QUALITY ENHANCEMENT PLAN

ROCKINGHAM COMMUNITY COLLEGE

SACSCOC On-Site Committee Review

September 25-28, 2023

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I. EXECUTIVE SUMMARY

Rockingham Community College's (RCC) Quality Enhancement Plan (QEP), *Flight Ready*, seeks to improve graduates' competitiveness entering the workforce or transferring to a four-year institution by developing students' soft skills in the areas of written and verbal communication, initiative related to improving academic performance, and reliability in planning and completing college-related activities. The QEP utilizes multiple strategies that focus on developing students' soft skills, readying them for transition into the workforce or to a four-year transfer institution. These strategies include in-class assignments and interventions addressing *Flight Ready* student learning outcomes (SLO), out-of-class support activities, and professional development for RCC employees.

The mission of RCC is to enhance individual and community success by fostering life-long learning and economic development through high-quality, accessible education and innovative partnerships. *Flight Ready* supports the College's mission by emphasizing skills that promote academic success and that prepare students for entry into the workforce. *Flight Ready* consists of five student learning outcomes (SLO) divided into three student-directed goals and one employee-directed goal.

Flight Ready

Goal 1: Professional Communication	SLO 1.1: Students will produce effective written professional communication. SLO 1.2: Students will produce effective verbal professional communication.
Goal 2: Academic Initiative	SLO 2.1: Students identified as at-risk in course performance will take appropriate steps to improve their academic performance. SLO 2.2: Students will utilize instructional feedback.
Goal 3: Reliability	SLO 3.1: Students will develop strategies to manage their time more effectively.
Goal 4: Professional Development	Operational Outcome: Employees will complete professional development aligned with QEP goals.

Through the implementation of *Flight Ready*, each degree program at RCC will include at least one SLO from each of the student-focused Goals (1-3). Courses within each degree program will include assignments and interventions that develop each of the *Flight Ready* skills. *Flight Ready* provides QEP-specific assignments and interventions for faculty to address these SLO, provides College employees with professional development so employees can better demonstrate and teach the skills, and provides out-of-class support activities to employees and students to promote teaching and learning of the *Flight Ready* skills.

II. FOCUS OF THE QEP

Introduction

Rockingham Community College's (RCC) QEP, *Flight Ready*, seeks to improve graduates' competitiveness entering the workforce or transferring to a four-year institution by developing students' soft skills in the areas of written and verbal communication, initiative related to improving academic performance, and reliability in planning and completing RCC-related activities. *Flight Ready* consists of a collection of strategies—mostly in-class—that incorporate soft skills into courses through tailored assignments that integrate QEP and course content within degree, diploma, and certificate programs. Throughout the implementation of *Flight Ready*, these strategies will be employed in additional classes until each degree program addresses the three student-focused QEP goals and each full-time faculty member addresses a goal in at least one of their courses. As part of the QEP, students will demonstrate professional written and verbal communication, academic initiative, and reliability in completing their coursework.

In the current economy, success after college graduation requires an expanded set of skills beyond the technical or academic skills learned in the classroom. Students entering the workforce need to bring with them the soft skills necessary to function efficiently in professional settings. Research indicates that employers favor candidates who communicate well, show initiative, and demonstrate reliability (Wilterdink; Cengage; Crawford et al. 11). Businesses surveyed strongly desire that students develop these skills during high school and college to become workers who are prepared for the demands of today's jobs. The literature broadly shows that these soft skills—communication, initiative, and reliability—are deficient in students transitioning to the workforce from high school and college (US Department of Labor 7; Tsirkas et al. 368). In fact, research shows that as jobs increasingly involve automation, students with strong soft skills will be at an advantage (Cengage).

Soft skills are also important for the future success of students planning to transfer to four-year institutions. The literature shows that a focus on soft skills benefits the future academic success of graduates (Balestreri et al. 1; Crawford et al.; Croll). Research shows a clear correlation between the teaching of soft skills and later success in the college classroom (Harris and Rogers 19; Tan; et al. 141-2; Appleby). The connection between soft skills and academic success established in the literature provides evidence that RCC's QEP focus will benefit students entering the workplace and transfer institutions.

RCC's mission is to enhance individual and community success by fostering life-long learning and economic development through high-quality, accessible education and innovative partnerships. *Flight Ready* embeds soft skills as part of that high-quality education so that RCC students and graduates find success in their further education and in the workforce.

Definitions

Flight Ready includes skills and components referenced throughout this document. For clarity, Table 2.1 gives operational definitions for those terms.

Table 2.1 - Flight Ready Terms and Definitions

Soft Skills	Broadly applicable traits, competencies, behaviors, and attitudes that enable employees to adapt to changes, overcome obstacles, develop relationships, and excel in the workplace (Appleby, 2017). Synonyms: employability skills, essential skills, fundamental skills, and career-readiness competencies
Professional Communication	Clear and effective exchange of information through verbal and written means.
Academic Initiative	Students' willingness to take necessary steps to improve academic performance.
Reliability	Students' dependability in planning and completing coursework and other institution-related activities.
Goal	Broad, general topics around which *Flight Ready* is focused.
Student Learning Outcome	Measurable statements that describe what a *student* is to know, think, or be able to do as a result of a learning experience.
Operational Outcome	Measurable statements reflecting what employees will accomplish.
Measure	Methods used to evaluate each outcome; the means of data gathering.
Target	Value that will represent success at achieving a given outcome.
Intervention	Actions taken by the institution to facilitate the achievement of SLOs; interventions include instructional material, assignments, and out-of-class experiences.

Flight Ready Goals and Outcomes

Flight Ready is structured as a series of five student learning outcomes (SLO) that fit into three broad QEP student goals. A fourth goal includes an operational outcome focused on faculty and staff professional development. Table 2.2 gives a summary of the QEP goals and outcomes.

Table 2.2 - Flight Ready Goals and Outcomes

Goal 1: Professional Communication	SLO 1.1: Students will produce effective written professional communication. SLO 1.2: Students will produce effective verbal professional communication.
Goal 2: Academic Initiative	SLO 2.1: Students identified as at-risk in course performance will take appropriate steps to improve their academic performance. SLO 2.2: Students will utilize instructional feedback.
Goal 3: Reliability	SLO 3.1: Students will develop strategies to manage their time more effectively.
Goal 4: Professional Development	Operational Outcome: Employees will complete professional development aligned with QEP goals.

