ethical verbal communication within a cultural context**?
    a. Making jokes that target a cultural group during a team meeting.
    b. Avoiding eye contact when speaking with individuals from different cultural backgrounds.
    c. Using appropriate greetings and addressing others with their preferred titles or names. **(Correct)**
    d. Using slang or colloquial language that might be offensive to certain cultural groups.

Professional Verbal Communication Questions Asked During SDV 101 Pre-Assessment and Graduation Survey Post-Assessment

5. Which scenario represents an example of **active listening skills**?
    a. Interrupting the speaker frequently to share personal experiences.
    b. Checking emails on a smartphone while nodding occasionally during a conversation.
    c. Maintaining eye contact, nodding, and asking relevant questions to show understanding. **(Correct)**
    d. Daydreaming and not paying attention to the speaker's message.

6. Which approach is considered respectful when disagreeing with a colleague's idea during a team discussion?
    a. Interrupting and directly stating that the idea won't work.
    b. Ignoring the idea and moving on to the next topic.
    c. Expressing your perspective and providing reasons to support your opinion. **(Correct)**
    d. Laughing off the suggestion and making light of the colleague's proposal.

SDV 101 Module Post-Quiz

As mentioned previously, a professional readiness module will be provided to all SDV 101 instructors. If the module is implemented in their SDV 101 section, students will take a post-quiz at the end of the module. In addition to providing information regarding students' content mastery, post-quiz scores will allow for longitudinal comparison to gauge the effectiveness of the intervention throughout the QEP's duration. The professional verbal communication section of the SDV 101 module post-quiz can be found in Table 8 below.

Table 8. SLO 2 SDV 101 module post-quiz questions

Professional Verbal Communication Questions Asked in SDV 101 Module Post-Quiz

1. Professional verbal communication does **not** include:
    a. Clear language.
    b. Complex jargon and technical terms. **(Correct)**
    c. Respectful expression of one's ideas.
    d. Tailored content to one's audience.

2. Which of the following is an example of effective professional verbal communication during a business meeting?
    a. Speaking loudly to ensure everyone hears your ideas.
    b. Using industry jargon without explaining the terms to the audience.
    c. Making eye contact, speaking clearly, and actively listening to others. **(Correct)**
    d. Interrupting colleagues to add your opinions or thoughts immediately.

3. True or false: The following response demonstrates active listening. "Let me repeat what I heard you say to make sure that I understood you correctly."
    a. True **(Correct)**
    b. False

Professional Verbal Communication Questions Asked in SDV 101 Module Post-Quiz

4. During a team presentation, which approach is most likely to engage the audience effectively?
    a. Reading directly from slides to ensure that the information is covered accurately.
    b. Using humor and storytelling to illustrate key points and capture the audience's interest. **(Correct)**
    c. Presenting complex data without any visual aids to encourage active listening.
    d. Speaking quickly to fit in as much information as possible within the time limit

5. Which response demonstrates empathy and understanding when addressing a customer complaint?
    a. "It's not our fault; you must have misunderstood the product's features."
    b. "We apologize for any inconvenience caused. Let me see how I can help resolve this for you." **(Correct)**
    c. "You should have read the terms and conditions more carefully before making the purchase."
    d. "I'm sorry, but there is nothing that we can do about it."

6. Which approach is considered respectful when disagreeing with a colleague's idea during a discussion?
    a. Expressing your perspective and providing reasons to support your opinion. **(Correct)**
    b. Interrupting and directly stating that the idea won't work.
    c. Ignoring the idea and moving on to the next topic.
    d. Laughing off the suggestion.

Professional Verbal Communication Section of Standard Rubric

The professional verbal communication section of the standard rubric within selected upper-level associate degree program courses will allow teaching faculty to directly assess students' knowledge of professional verbal communication within their course.

Graduation Survey Post-Assessment

Associate degree-seeking students who apply to graduate will be asked to complete a graduation survey. If they complete the graduation survey, they are entered for the chance to win a $50 gift card. Within this survey, there will be content questions that correspond to the professional verbal communication questions they encountered in the SDV 101 pre-assessment. This portion of the graduation survey will serve as the post-assessment for a longitudinal pre-post assessment evaluating the change in professional verbal communication content knowledge across a student's time at VWCC. Table 7 includes the questions that will be asked during the graduation survey post-assessment.

Graduation Survey Reflection

Within the graduation survey, potential associate degree graduates will also be asked to self-reflect on their ability level in professional verbal communication. This question serves as a summative measure to assess how potential graduates' confidence level regarding professional verbal communication changes over time. The graduation survey will include the following question:

1. Reflect on your time at VWCC. How have your professional verbal communication skills changed since you began your program?

    a. Scale – Very Much Improved, Slightly Improved, No Difference, Slightly Declined, Very Much Declined

Employer Survey

Local employers and industry partners are asked to complete a survey each fall to provide feedback about the quality of VWCC graduates and current workforce needs. This survey will include a question asking employers to rate their VWCC graduates' overall professional verbal communication level. Asking employers how graduates are performing in the workplace will allow the College to gain feedback from prominent constituents and measure the QEP's impact over time. The employer survey will include the following question:

1. How would you rate your VWCC graduate(s)'s ability level in professional verbal communication (communicating in a way that is easily understood by others and delivered in a manner appropriate for the specific audience, situation, and environment. It accounts for non-verbal reactions of speaker and listener and cultural differences)?

    a. Scale – Very Strong, Strong, Average, Weak, Very Weak

Table 9. SLO 2 Summative assessment plan and targets

Assessment Tool	Target Audience	Direct/ Indirect	Frequency	Baseline	Performance Target	Responsible for data collection and reporting
1. SDV 101 pre-assessment 2. SDV 101 module post-quiz	Associate degree-seeking students	Direct	Every semester	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	1. By the end of this project, there will be a 20% increase in professional verbal communication content scores from the pre-assessment to the post-quiz. 2. By the end of this project, 70% of associate degree seeking students who take the post-quiz will score a 75% or better on professional verbal communication questions. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
1. SDV 101 pre-assessment 2. Graduation survey post-assessment	Associate degree-seeking students (pre-assessment) and potential associate degree graduates (post-assessment)	Direct	Every semester	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	1. By the end of this project, there will be an 30% increase in professional verbal communication content scores from the pre-assessment to the post-assessment. 2. By the end of this project, 70% of associate degree-seeking students who take the post-assessment will score an 80% or better on professional verbal communication questions. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
Professional verbal communication section of the standard rubric	Associate degree-seeking students	Direct	Every semester	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 70% of associate degree- seeking students will score "Meets Expectations" or "Exceeds Expectations" on the professional verbal communication section of the standard rubric. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
Graduation survey reflection	Potential associate degree graduates	Indirect	Annually in the spring	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of potential associate degree graduates will indicate that their professional verbal communication skill level has "Very Much Improved" or "Slightly Improved" during their time at VWCC. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
Employer survey	Regional employers and industry partners	Quasi-Direct	Annually in the fall	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of employers will indicate that their VWCC graduate employees' professional verbal communication skill level is "Strong" or "Very Strong." VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director

Assessment of Student Learning Outcome Three (Professional Written Communication): Associate degree-seeking students will be able to write professional communications.

Student learning outcome three (SLO 3) will be assessed using a combination of formative, summative, direct, and indirect measures across multiple populations.

Formative Assessment

Formative assessment of SLO 3 will be administered to associate degree-seeking students (SDV module feedback survey), potential associate degree graduates (graduation survey), faculty (in-service feedback survey and faculty rubric implementation survey), and employers (employer survey).

SDV 101 Module Feedback Survey

As a part of the professional readiness module that will be provided to all SDV 101 instructors, students will be able to provide feedback regarding their satisfaction with the module's professional written communication content. This input will allow the QEP Implementation Committee to gauge the effectiveness of this section of the intervention. The SDV 101 module feedback survey will include the following questions about professional written communication:

1. Please rate your overall satisfaction with the professional written communication content within the professional readiness module.
    a. Scale – Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied

2. The module's content increased my knowledge of professional written communication in the workplace.
    a. Scale – Strongly Agree, Agree, Disagree, Strongly Disagree

3. The variety of learning tools (videos, manuals, etc.) used in the module aided in my learning about professional written communication in the workplace.
    a. Scale – Strongly Agree, Agree, Disagree, Strongly Disagree

Graduation Survey

Associate degree-seeking students who apply to graduate will be asked to complete a graduation survey. If they complete the graduation survey, they are entered for the chance to win a $50 gift card. This survey will include a question asking potential graduates' self-proclaimed satisfaction with the academic preparation in professional written communication they received during their time at VWCC. This question serves as a formative measure to ensure that VWCC provides adequate instruction regarding professional written communication throughout students' time at the college. The graduation survey will include the following question:

1. How satisfied are you with your academic preparation in professional written communication (communicating in a way that is well-organized and accurately portrays the intended message without the benefit of tone and non-verbal cues)?

    a. Scale – Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied

In-Service Faculty Training Survey

After participating in a mandatory professional readiness workshop during in-service, faculty will complete a survey to measure the effectiveness of the workshop and its professional written communication content. Survey results will provide data to ensure that the workshops are providing valuable content on current best practices surrounding professional written communication. Survey questions will be developed based on the workshop facilitator's content.

Faculty Rubric Implementation Survey

Faculty teaching upper-level classes that implement the standard rubric and have an embedded career services professional will be asked to complete a survey about the rubric's professional written communication content and their experience collaborating with the career services professional. Utilizing this feedback, the QEP Implementation Committee can monitor the effectiveness of the rubric and embedded career services professionals and explore modifications if necessary. Survey questions can be found in Appendix F.