Professional communication includes written and verbal communication appropriate for and effective in the workplace. Many courses at RCC require students to communicate ideas or results, and yet many employers indicate that interpersonal communication in the workplace is lacking in many hires. *Flight Ready* incorporates professional communication into selected classes to develop students' ability to simultaneously communicate regarding course content and to communicate professionally.

Academic initiative refers to students' willingness to take necessary steps to improve their academic performance. Many of the students who are unsuccessful at RCC are those who make no attempt to course-correct if their academic performance is unsatisfactory. The willingness to improve is fundamental for success in higher education, at both RCC and transfer students' baccalaureate institutions. For RCC students headed directly into the workforce, this work ethic is necessary to secure and retain employment. *Flight Ready* addresses academic initiative in several ways, first through incorporating self-evaluation and self-improvement plans in certain courses. For students who receive progress reports, *Flight Ready* also tracks their response to these alerts. Finally, the QEP addresses students' incorporation of initial assignment feedback on a subsequent assignment later in that course.

Reliability addresses students' dependability in planning and completing their coursework and other RCC-related activities, including attending class. Being present when expected and completing the tasks that are expected are basic but fundamental qualities in successful students and employees, yet are often lacking in new hires, according to Rockingham County employers. RCC instructors also often cite the lack of these qualities as a primary barrier to success for students. *Flight Ready* addresses this from the lens of time management. In the QEP, certain courses adopt time management assignments that ask students to plan out either an entire semester or a large project or course module.

Finally, RCC faculty and staff lead by example, and so *Flight Ready* includes soft skills-related professional development as part of College employees' regular professional development requirement. This professional development improves RCC as a workplace, allowing employees to better serve students generally, and empowers RCC faculty and staff to better demonstrate and teach these key soft skills.

Flight Ready Outcomes and Measures

Each of the five *Flight Ready* SLOs is carried out through in-class interventions and assessed by collection of student artifacts and faculty-supplied measures. Table 2.3 provides a detailed list of each *Flight Ready* outcome along with its associated strategies and measures. Assessment of *Flight Ready* outcomes is addressed in Section VII of this document, "Assessment." Further, Appendix E includes samples of many assignments in this section (indicated in the narrative below). All outcomes include either numeric results or the production of student artifacts for assessment by the QEP Committee.

Table 2.3 - Flight Ready Outcomes and Measures

GOAL 1	SLO 1.1: Students will produce effective written professional communication. A. **Email Assignment.** 90% of students will complete all items on the Email Assignment checklist.
	SLO 1.2: Students will produce effective verbal professional communication. A. **Mock Interview.** 85% of students will score a 3 on all QEP-identified elements of the Mock Interview rubric. B. **Presentation.** 85% of students will score a 3 on all QEP-identified elements of the Presentation rubric.

GOAL 2	SLO 2.1: Students identified as at-risk in course performance will take appropriate steps to improve their academic performance.
	
	A. **Progress Reports.**
	  1) 50% of students will contact their instructor or tutoring services within one week of receiving a progress report.
	  2) 70% of students who contacted their instructor after receiving a progress report will improve their grade by the second progress report period.
	
	B. **Self-Evaluation and Improvement Plan.**
	  1) 50% of students receiving a progress report will complete the Self-Evaluation and Improvement Plan.
	  2) 50% of students who completed the Self-Evaluation and Improvement Plan will complete the Self-Evaluation and Improvement Plan Reflection will score passing or higher on the Reflection rubric.
	  3) 75% of students who complete the Self-Evaluation and Improvement Plan and Reflection will improve their course grade.

	SLO 2.2: Students will utilize instructional feedback. A. **LinkedIn Profile.** 70% of students will score a passing or higher on QEP-identified elements of the LinkedIn Profile Assignment rubric. B. **Draft and Final.** 70% of students will score a passing or higher on the Feedback rubric.
GOAL 3	SLO 3.1: Students will develop strategies to manage their time more effectively. A. **Time Management Assignment.** 85% of students will score passing or higher on the Time Management Assignment rubric. B. **Completion Plan Assignment.** 85% of students will score passing or higher on the Completion Plan Assignment rubric. C. **Assignment Submission.** 85% of measured assignments in applicable courses will be submitted and on time.
GOAL 4	Operational Outcome: Employees will complete professional development aligned with QEP goals. A. **Training Module.** 100% of faculty and staff will initially complete a QEP resources training module. B. **Annual Professional Development.** 100% of faculty and staff will complete a total of two hours of QEP-related professional development annually.

Flight Ready includes course-specific implementations of the interventions listed above as well as template versions for adoption in other courses as the cohort of *Flight Ready* courses expands (see section VI of this document for the QEP implementation plan). Further, the QEP Committee will work with course faculty to develop additional interventions as needed for courses implementing *Flight Ready* SLOs but for which the current interventions are incongruous.

SLO 1.1

SLO1.1 focuses on the ability of students to demonstrate professional written communication, and the initial intervention, 1.1A, does so through email. Select courses include an email assignment to assess this outcome. With text messaging being the primary written communication for many traditional college-age students today, many students are unfamiliar with the conventions of professional business communication. CIS 110 Introduction to Computers is the pilot course for this outcome, and Appendix E contains the course-specific implementation of this assignment. Appendix B provides a course description for CIS 110 Introduction to Computers.

For this assignment, students send a professional email to their instructor near the beginning of the semester with three questions related to the course content that they hope to have answered by the end of the semester. As part of the course content, faculty will teach the norms and conventions of business emails. At the end of the semester, students complete a second email assignment in which they must include the correct recipient and subject line, use an appropriate salutation, ensure that content is relevant to the course/assignment and is well organized, use appropriate business language, use grammar and spelling that is mostly error-free, and use a complimentary close.

SLO 1.2

SLO1.2 addresses verbal professional communication, specifically as it relates to interview and presentation skills. Students' verbal professional communication as demonstrated in a mock interview or presentation will be assessed through a rubric. SLO 1.2A assesses students' verbal communication as demonstrated through a mock interview and SLO 1.2B assesses students' verbal communication as demonstrated through a class presentation.

To facilitate student learning, faculty will provide students with instructional material prior to the assignment of a mock interview or presentation in applicable courses. A Moodle implementation toolkit will provide faculty with this instructional content, including LinkedIn Learning courses and videos, Career Development Services presentations, and external resources such as TED Talks.

SLO 2.1

The intent of SLO 2.1 is that students identified as at-risk in course performance will take action to improve their performance. The institution defines an "at-risk" student as a student with a current grade of less than 70% in any course. There are exceptions to this threshold for MAT 003 Transition Math and nursing courses, which have an at-risk grade

threshold of 80%, and respiratory therapy courses, where the at-risk grade threshold is 78%. The director of Academic Advising issues progress reports to all students who meet the criteria of "at-risk." Typical 16-week courses include two progress report periods—the 20% point of the semester and the 60% point. The first progress report is sent via email and includes instructions to students to reach out to their course instructors and the Academic Resource Center, RCC's tutoring center. The second progress report, sent by both mail and email, includes further instructions on how to withdraw from a course if the student wishes.

SLO 2.1A addresses students' response to low performance indicated on academic progress reports. If at-risk students' course averages in the learning management system (LMS) fall below a specified threshold, progress reports early in the semester notify them that their course average is unsatisfactory and include recommendations that students contact their instructors or tutoring support services to improve. Faculty of courses incorporating this outcome will announce in-class when progress reports are issued.

SLO 2.1B involves submission of a student self-evaluation and improvement plan after the initial progress reports are issued. The plan directs students to record grades and averages from the LMS, to identify behaviors that contributed to success in one area/assignment, and to identify one area in which they need improvement. Faculty provide several success strategies to assist students in this identification. Students then complete a reflection assignment several weeks after the improvement plan in which they report on the implementation and effectiveness of the improvement strategy.

SLO 2.2

SLO 2.2 focuses on the use of instructional feedback for improvement. This outcome is measured in two ways: within a single semester and over a period longer than a semester

SLO 2.2.A addresses longer-term instructional feedback by an assignment in which students establish a LinkedIn profile. This assignment, piloted in ENG 110 Freshman Composition, which focuses on business writing, includes faculty feedback at the time of the LinkedIn profile creation. Profiles are assessed with a rubric, both at the time of the account creation in the course that includes this assignment and at the end of the following semester to determine the extent to which students incorporated feedback.

In SLO 2.2B, faculty provide instructional feedback on a draft or initial assignment submission. When students submit the final version of the assignment, they include a paragraph reflecting on their use of feedback on the final draft. This reflection is assessed with a rubric.

SLO 3.1

SLO 3.1 addresses students' time management. While effective time management is one of the most important qualities in productive students and employees, very few courses in associate degree programs address this quality directly. SLO 3.1A includes a robust two-part time management assignment for courses that do address time management as part

of their course content and will be piloted in ACA 122 College Transfer Success. This course is required for Associate in Arts and Associate in Science students and is usually taken in the first semester. The first part, Time Management Assignment, tasks students with collecting, prioritizing, and organizing their semester calendar. Students then plan when they will complete RCC-related work for all of their current courses, considering all responsibilities and activities outside of the College as well. The first part of the assignment follows faculty instruction on time management techniques, both of which include tutorials on common time management tools. After a week of implementing time management plans, part two of the assignment asks students a series of reflection questions to assess the successful and unsuccessful aspects of their planning. The assignment then asks students to improve the deficient aspects of their time management plan.

SLO 3.1B includes the Completion Plan Assignment, designed for courses that do not include instruction on time management as part of the course content. This assignment can be adapted to fit a variety of course topics and modalities. SLO 3.1B asks students to identify the components of either a larger project, smaller assignment, or course module, as identified by the course instructor. After identifying these components, students plan when they will complete the components (prior to any applicable due dates), considering the expected length of time of completion, their RCC schedule, and their schedule outside of RCC. Students then explain how their plan addresses the expected time of completion, their RCC schedule, and their schedule outside RCC.

SLO 3.1C is a supporting measure for SLO 3.1 that measures the number of on-time student submissions in certain courses. This outcome is implemented in courses taken after the first semester and used to gauge the success of the time management strategies implemented as part of SLO 3.1A.

The Time Management and Completion Plan Assignments are included in Appendix E.

Goal 4
Flight Ready Goal 4 highlights the importance of professional development to the success of the QEP. Goal 4 contains one operational outcome assessed through two measures, (A) and (B). *Flight Ready* requires that all full-time faculty and staff complete an initial LinkedIn Learning QEP resources training (measure A) and two hours of professional development annually (measure B). Full-time RCC employees can count these QEP-related professional development hours towards the 15 hours of professional development required annually.

LinkedIn Learning is the primary method for completing the QEP-related professional development. The QEP Professional Development LinkedIn Learning Path, developed by the QEP Committee, organizes a collection of *Flight Ready*-relevant content from which employees can select to satisfy the two-hour QEP professional development requirement. This includes LinkedIn Learning content on professional communication, initiative, feedback, and time management. An initial in-person LinkedIn Learning introductory training module will be provided in fall 2023 and offered in subsequent semesters for new employees. An online introduction to LinkedIn Learning is also available.

III. IDENTIFICATION OF THE TOPIC

QEP Topic and Relation to Institutional Planning

Rockingham Community College (RCC) serves a diverse group of students, including students seeking to transfer to four-year colleges and others planning to enter the workforce after graduating from RCC. RCC's QEP, *Flight Ready*, aims to improve students' readiness to transfer or enter the workforce by improving soft skills—particularly communication, initiative, reliability, and time management skills. The QEP includes targeted strategies such as in-class activities, campus-wide events, adoption of soft-skills-related course policies, and RCC employee professional development. *Flight Ready* and its prioritizing of soft skills is in alignment with RCC's institutional mission and strategic planning and seeks to make its students stronger candidates for both the workforce and transfer institutions through this focus.