Employer Survey

Local employers and industry partners are asked to complete a survey each fall to provide feedback about the quality of VWCC graduates and current workforce needs. This survey will include a question asking employers to indicate if they have noticed an improvement in the quality of VWCC graduates from the previous year. This will allow the QEP Implementation Committee to determine whether the addition of professional written communication modules and rubrics are improving the quality of graduates. The employer survey will include the following question:

1. Have you noticed a change in recent (within the last year) VWCC graduates' professional written communication level (communicating in a way that is well-organized and accurately portrays the intended message without the benefit of tone and non-verbal cues)?

    a. Scale – Very Much Improved, Slightly Improved, No Difference, Slightly Declined, Very Much Declined

Table 10. SLO 3 Formative assessment plan and targets

Assessment Tool	Target Population	Direct/Indirect	Frequency	Baseline	Performance Target	Responsible for data collection and reporting
SDV 101 module feedback survey	Associate degree-seeking students	Indirect	Every semester	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of associate degree-seeking students will be "Satisfied" or "Very satisfied" with the professional written communication content embedded in the SDV 101 module. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
Graduation survey	Potential associate degree graduates	Indirect	Annually in the spring	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of associate degree-seeking graduates will be "Satisfied" or "Very Satisfied" with the professional written communication academic preparation they received at VWCC. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
In-service faculty training survey	All faculty	Indirect	Fall and Spring semesters	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of faculty will be "Satisfied" or "Very Satisfied" with the professional written communication training they received during in-service. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
Faculty rubric implementation survey	Faculty teaching classes with the standard rubric and embedded career services professional	Indirect	Every Semester	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of faculty will indicate that the professional written communication portion of the standard rubric is "Somewhat Effective" or "Very Effective" for assessing student accountability. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
Employer survey	Regional employers	Quasi-direct	Annually in the fall	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of employers will indicate that recent VWCC graduates' professional written communication level has "Very Much Increased" or "Slightly Increased." VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director

Summative Assessment

The summative assessment of SLO 3 will utilize a pre-assessment and a post-quiz located in the students' SDV 101 course, a post-assessment within the graduation survey, and a standard rubric embedded into recommended upper-level courses. SLO 3 will also be measured via self-reflective ability questions within the graduation survey and questions within the employer survey.

SDV 101 Pre-Assessment

At the beginning of their SDV 101 course, students will take a pre-assessment to gather baseline data on their professional written communication knowledge. This pre-assessment will be used in two ways: to compare student knowledge before and after being exposed to the professional readiness module professional written communication content (if module is included in their SDV 101 section), and to compare student knowledge at the beginning and end of their time at VWCC. SDV 101 pre-assessment questions can be found in Table 11.

Table 11. SLO 3 Summative pre- and post-assessment question crosswalk

Professional Written Communication Questions Asked During SDV 101 Pre-Assessment and Graduation Survey Post-Assessment

1. What **defines** professional written communication?
     a. Using complex vocabulary and jargon to impress the reader, regardless of whether it conveys the intended message effectively and to demonstrate expertise in the field.
     b. Writing lengthy paragraphs without clear structure or organization to demonstrate intelligence and authority.
     c. Including personal opinions and unrelated anecdotes in business-related documents to create an informal tone in the writing in an effort to persuade the reader.
     d. Using writing that is well-organized and accurately portrays the intended message without the benefit of tone and non-verbal clues. It should be adjusted to meet the specific situation and audience **(Correct)**

2. Which **example** illustrates professional written communication?
     a. Sending a text message with informal language and emojis to a coworker about a project update.
     b. Composing a formal email to a client with a clear subject line, polite greeting, and a well-structured message. **(Correct)**
     c. Writing a lengthy social media post with abbreviations and slang to share company news.
     d. Leaving a handwritten note for a colleague with spelling errors and unclear instructions.

3. Which example demonstrates **clear, comprehensive, correct, and concise** professional written communication?
     a. A report with lengthy paragraphs, numerous spelling errors, and irrelevant information.
     b. An email with concise and well-organized bullet points, containing accurate and relevant data. **(Correct)**
     c. A blog post filled with casual language and slang, lacking proper punctuation and structure.
     d. A memo that includes vague statements, multiple typos, and incomplete sentences.

4. Which scenario provides an example of **appropriate professional written communication**?
     a. Composing a formal email to a colleague with a clear subject line and polite tone. **(Correct)**
     b. Sending a text message full of abbreviations and emojis to a supervisor.
     c. Posting personal opinions on a professional social media account.
     d. Sending a one-word email response to a client's important inquiry.

Professional Written Communication Questions Asked During SDV 101 Pre-Assessment and Graduation Survey Post-Assessment

5. What **sets apart professional written communication from casual daily communication**?
     a. Professional communication includes formal language and concise messages, while casual daily communication is typically lengthy and informal. **(Correct)**
     b. Professional communication involves emojis and abbreviations, while casual daily communication uses proper grammar and sentence structure.
     c. Professional communication is reserved for business-related matters only, while casual daily communication covers personal and social interactions.
     d. Professional communication follows specific guidelines and is tailored to the audience while casual daily communication is unstructured and lacks a specific purpose.

6. Which of the following is a key characteristic of professional written communication?
     a. Using colloquial language and slang to establish a friendly rapport.
     b. Prioritizing personal preferences over the needs of the audience.
     c. Being clear and concise while adjusting for the context and audience. **(Correct)**
     d. Including personal anecdotes.