RCC's mission is to enhance individual and community success by fostering life-long learning and economic development through high-quality, accessible education and innovative partnerships. Local and national employers identify new employees' soft skills gaps as among their greatest challenges and identify soft skills as among the most important for employees' long-term success in their organizations, which is put most succinctly by Rick Stephens of Boeing as, "We hire for hard skills. We fire for soft skills." Industrial and institutional research have also widely noted the skill gaps of new employees and recent college graduates. The US Department of Education and Department of Labor both have independent initiatives aimed mostly at young adults and college-age individuals, to address soft skills. These same skills are also necessary for lifelong learning, and RCC's own institutional research indicates that the same skills gaps cited by local employers are often factors impeding students' success. The American Institutes of Research's College and Career Readiness and Success Center includes "lifelong learning skills" as among its key areas of importance for college and career success. In the 2014 edition of its "College and Career Readiness and Success Organizer," the Center defines these skills as fundamentally synonymous with "soft skills," and states that "these competencies are essential to ensure that learners have access to opportunities for advancement and expanded mobility in the postsecondary world" (Balistreri, et al.) The November 2016 edition updates lifelong learning skills to "employability skills" "to better reflect the academic and non-academic skill sets needed for students to succeed in their post-secondary education and workforce choices" ("The College and Career Readiness"). As such, soft skills are an integral component for RCC to achieve its mission to promote economic development and lifelong learning.

An emphasis on soft skills will bolster several areas of RCC's 2019-2023 Strategic Plan, and the *Flight Ready* QEP aligns with the College's 2019-2023 Strategic Plan in several ways. Appendix A includes the College mission and full Strategic Plan. The Strategic Plan is organized into four themes, each supported by multiple goals and outcomes. Across the

four themes, three goals specifically relate to the soft skills of students and RCC employees.

RCC 2019-2023 Strategic Plan
Theme 2: Workforce and Economic Impact
Goal 1: Partner with Business and Industry
- Outcome 1: Work with Rockingham County Economic Development Office to identify emerging workforce needs.

Goal 3: Prepare Students for Entry-Level Employment

Theme 4: College Environment and Effectiveness
Goal 4: Promote the Growth of Faculty and Staff through Orientation, Professional Development, and Wellness Activities

The QEP topic selection process included discussions with Rockingham County Economic Development and a survey of local employers, both of whom identified soft skills as their primary area of concern for new hires. Therefore, well-developed soft skills must be a critical component of entry-level employment, both for RCC students entering the workforce post-graduation and for RCC's transfer students upon completing their bachelor's degrees at partner institutions.

Theme 4 - Goal 4 demonstrates the College's commitment to professional development and a focus on employee's skills. *Flight Ready* will include the requirement for and provisions for faculty and staff to undergo soft skills-related professional development.

Flight Ready is built from and is in alignment with the College's mission and strategic planning. The topic selection process of the QEP, which involved feedback from diverse stakeholders that indicated a need for a focus on soft skills, further supports this alignment.

Topic Selection Process

The College established its QEP Committee in spring 2021. Table 3.1 summarizes the makeup of the original QEP Committee.

Table 3.1 – Original QEP Committee Membership

Name	Title
Kendra Wise	Faculty, Business Administration, QEP Chair (through summer 2021)
Ben Crouch	Faculty, Music, QEP Chair (from fall 2021)
Nadine Jansen	Faculty, Mathematics
Josh Osborne	System Administrator and Data Coordinator
Katie Coleman	Instructional Specialist
Jennifer Lester	Department Chair, Applied Technologies
Angie Pruitt	Program Director, Respiratory Therapy
Dawn-Michelle Oliver	Librarian
John Key	Assistant Professor, Health & Physical Education
Maggie Murray	Director, Student Life
Megan Bailey	Human Resources Specialist
Celeste Allis	Dean, Arts and Sciences/Professor, Mathematics
Terrica Williams	Assistant Registrar/Assistant Director of Records

The committee began its work by seeking input from RCC students, faculty and staff, the RCC Board of Trustees, and community stakeholders to establish the topic. The committee first hosted a campus presentation for faculty and staff that addressed the QEP reaccreditation requirement followed by two town halls. The committee's first presentation was "QEP: The Basics," hosted February 26, 2021, which gave College employees an overview of the purpose and components of the QEP requirement. This meeting emphasized that the QEP topic be one that employees of the College broadly supported and tasked employees with considering how RCC could improve in preparation for the first town hall. In addition, the meeting addressed the reaccreditation process and timeline, examples of sample QEP topics, and sources of institutional data that should be used in identifying areas of improvement that could be QEP topic candidates.

The first town hall, hosted on March 11, 2021, solicited input from the entire College faculty and staff regarding gaps in the College's operation that each felt was most important to their division. 62 RCC employees attended the meeting, including the majority of the College's full-time faculty and applicable staff. Attendees were from the Academic Affairs, Administrative Services, Student Development, and Technology & Institutional Effectiveness divisions. Appendix C gives a list of the attendees of the March 11 town hall. The meeting was facilitated through a series of discussion questions designed to seek input from employees based on their area of expertise. The questions asked at the meeting were:

1. What can RCC do to better serve the students in their academic pursuits?
2. What can RCC do to better support students overall as the College?
3. What is an opportunity for growth at RCC to benefit student learning and success?
4. Can you identify any gaps in student learning and success here at RCC?
5. What concerns, frustrations, or challenges have you heard from students?
6. What can RCC do to help you better support student learning and success?

In response to the first question, discussion immediately revealed several possible QEP topics. Faculty and staff identified RCC's technology; the College's addressing of soft skills and critical reading, career preparation and counseling; and orienting new students as being among the most notable ways the College could better serve students. Several of these topics, particularly soft skills, technology (as "Online Student Success"), and career preparation and planning (as "Mentorship"), were identified as the final three topics under consideration.

Discussion also addressed the importance of a gradual implementation plan to promote successful execution of the QEP. It was suggested that whatever QEP topic was identified should first target select courses based on the needs of those courses before being expanded to the rest of the College. Section VI discusses the implementation details at length, and the plan that was ultimately selected originated in this town hall.

COVID also played a significant part in the discussions at this town hall, although many COVID-related topic suggestions were deemed unsuitable for the QEP given the requisite focus on measurable outcomes or success metrics. Wellness, as an example, was cited as among the most important factors to student success that was being negatively impacted by COVID, but which fell outside the scope of a QEP. However, RCC's shift to remote learning during COVID did reveal areas of improvement that were discussed at the town hall. Remote learning brought the importance of technology literacy sharply into focus. Faculty frequently brought up concerns with students' time management during the town hall, as the fully online modality of courses placed more responsibility on students to self-pace. Finally, the tutoring center was cited as an underutilized RCC resource that could help students through the shift from in-person to online learning. These three items—technology literacy, time management, and the tutoring center—all became elements of the final QEP topic proposals: "Online Student Success" and "Soft Skills."