SDV 101 Module Post-Quiz

As mentioned previously, a professional readiness module will be provided to all SDV 101 instructors. If the module is implemented in their SDV 101 section, students will take a post-quiz at the end of the module. In addition to providing information regarding students' content mastery, post-quiz scores will allow for longitudinal comparison to gauge the effectiveness of the intervention throughout the QEP's duration. The professional written communication section of the SDV 101 module post-quiz can be found in Table 12 below.

Table 12. SLO 3 SDV 101 module post-quiz questions

Professional Written Communication Questions Asked in SDV 101 Module Post-Quiz

1. When composing professional written communication, you do not have the benefit of _____ to help understand meaning.
     a. knowing your audience.
     b. non-verbal cues and tone. **(Correct)**
     c. spell-check.
     d. telling an inside joke.

2. What is not a common form of professional written communication?
     a. Text messages **(Correct)**
     b. Emails
     c. Memos
     d. Reports

3. Which of the following is a key characteristic of professional written communication?
     a. Including images of your pet in a professional email.
     b. Being clear and concise to effectively portray meaning. **(Correct)**
     c. Using a fun font that makes your messages unique.
     d. Incorporating complex language to ensure everyone thinks that you are smart.

Professional Written Communication Questions Asked in SDV 101 Module Post-Quiz

4. Which of the following is a potential consequence of poor professional written communication?
    a. Misunderstandings that lead to conflict **(Correct)**
    b. Improved cooperation among colleagues
    c. Increased efficiency
    d. A promotion and pay raise

5. True or false: Professional written communication is essential in the workplace because it fosters understanding and collaboration, building a positive reputation for the individual and the organization.
    a. True **(Correct)**
    b. False

6. Which scenario provides an example of **appropriate professional written communication**?
    a. Leaving a memo for your boss that includes unclear information and spelling errors.
    b. Sending an email to a potential client that includes a business plan that doesn't explain complex jargon.
    c. Posting abbreviations and emojis on a professional social media account.
    d. Creating a report with relevant information, a table of context, and appropriate visual aids. **(Correct)**

Professional Written Communication Section of the Standard Rubric

The professional written communication section of the standard rubric within selected upper-level associate degree program courses will allow teaching faculty to directly assess students' knowledge of professional written communication within their course.

Graduation Survey Post-Assessment

Associate degree-seeking students who apply to graduate will be asked to complete a graduation survey. If they complete the graduation survey, they are entered for the chance to win a $50 gift card. Within this survey, there will be content questions that correspond to the professional written communication questions they encountered in the SDV 101 pre-assessment. This portion of the graduation survey will serve as the post-assessment for a longitudinal pre-post assessment evaluating the change in professional written communication content knowledge across a student's time at VWCC. Table 11 includes the questions that will be asked during the graduation survey post-assessment.

Graduation Survey Reflection

Within the graduation survey, potential associate degree graduates will also be asked to self-reflect on their ability level in professional written communication. This question serves as a summative measure to assess how potential graduates' confidence level regarding professional written communication changes over time. The graduation survey will include the following question:

1. Reflect on your time at VWCC. How have your professional written communication skills changed since you began your program?

   a. Scale – Very Much Improved, Slightly Improved, No Difference, Slightly Declined, Very Much Declined

Employer Survey

Local employers and industry partners are asked to complete a survey each fall to provide feedback about the quality of VWCC graduates and current workforce needs. This survey will include a question asking employers to rate their VWCC graduates' overall professional written communication level. Asking employers how graduates are performing in the workplace will allow the College to gain feedback from prominent constituents and measure the QEP's impact over time. The employer survey will include the following question:

1. How would you rate your VWCC graduate(s)'s ability level in professional written communication (communicating in a way that is well-organized and accurately portrays the intended message without the benefit of tone and non-verbal cues)?

    a. Scale – Very Strong, Strong, Average, Weak, Very Weak

Table 13. SLO 3 Summative assessment plan and targets

Assessment Tool	Target Audience	Direct/ Indirect	Frequency	Baseline	Performance Target	Responsible for data collection and reporting
1. SDV 101 pre-assessment 2. SDV 101 module post-quiz	Associate degree-seeking students	Direct	Every semester	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	1. By the end of this project, there will be a 20% increase in professional written communication content scores from the pre-assessment to the post-quiz. 2. By the end of this project, 70% of associate degree seeking students who take the post-quiz will score a 75% or better on professional written communication questions. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
1. SDV 101 pre-assessment 2. Graduation survey post-assessment	Associate degree-seeking students (pre-assessment) and potential associate degree graduates (post-assessment)	Direct	Every semester	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	1. By the end of this project, there will be an 30% increase in professional written communication content scores from the pre-assessment to the post-assessment. 2. By the end of this project, 70% of associate degree-seeking students who take the post-assessment will score an 80% or better on professional written communication questions. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
Professional written communication section of the standard rubric	Associate degree-seeking students	Direct	Every semester	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 70% of associate degree- seeking students will score "Meets Expectations" or "Exceeds Expectations" on the professional written communication section of the standard rubric. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
Graduation survey reflection	Potential associate degree graduates	Indirect	Annually in the spring	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of potential associate degree graduates will indicate that their professional written communication skill level has "Very Much Improved" or "Slightly Improved" during their time at VWCC. VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director
Employer survey	Regional employers and industry partners	Quasi-Direct	Annually in the fall	No baseline data exists. Data from 2023-24 will serve as a baseline for subsequent years.	By the end of this project, 80% of employers will indicate that their VWCC graduate employees' professional written communication skill level is "Strong" or "Very Strong." VWCC grants that the first year is the baseline year and subsequent targets will be adjusted accordingly.	Coordinator of Institutional Research and Assessment, QEP Director

Assessment Timeline and Personnel Support

The QEP Director is primarily responsible for executing the QEP implementation plan and assessing the effectiveness of the QEP. Assessment updates will be a standing item on the agenda for QEP Implementation Committee meetings to ensure that the team is up-to-date and able to make necessary initiative updates based on results. The QEP Implementation Committee will also have a sub-committee dedicated to assessment; this team will consist of the QEP Director and members of the Office of Institutional Effectiveness (the AVP-IE, the Coordinator of Institutional Assessment, and the Coordinator of Institutional Research and Assessment). Data extraction from Canvas and all surveys will be managed by the Office of Institutional Effectiveness. Additionally, all data will be analyzed by the Office of Institutional Effectiveness and reported out to the QEP Director on an annual basis. During the QEP's duration, the QEP Director, the Office of Institutional Effectiveness, and the QEP Implementation Committee will collaborate consistently to communicate assessment results, brainstorm improvement strategies, and implement content or assessment updates accordingly. These members will also work together to complete the required fifth year report for submission to SACSCOC.

The QEP Director and Implementation Committee will provide annual progress reports to the president and the executive team by October 15th of each academic year for years two through five of the QEP. The QEP Director will report on the QEP's status to the VWCC College Board each November. The annual report will be posted to the QEP's webpage by the end of the fall semester each academic year. Lastly, a QEP status update will be presented at the following Spring In-Service General Meeting each academic year.

Assessment Summary

VWCC has a thorough plan to assess the QEP's student learning outcomes. The outcomes are specific, measurable, and clearly related to student learning. Assessment types are varied to include a combination of formative, summative, direct, and indirect measures. Responsible personnel are clearly identified, and a timeline for data collection, analyzation, and dissemination is provided with ample opportunity to evaluate and adjust if needed.

XI. References

Aylott, L. M., Tiffin, P. A., Saad, M., Llewellyn, A. R., & Finn, G. M. (2019). Defining professionalism for mental health services: A rapid systematic review. *Journal of Mental Health*, *28*(5), 546-565.

Berger, A. S., Niedra, E., Brooks, S. G., Ahmed, W. S., & Ginsburg, S. (2020). Teaching professionalism in postgraduate medical education: A systematic review. *Academic Medicine*, *95*(6), 938-946.

Bovens, M. (2007). Analysing and assessing accountability: A conceptual framework. *European Law Journal*, *13*(4), 447-468.

Boyczuk, A. M., Deloyer, J. J., Ferrigan, K. F., Muncaster, K. M., Dal Bello-Haas, V., & Miller, P. A. (2019). Professional Values: Results of a Scoping Review and Preliminary Canadian Survey. *Physiotherapy Canada*, *71*(2), 134-143.

Cohn, K. H. (2007). Developing effective communication skills. *Journal of Oncology Practice*, *3*(6), 314-317.

Colvin, J., French, J., Siperstein, A., Capizzani, T. R., & Krishnamurthy, V. D. (2018). Addressing professionalism, social, and communication competencies in surgical residency via integrated humanities workshops: A pilot curriculum. *Journal of Surgical Education*, *75*(3), 589-593.

Cruzvergara, C. Y., Testani, J. A., & Smith, K. K. (2018). Leadership competency expectations of employers and the expanding mission of career centers. *New Directions for Student Leadership*, *157*, 27-37.

Fajaryati, N., & Akhyar, M. (2020). The employability skills needed to face the demands of work in the future: Systematic literature reviews. *Open Engineering*, *10*(1), 595-603.

Finley, A. (2021). *How College Contributes to Workforce Success*. AAC&U. https://www.aacu.org/sites/default/files/files/research/AACUEmployerReport2021.pdf

Gonzales, L., & Vodicka, D. (2021). Pandemic-learned measures for engaging families: To restore enrollment levels in public schools, the authors share four ideas for reassuring parents with genuine support. *School Administrator, 78(*7), https://link.gale.com/apps/doc/A672603396/ITOF?u=bidd97564&sid=summon&xid=ec 95a7e0

Hora, M. T., Benbow, R. J., & Smolarek, B. B. (2018). Re-thinking soft skills and student employability: A new paradigm for undergraduate education. *Change: The Magazine of Higher Learning*, *50*(6), 30-37.

Irby, D. M., & Hamstra, S. J. (2016). Parting the clouds: Three professionalism frameworks in medical education. *Academic Medicine, 91*(12), 1606-1611. DOI: 10.1097/ACM.0000000000001190

Kelley, K. A., Stanke, L. D., Rabi, S. M., Kuba, S. E., & Janke, K. K. (2011). Cross-validation of an instrument for measuring professionalism behaviors. *American Journal of Pharmaceutical Education, 75*(9), 1-10.