After the first town hall, discussions of QEP topic candidates centered around several recurring themes:

1. Career Preparation/Planning and Transfer Planning
2. Course Success/Educational Goal Attainment/Retention
3. Diversity, Equity, and Inclusion
4. Soft/Fundamental/Employability Skills

The second town hall, hosted on May 10, 2021, was divided into 10:00 a.m. and 11:00 a.m. groups of concurrent sessions addressing each potential topic area, allowing RCC employees to select any two to attend. The smaller, concurrent sessions allowed the committee to gauge which groups of topics were more valued by faculty and to gather deeper insights into employees' experience and opinions on the topics. Table 3.2 lists the sessions and their attendance.

Table 3.2 – "Town Hall Two" Concurrent Sessions and Attendance

Topic	Attendance 10 AM Session	Attendance 11 AM Session	Total
Career Preparation/Planning and Transfer Planning	13	11	24
Course Success/Educational Goal Attainment/Retention	15	24	39
Diversity, Equity, and Inclusion	17	12	29
Soft/Fundamental/Employability Skills	18	19	37

As with the first town hall, each concurrent session was structured as a series of prompting questions, adapted from the list below:

1. How could you incorporate <insert topic> in the classroom (or in your course)?
2. How could <insert topic> contribute to improving student success?
3. How could <insert topic> contribute to improving student learning outcomes?
4. What could make you a more effective advisor? (if applicable to your topic)
5. How could the College improve on <insert topic>?
6. How do we know what <insert topic> are important to students at RCC? How is this determined?
7. What does <insert topic> mean to you (or look like to you)?
8. Is there adequate faculty and staff professional development and training on <insert topic>?
9. Are there any services you feel are lacking in <insert topic> that could better serve students?
10. How can we increase outreach to the community/enrollment?
11. Do you think RCC is doing enough to help students graduate?

The need for professional development was a common theme in the discussion across all sessions. Each session responded to this question by stating that professional development was inadequate for each potential QEP area. In several of the town hall sessions, faculty and staff discussed the need for professional development before the question was asked. Professional development in soft skills is a fundamental component of *Flight Ready* in part because of its early identification as a necessary component, no matter the QEP topic selection. A second common theme that arose in all sessions was that each topic (career planning and counseling; diversity, equity, and inclusion (DEI); and soft/fundamental/employability skills) would contribute in its way to overall student course success and goal attainment, suggesting that "course success" on its own was too broad to be a viable topic, which was also indicated in that session's discussion.

Career Preparation/Planning and Transfer Planning Town Hall Sessions
In the career planning and counseling sessions, discussion first centered around the particulars of how courses within the three academic divisions (Arts and Sciences, Workforce Development, and Health Sciences and Public Service Technologies) could incorporate this topic. Examples presented ranged from using specific assignments in

English courses to ride-along experiences for Criminal Justice Technologies. Discussion also touched on students' use of tutoring and the inclusion of more career counseling in both advising and ACA 122 College Transfer Success, which is required for all Associate in Arts and Associate in Science students.

Course Success/Educational Goal Attainment/Retention Town Hall Sessions

Students' overall course success rates, goal attainment, and retention were identified as closely-related but separate topics from the first town hall. The two course success discussion sessions revealed that while these were the end goals of a QEP, they alone could not be the QEP topic. The sessions then moved on to discussions of possible QEP topics to address these goals. The sessions began by defining "student success," and faculty and administration identified that success varies greatly from program to program. The vice president for Academic Affairs defined success in terms of the College's Strategic Plan as exceeding "average" completion rates. Some programs have state-mandated metrics for "course success," and others, such as the Associate in Fine Arts - Visual Arts program, view students' final portfolio as a more important gauge of success than course grades. Other faculty mentioned student engagement and interest in their program of study as a better indicator of present and future success than course grades.

Discussion then turned to what "success" means to students, and whether students have adequate study and fundamental skills to achieve success. In both sessions, this discussion led to soft skills and career preparation. Discussion regarding soft skills revolved around lack of study skills, time management skills, and unreliability in completing coursework as barriers to success. Subsequent QEP proposals focused on improving or modifying existing student requirements and course content as well as leveraging existing student support and data collection infrastructure rather than trying to add on to students' degree requirements or courses' content. The panels also suggested adding study skills modules to each course. While this was a component of *Flight Ready* for the early stages of the QEP development, it was later dropped due to constraints in courses' scope and time.

Both course success panels also addressed goal attainment and career planning as being closely linked. Several faculty and staff introduced the possibility of a mentorship program to promote student goal setting (and thus degree completion). Mentorship became one of the final QEP topics under consideration but was rejected in favor of soft skills. In addition, both panels addressed the need for beginning with a select cohort of courses or students and then expanding to the entire College, mirroring this suggestion from the first town hall. This gradual implementation approach became a key factor in the development of the *Flight Ready* plan.

Diversity, Equity, and Inclusion Town Hall Sessions

The discussion in the DEI sessions echoed themes from other sessions. First, DEI is an important component of students' engagement with their programs of study. If faculty present course content in a way that is relevant to students, students can more easily see its value and application. Second, RCC employees need more professional development in

this area. Both sessions addressed ways that courses can meet students' needs regarding DEI, but both also questioned the topic's suitability as a QEP, given the difficulty in measuring and assessing the success of DEI initiatives.

Soft/Fundamental/Employability Skills Town Hall Sessions
RCC ultimately selected a QEP related to soft skills, and the two town hall sessions on soft skills addressed many of the components of *Flight Ready*. Both panels raised four foundational questions that would later become part of the literature review process:

1. How are 'soft skills' defined?
2. Which soft skills should be the focus of a QEP?
3. How should soft skills be addressed in the classroom?
4. How can soft skills be measured or assessed?

While *Flight Ready* is based in part on the review of current soft skills-related literature, both panels provided initial answers to some of these questions that would later be a part of the QEP. The most frequently cited and discussed skills in response to "which soft skills" were professional written and verbal communication, taking initiative in goal attainment, reliability in completing course work, and time management. Several workforce development faculty and staff indicated that conversations with Rockingham County employers mirrored these suggestions. Surveys administered to county employers, discussed later in this session, are also in agreement. In discussing how RCC courses can address these skills, both sessions agreed that students must demonstrate soft skills and that they cannot be taught in isolation from being demonstrated. Academic research in soft skills supports this. Neither initially answered the fourth of these questions, related to measurement and assessment. Literature indicates that soft skills assessment remains a difficult component of teaching soft skills. The "Literature Review" section of this document discusses this at length, and the "Assessment" section outlines the assessment approach *Flight Ready* uses.