Kelly, A. M., & Mullan, P. B. (2018). Teaching and assessing professionalism in radiology: Resources and scholarly opportunities to contribute to required expectations. *Academic Radiology*, *25*(5), 599-609.

Lisá, E., Hennelová, K., & Newman, D. (2019). Comparison between employers' and students' expectations in respect of employability skills of university graduates. *International Journal of Work - Integrated Learning, 20*(1), 71-82. http://ezvwcc.vccs.edu/login?url=https://www.proquest.com/scholarly-journals/comparison-between-employers-students/docview/2227896413/se-2

Merriam-Webster. (n.d.). Accountability. In *Merriam-Webster.com dictionary*. Retrieved June 9, 2023, from https://www.merriam-webster.com/dictionary/accountability

McGinnis, P. Q., Guenther, L. A., & Wainwright, S. F. (2016). Development and integration of professional core values among practicing clinicians. *Physical Therapy*, *96*(9), 1417-1429.

McGrath, S. K., & Whitty, S. J. (2018). Accountability and responsibility defined. *International Journal of Managing Projects in Business*, *11*(3), 687-707.

McGunagle, D. & Zizka, L. (2020). Employability skills for 21st-century STEM students: The employers' perspective. *Higher Education, Skills and Work-Based Learning*, *10*(3), 591-606. https://doi.org/10.1108/HESWBL-10-2019-0148

Mueller, P. S. (2015). Teaching and assessing professionalism in medical learners and practicing physicians. *Rambam Maimonides Medical Journal*, *6*(2), e0011-18. 10.5041/RMMJ.10195

National Association of Colleges and Employers. (2021). *Competencies for a Career-Ready Workforce.* https://www.naceweb.org/uploadedfiles/files/2021/resources/nace-career-readiness-competencies-revised-apr-2021.pdf

Park, J., Woodrow, S. I., Reznick, R. K., Beales, J., & MacRae, H. M. (2010). Observation, reflection, and reinforcement: surgery faculty members' and residents' perceptions of how they learned professionalism. *Academic Medicine*, *85*(1), 134-139.

Peteet, J. R., Witvliet, C. V. O., & Evans, C. S. (2022). Accountability as a key virtue in mental health and human flourishing. *Philosophy, Psychiatry, & Psychology*, *29*(1), 49–60. https://doi.org/10.1353/ppp.2022.0008

Pierce, D. (2019). What employers want: Employers are looking to community colleges for help in teaching soft skills. *Community College Journal*, *89*(3), 20-25. https://www.ccjournal-digital.com/ccjournal/december2018_january2019?pg=22#pg22

Pouratashi, M. & Zamani, A. (2019). University and graduates' employability: Academics' views regarding university activities (the case of Iran). *Higher Education, Skills and Work-Based Learning*.

Quality Assurance Commons for Higher and Postsecondary Education. (2020). *QA Commons*. https://theqacommons.org/

Schneider, J. (2021). On the importance of written communication skills and student awareness: In-course, career-relevant resources and exercises. In *Enhancing Higher Education Accessibility Through Open Education and Prior Learning* (pp. 210-231).

Shumaker, D., & Talley, M. (2009). Models of embedded librarianship: Final report. *Special Libraries Association*, *9*, 1-195.

Sullivan, B. T., & Porter, K. L. (2016). From one-shot sessions to embedded librarian: Lessons learned over seven years of successful faculty-librarian collaboration. *College & Research Libraries News*, *77*(1), 34-37.

Virginia Community College System. (2015). *Soft Skills Task Force*: *Final recommendations to the VCCS Advisory Council of Presidents.*

Virginia Community College System. (2019). *Virginia Community College System Policy Manual.*

Virginia Western Community College. (2018). *Mission, vision, values & goals.* https://www.virginiawestern.edu/about/leadership/mission-vision-values-goals/

Virginia Western Community College. (2022). *Strategic plan.* https://www.virginiawestern.edu/about/strategic-plan/

Virginia Western Community College. (2023). *VWCC Fact Book.* https://www.virginiawestern.edu/ie/research/fact-book/

Wali, E., Pinto, J. M., Cappaert, M., Lambrix, M., Blood, A. D., Blair, E. A., & Small, S. D. (2016). Teaching professionalism in graduate medical education: What is the role of simulation? *Surgery*, *160*(3), 552-564.

Yuen, H. K., Azuero, A., Lackey, K. W., Brown, N. S., & Shrestha, S. (2016). Construct validity test of evaluation tool for professional behaviors of entry-level occupational therapy students in the United States. *Journal of Educational Evaluation for Health Professions, 13*.