Student buy-in and professional development were points of discussion common to both panels. Both panels agreed that students often do not see the value or relevance of soft skills, an assessment that is confirmed in the student survey administered by the QEP Committee in fall 2021. However, both panels (and subsequent surveys of RCC employees and local employers) agreed that soft skills are a key component of successful students and employees, and so identified the importance of marketing and framing the QEP in a way to achieve broad student support. The concept of leading by example is one component of this, and the panels suggested that a soft skills QEP must include a professional development component so that RCC employees also demonstrate the skills for which students would be held accountable.

Survey Administration

From the town hall meetings, the QEP Committee identified several potential areas of focus for the QEP as well as components and approaches for addressing each. While a general assessment of which were more important to faculty and staff could be derived from the attendance and discussions of the second town hall, the QEP Committee agreed that surveying RCC students, employees, and members of the College's service area would give the most inclusive feedback on the College's needs for improvement and the most accurate indication of which QEP topics were most important to RCC stakeholders.

In the fall of 2021, the QEP Committee administered three surveys—one to students, one to RCC employees, and one to the Rockingham County service area. Appendix D contains the question sets included in each survey. In the student survey, administered in September 2021, students indicated the need for better communication from RCC employees as well as the need for stronger online course offerings. The committee's review determined that many items brought up by students indicated misunderstandings and unawareness of RCC resources available to them. The faculty and staff survey, also administered September 2021, indicated support for soft skills and online course improvement as a topic for the QEP. The community survey, administered November 2021, included responses from the College's Board of Trustees, the three county Chambers of Commerce, Rockingham County Schools' administrative office, and the administration and counselors of all five Rockingham County high schools. This survey most overwhelmingly supported soft skills as a topic, with most respondents indicating that soft skills are new hires' weakest attributes. Table 3.3 below shows the average portion of responses favoring each QEP topic.

Table 3.3 – QEP Topic Survey Results

Proposed QEP Topic	Student Survey	Employee Survey	Community Survey
Soft Skills/Fundamental Skills/Employability Skills	12.7%	21.9%	62.6%
Career Preparation/Career Planning/Transfer Planning	7.1%	8.9%	16.7%
Diversity/Inclusion/Campus Climate	12.0%	18.0%	0.0%
Advising/Course and Degree Planning/Scheduling	16.7%	17.2%	16.7%
Course Success Rates/Educational Goal Attainment/Retention	28.3%	20.7%	4.2%
Online Student Success	n/a*	n/a*	n/a*

Online Student Success was a topic added after the survey process due to responses to the student survey.

The committee developed and presented detailed proposals to the president's Cabinet at the conclusion of the fall 2021 semester, and in January 2022, the Cabinet voted to proceed with soft skills as the QEP topic.

QEP Subgroups

Beginning in spring 2022, the committee identified the need for and selected membership for several subgroups. The research subgroup, consisting of the QEP chair, English faculty, and the vice president for Student Development, began by examining institutional studies and other literature relating to soft skills. The subgroup's tasks supported five goals: to become familiar with the definitions and context of soft skills in current literature, to find research that justifies the selection of soft skills in general as a topic of focus, to find research supporting the particular soft skills of RCC's QEP, and to identify best practices in teaching and assessing soft skills (this last of which strongly suggests that soft skills training works best when students practice exhibiting those skills but provided few frameworks for assessing students' soft skills).

Figure 3.4 – QEP Committee and Subgroups

The outcomes and assessment subgroup consisted of faculty from two academic divisions, a former department chair from the third, a data analyst from Technology and Institutional Effectiveness, and was chaired by the dean of Arts and Sciences. This subgroup first worked to devise a set of soft skills-related student learning outcomes (SLOs) that would be applicable to students in each of the College's divisions. The soft skills chosen were ones that research supports as being among the most important—critical thinking, problem solving and decision making, time and resource management, communication, cultural sensitivity, interpersonal skills, teamwork, and reliability and dependability.

The subgroup then collected and evaluated various strategies, assessments, and measures that could be used to address these soft skills. The subgroup eliminated several proposed soft skills to manage its scope and ensure that all outcomes were able to be supported by assessment and institutional effectiveness data, and selected three soft skills: communication, initiative, and reliability. Surveys of RCC faculty, staff, and the Rockingham County community as well as conversations with and feedback from the Rockingham County Center for Economic Development further confirm these skills as the most important. Further, these skills are in alignment with those identified by the National Association of Colleges and Employers (NACE), a professional organization that focuses on and forecasts hiring trends for college-educated employees. In its "Competencies for a Career-Ready Workforce, NACE identifies eight career-readiness competencies:

1. Career & self-development
2. Communication
3. Critical Thinking
4. Equity & Inclusion
5. Leadership
6. Professionalism
7. Teamwork
8. Technology

The QEP *Flight Ready* is in alignment with these competencies and their sample behaviors (NACE), as summarized in Table 3.5.

Table 3.5 – Alignment of NACE Competencies and Flight Ready

NACE Career Readiness Competency (NACE, 2021)	Sample Behaviors	*Flight Ready* Goal
Career & Self-Development	Identify areas for continual growth while pursuing and applying feedback.	Goal 2: Initiative
	Professionally advocate for oneself and others.	
Communication	Understand the importance of and demonstrate verbal, written, and non-verbal/body language, abilities.	Goal 1: Professional Communication
	Communicate in a clear and organized manner so that others can effectively understand.	
Leadership	Plan, initiate, manage, complete, and evaluate projects.	Goal 3: Reliability
Professionalism	Demonstrate dependability (e.g., report consistently for work or meetings).	Goal 3: Reliability
	Prioritize and complete tasks to accomplish organizational goals.	
	Show a high level of dedication toward doing a good job.	Goal 2: Initiative

The Professional Development subgroup was chaired by the director of Institutional Effectiveness and Accreditation and included the director of Career Development and Testing Services, the director of the Center for Teaching and Learning, the human resources specialist, an academic advisor, a College and Career Readiness instructional specialist, and faculty from several of the College's divisions. The task of this subgroup was to develop a plan to address the QEP goal 4, which states that "Faculty and staff will participate in training related to the development and incorporation of soft skills instruction in student coursework and activities." The subgroup determined a need to curate professional development material related to employability skills to provide for faculty and staff. After exploring multiple training modules as potential solutions, including soft skills modules developed by the North Carolina Community College System and LinkedIn Learning, the subgroup recommended a LinkedIn Learning trial period to explore the functionality of the tool as it related to the QEP goals.

The marketing subgroup was chaired by the registrar and included the director of Public Information, director of Student Life, public services librarian, and an Art faculty, and promoted the success of the QEP through various activities. The subgroup established the name and logo of the QEP and placed preliminary orders for *Flight Ready* promotional items. The subgroup also organized the presence of QEP Committee members at several student events in the spring 2023 semester to provide information to students about the upcoming QEP. These events include the Student Services Fair and the Spring Fling. One of the summer groups, led by a co-chair of the QEP Implementation subgroup, continued marketing efforts continued through summer 2023.

In fall 2022, the College established an Implementation subgroup to consolidate efforts of the existing subgroups and plan for the fall 2023 pilot group. The Implementation subgroup consisted of faculty from all three academic divisions as well as staff from Academic Affairs, Technology and Institutional Effectiveness, and Student Development. The Implementation subgroup collaborated with faculty to identify pilot courses, collected baseline data, and developed a marketing plan to share the QEP campus wide. From the recommendation of the Professional Development subgroup, the Implementation subgroup participated in the LinkedIn Learning trial period and voted to support a college-wide subscription to serve as a resource for the QEP. Beyond providing a platform for professional development, the platform would serve as a resource for faculty incorporating QEP-related interventions in their classrooms, both as a guide for creating RCC-specific authentic content and as a supplement to interventions outside LinkedIn.

Refining the Outcomes

Several courses began collecting baseline data in the spring 2023 semester, in part to allow for refining the SLOs to include specific measures. The SLOs measured were:

- SLO 2.1: Students identified as at-risk in course performance will take appropriate steps to improve their academic performance.
- SLO 2.2: Students will utilize instructional feedback.
- SLO 3.1: Students will develop strategies to manage their time more effectively.

The courses measured included those that would form the pilot group in the 2023-2024 academic year as well as a larger selection of courses on a volunteer basis that represented all three academic divisions of the College. Table 3.6. below shows a summary of that data.

Table 3.6 – Spring 2023 Baseline Data

Student Learning Outcome	Measure	Result		
SLO 2.1	Percentage of students identified as at-risk in course performance who then contacted their instructor.	18.75%		
SLO 2.2	Percentage of students who accessed assignment feedback within one week of grading.	36.99%		
SLO 3.1	Percentage of students who submitted two instructor-selected assignments on time.*	83.76%	89.04%	78.30%

* Percentages given as total, assignment 1, and assignment 2. Assignment 1 is from the 20% point of the course or before; assignment 2 is from the 60% point or after.

The QEP Implementation subgroup split into smaller QEP intervention development groups in summer 2023 that would each examine either one or several QEP outcomes. The goals of these groups were to make final revisions to the QEP goals and outcomes, to create assignments and assessment materials (rubrics and checklists) for 2023-2024 pilot courses, and to evaluate LinkedIn Learning for use as an instructional tool with each outcome. The following section, "Support for the Topic," discusses the full makeup of the small groups.

Figure 3.7 - Summer 2023 Intervention Development Groups
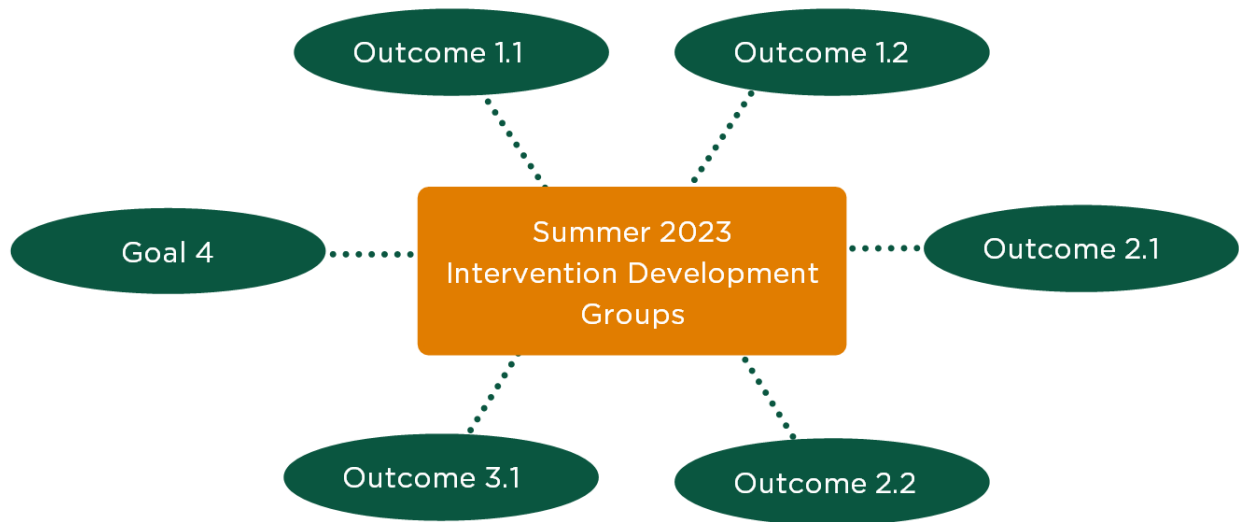
The SLOs, besides needing to be reworded to incorporate the baseline data collected in spring 2023 and to be measurable, were also re-examined to ensure alignment both with the broader goals of the QEP and with the interventions and measures that supported the SLOs. Throughout summer 2023, the intervention development groups worked to create rubrics for assessment as well as specific assignments and other interventions for the 2023-2024 pilot courses that address each of the SLOs. The interventions were designed in a way that is appropriate in terms of content for their respective pilot courses, but which could be adapted for broader use in subsequent academic years as the QEP is implemented more broadly throughout the College. The primary function of the assessment materials is to give QEP assessors a framework for measuring the success of the QEP, but the materials were also designed so that faculty of pilot courses could use them in assessing the assignments for their course.

Finally, while the most immediate use of LinkedIn Learning during the 2023-2024 pilot year was as a professional development tool, each intervention development group evaluated LinkedIn Learning content for its appropriateness either as a supplement to or resource for the assignments developed by the group or as a starting point from which to create those assignments. Appendix E contains the ACA 122 Time Management Assignment, which uses LinkedIn Learning to provide instructional videos for various time management tools to be used as part of that assignment.