XII. Appendices

Appendix A. Employer and Student Ability Level Perception

Question: Based on your experience, how would you describe the ability level of VWCC students/graduates:

Scale: 1 – Very Weak; 2 – Weak; 3 – Average; 4 – Strong; 5 – Very Strong

Skill	Employer Rating (n=92)	Student Rating (n=158)	Difference
Accountability	3.43	4.17	0.74
Communication	3.34	3.85	0.51
Teamwork	3.58	3.89	0.31
Time Management	3.25	3.66	0.41
Work Ethic	3.41	4.35	0.94
Workplace Demeanor	3.48	3.98	0.50
Average	3.42	3.98	0.56

Appendix B. Professional Readiness General Education Direct Assessment Results
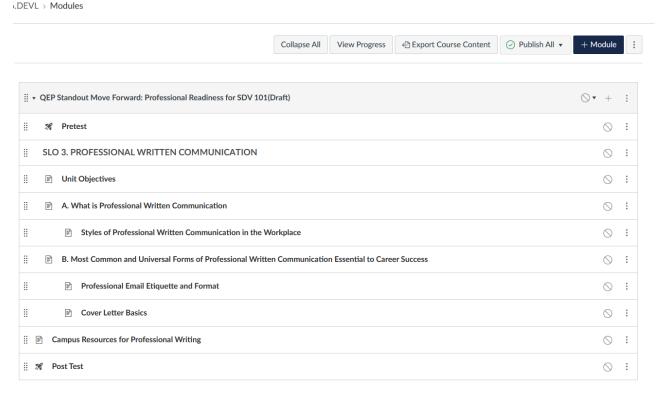
Scale: 1 – Needs Improvement; 2 – Acceptable; 3 – Good; 4 - Excellent

Learning Outcome	Total number of artifacts assessed (N)*	Average Score	Number of artifacts that met the threshold (n)	Percent of artifacts that met the threshold (%)
Attendance/Accountability	172	3.35	156	90.7%
Communication Skills	189	3.15	178	94.2%
Participation/Teamwork	173	3.17	161	93.1%
Time Management	188	3.13	170	90.4%
Work Ethic	188	3.10	168	89.4%
Workplace Demeanor	186	3.32	176	94.6%
Professional Readiness	**1096**	**3.19**	**1009**	**92.1%**

* Artifact counted for each learning outcome that it assesses

Appendix C. Outline and Objectives of Professional Written Communication Section of SDV 101 Module

Outline:

.DEVL › Modules

| Collapse All | View Progress | ⊕ Export Course Content | ⊘ Publish All ▾ | + Module | ⋮ |

⠿ ▾ QEP Standout Move Forward: Professional Readiness for SDV 101(Draft)   ⊘ ▾ + ⋮

⠿ ✸ **Pretest**   ⊘ ⋮

⠿   **SLO 3. PROFESSIONAL WRITTEN COMMUNICATION**   ⊘ ⋮

⠿ 📄 **Unit Objectives**   ⊘ ⋮

⠿ 📄 **A. What is Professional Written Communication**   ⊘ ⋮

⠿   📄 **Styles of Professional Written Communication in the Workplace**   ⊘ ⋮

⠿ 📄 **B. Most Common and Universal Forms of Professional Written Communication Essential to Career Success**   ⊘ ⋮

⠿   📄 **Professional Email Etiquette and Format**   ⊘ ⋮

⠿   📄 **Cover Letter Basics**   ⊘ ⋮

⠿ 📄 **Campus Resources for Professional Writing**   ⊘ ⋮

⠿ ✸ **Post Test**   ⊘ ⋮

Unit Objectives:

.DEVL › Pages › Unit Objectives | 👓 Student View | 🔲 Immersive Reader |

| View All Pages | | ⊘ Publish | ✎ Edit | ⋮ |

Unit Objectives

At the completion of this module section, you will be able to:

1. Define professional written communication
2. Discuss the importance of crafting clear, comprehensive, correct, and concise professional written communications
3. Depict appropriate and inappropriate elements of professional written communication in the workplace including emails, cover letters, and memos
4. Distinguish professional written communications from casual daily non-professional communications, including modern professional written communication methods

| ‹ Previous | | Next › |

Content Example:

Student View   Immersive Reader

View All Pages   Publish   Edit

A. What is Professional Written Communication

Professional written communication is well-organized and accurately portrays the intended message without the benefit of tone and non-verbal cues. It should be adjusted to meet the specific situation and audience. Because of these unique qualities, professional written communication requires more thought and attention than casual written communication.

Writing for a professional audience is usually quite different than writing in the humanities, social sciences, or other academic disciplines. Professional writing strives to be crisp and to the point rather than evocative or creative; it stresses specifics and accuracy. This distinction does not make professional writing superior or inferior to other styles. It simply reflects the unique purpose and considerations involved when writing in a professional context.

Crafting clear, comprehensive, correct, and concise professional written communications takes practice. In addition to being able to define professional written communication, it is critical to know how to effectively write various styles and forms of professional communication. Watch the **Written Communication** video below to gain an overview perspective and identify fundamental strategies for writing professional communication in the workplace.

◂ Previous   Next ▸

Appendix D. Standard Rubric

QEP Professional Readiness Standard Rubric			
	Exceeds Expectations Sample Behaviors	**Meets Expectations** Sample Behaviors	**Below Expectations** Sample Behaviors
Accountability *Associate degree-seeking students will be able to demonstrate accountability.*	• Always demonstrates punctuality in attendance and submission of assignments	• Consistently demonstrates punctuality in attendance and submission of assignments	• Rarely demonstrates punctuality in attendance and submission of assignments
Verbal Communication *Associate degree-seeking students will be able to articulate concepts in a professional manner.*	• Always demonstrates clear, organized, and appropriate language when speaking	• Consistently demonstrates clear, organized, and appropriate language when speaking	• Rarely demonstrates clear, organized, and appropriate language when speaking
Professional Written Communication *Associate degree-seeking students will be able to write professional communications.*	• Always composes professionally worded and formatted written correspondence (ex – emails, memos, discussion boards, lab report, patient charts, business plan, paper)	• Consistently composes professionally worded and formatted written correspondence (ex – emails, memos, discussion boards, lab report, patient charts, business plan, paper)	• Rarely composes professionally worded and formatted written correspondence (ex – emails, memos, discussion boards, lab report, patient charts, business plan, paper)

Appendix E. List of Selected Upper-Level Courses by Program

Program	Mastery Presence		
	SLO 1 (Accountability)	SLO 2 (Professional Verbal Communication)	SLO 3 (Professional Written Communication)
Associate of Arts (AA)			
Liberal Arts	CST 100	CST 100	CST 100
Liberal Arts - Fine Arts	SPA 201	SPA 201	SPA 201
Associate of Science (AS)			
Agriculture	AGR 143	AGR 143	AGR 143
Business Administration	BUS 241	BUS 241	BUS 241
Engineering	PHY 241	HIS 122	HIS 122
Engineering - Computer Science	CHM 111	CSC 223	CHM 111
Engineering - Construction	PHY 241	GOL 105	GOL 105
General Studies	HIS 111	HIS 111	HIS 111
Science	MTH 262	HIS 121	HIS 121
Science - Biotechnology (Beginning Fall 2023)	BIO 220	BIO 220	BIO 220
Science - Computer Science	CSC 223	CSC 223	CSC 223
Science - Health Sciences	BIO 141	BIO 141	BIO 141
Science - Integrated Environmental Studies	FOR 115	FOR 115	FOR 115
Science - Mathematics	MTH 288	MTH 288	MTH 288
Social Sciences	CST 100	CST 100	CST 100
Social Sciences - Education	CST 100	CST 100	CST 100
Associate of Applied Science (AAS)			
Accounting	BUS 241	BUS 241	BUS 241
Administrative Management Technology (AMT)	CST 100	CST 100	CST 100
AMT - Medical Administrative Management	CST 100	CST 100	CST 100
Criminal Justice	CST 100	CST 100	CST 100
Culinary Arts	HRI 290	HRI 290	HRI 290
Culinary Arts - Baking	HRI 290	HRI 290	HRI 290
Dental Hygiene	DNH 143	DNH 143	DNH 143
Early Childhood Development	CHD 210	CHD 210	CHD 210
Human Services	BIO 101	BIO 101	BIO 101
Information Systems Technology (IST)	CST 100	CST 100	CST 100
IST - Cyber Security and Network Administration	CST 100	CST 100	CST 100
IST - Database and Program Developer	CST 100	CST 100	CST 100

Program	SLO 1 (Accountability)	SLO 2 (Professional Verbal Communication)	SLO 3 (Professional Written Communication)
Management	MKT 201	MKT 201	MKT 201
Mechatronics Systems Engineering Technology (MSET)	IND 250	IND 250	IND 250
Medical Laboratory Technology	BIO 252	BIO 252	BIO 252
MSET - Design Engineering Technology	MEC 132	MEC 132	MEC 211
MSET - Electrical Engineering Technology	IND 250	IND 250	IND 250
Nursing	NSG 252	NSG 252	NSG 252
Paralegal Studies	LGL 225	LGL 225	LGL 225
Physical Therapist Assistant	PTH 122	PTH 122	PTH 122
Radiation Oncology	ROC 132	ROC 132	ROC 132
Radiography	RAD 190	RAD 190	RAD 205
Surgical Technology	SUR 230	SUR 230	PHI 220
Technical Studies	*	*	*
Visual Design	SOC 200	ART 284	SOC 200

* Technical Studies is a portfolio-based program. Rubric implementation will be overseen by the program's dean.

Appendix F. Faculty Rubric Implementation Survey

Formative Efficacy Assessment of:	Question
SLO 1 (Accountability)	1. Please indicate how effective the accountability portion of the standard rubric is for assessing students' accountability skills: a. Scale – Very Effective, Somewhat Effective, Somewhat Ineffective, Very Ineffective
SLO 2 (Professional Verbal Communication)	2. Please indicate how effective the professional verbal communication portion of the standard rubric is for assessing students' professional verbal communication skills: a. Scale – Very Effective, Somewhat Effective, Somewhat Ineffective, Very Ineffective
SLO 3 (Professional Written Communication)	3. Please indicate how effective the professional written communication portion of the standard rubric is for assessing professional written communication skills: a. Scale – Very Effective, Somewhat Effective, Somewhat Ineffective, Very Ineffective
Career Services Professional	4. How many times within the semester did you collaborate with the career services professional embedded in your class? a. Scale – 0 times (None), 1-3 times, 4-6 times, 7 or more times
Career Services Professional	5. Please indicate how useful it was to have a career services professional available in your class: a. Scale – Very Much Useful, Useful, Not Useful, Very Much Not Useful