IV. SUPPORT FOR THE TOPIC

Introduction

Rockingham Community College's (RCC) *Flight Ready* QEP is a product of many constituencies of the College, and the development of the QEP was consistently directed in a way that ensured the topic and implementation have broad-based support of these constituencies. Broad-based support for the topic identification and implementation of the QEP is evidenced through the topic selection committee makeup, stakeholder involvement in town halls and surveys, and implementation guided by specialized development groups. The membership of the QEP Committee and subgroups was intentionally composed to include a range of College faculty and staff serving in diverse roles to best represent all divisions of the College. In addition, all topic selection decision-making was done by committee votes based on outreach to RCC faculty, staff, students, the Board of Trustees, and the community of the College service area. During the QEP implementation, the committee consulted with faculty of courses selected for assessment to help with design and implementation decisions.

Committee Makeup

Throughout the development and implementation of the QEP, RCC has been committed to broad representation of College employees in staffing the QEP Committee and subgroups. In so doing, RCC's administration and QEP leadership have sought to ensure broad-based support for the topic and implementation of the QEP through involvement of as many employees as possible throughout the process. This allows decisions made by the QEP Committee and subgroups to represent the input of the College as a whole. Additionally, students of all three of the College's academic divisions are represented by faculty on the committees and are considered in the topic and implementation details of the QEP.

RCC's QEP Committee was responsible for identifying and developing the QEP topic. Following the selection of the topic, the QEP Committee identified the need for other subgroups to focus on QEP outcomes and assessment, implementation, professional development, marketing, and review of soft skills literature, and formed subgroups dedicated to these tasks in the spring of 2022. Each subgroup was led by and contained membership from the original QEP Committee but involved other RCC employees as well. In spring 2021, the president appointed the QEP Committee and subgroups based on recommendations from the associate vice president for Technology and Institutional Effectiveness.

Table 4.1 summarizes the membership of the QEP Committee and subgroups.

Table 4.1 – Membership of QEP Committee and Subgroups

Name		Title	QEP	O/A	I	M	PD	R
Celeste	Allis	Dean, Arts and Sciences/Professor, Mathematics	X	C	X			
Jennifer	Lester	Director, Corporate Education and Training	X	X	X			
Angie	Pruitt	Program Director, Respiratory Therapy	X	X	X			
Terrica	Williams	Assistant Registrar/Assistant Director of Records	X		X	C		
Ben	Crouch	Faculty, Music	C		CC			C
Josh	Osborne	Systems Administrator	X	X	X			
Megan	Bailey	Human Resources Specialist	X				X	
Katie	Coleman	Instructional Specialist, College and Career Readiness	X				X	
Nadine	Jansen	Faculty, Mathematics	X					
John Key	Key	Assistant Professor, Health & Physical Education	X					
Maggie	Murray	Director, Student Life	X					
Dawn-Michelle	Oliver	Librarian	X					
Kendra	Wise	Faculty, Business Administration	C					
Gabe	Rumley-Smith	Director, Center for Teaching and Learning		X	X		X	
Anne Marie	Ross	Faculty, Associate Professor, Psychology		X	X			
Lori	Murphy	Department Chair, Mathematics and Learning Support Services, Assistant Professor, Mathematics		X				
Daniel	Pruitt	Faculty, Assistant Professor, English		X				
Daniel	Huff	Director, Student Life and Athletics			X	X		
Laura	Jennings	Director, Institutional Effectiveness and Accreditation;			X		C	
Thomas	Knight	Faculty, Information Technology			CC		X	
David	Dillard	Interim Dean, Workforce Development, Department Chair, Applied Technologies			X			
Howie	Stacy	Learning Management System and Website Administrator			X			
Phil	Haralam	Faculty, Program Coordinator, Fine Arts Program				X		
Gerri	Hunt	Director, Public Information				X		
Russell	Martin	Public Services Librarian				X		
Kim	Pryor	Director, Development; Executive Director, RCC Foundation				X		
Alana	Baker	Faculty, Assistant Professor, English					X	
Valerie	Freeman	Academic Advisor					X	
Gwendolyn	Roy	Director, Career Development and Testing Services					X	
Bob	Lowdermilk	Vice President, Student Development						X
Ivy	Rutledge	Faculty, English						X

QEP: QEP Committee; primarily responsible for topic selection.
O/A: QEP Outcomes and Assessment Subgroup.
I: QEP Implementation Subgroup.
M: QEP Marketing Subgroup.
PD: QEP Professional Development Subgroup.
R: QEP Research Subgroup; conducted the literature review.

"C" indicates committee chair.

"CC" indicates committee co-chair; Kendra Wise chaired the QEP Committee from spring to summer 2021; Benjamin Crouch chaired the QEP Committee from fall 2021 through present.

The president selected members for the QEP Committee in a way that would ensure the broadest possible support of the QEP by directly involving many employees from every applicable division of the College. Membership of the QEP Committee and subgroups is drawn from faculty, administration, and staff from Academic Affairs, Administrative Services, Student Development, and Technology and Institutional Effectiveness. The QEP Committees together represent roughly 25% of RCC's employees in those divisions. In addition, the committees include members from all three academic divisions and staff from all applicable divisions of the College. Each committee contains both faculty and staff or administration, and the committees together represent every level of full-time employment at the College with the exception of the president. Finally, the chairs of the QEP Committee and the co-chairs of the QEP Implementation subgroup are all teaching faculty. This was to ensure that student-facing employees, rather than College leadership, guided the processes of topic selection and implementation.

Topic Selection: Town Halls

Throughout the topic selection process, the QEP Committee's actions and decisions were based on the input of as many RCC stakeholders as possible so that the QEP would have broad-based support. The committee developed potential topics in response to feedback from RCC faculty, staff, students, and members of the College's service area. The topics selected as finalists to be voted on by the president's Cabinet were chosen based on their support by all RCC stakeholders, and *Flight Ready*, unanimously supported by the Cabinet's vote, was also favored by RCC's faculty, staff, and service area in surveys administered by the committee. In every step, the QEP Committee worked to ensure broad-based support of the topic. The topic selection process is detailed in the section "Identification of the Topic." This section will address how the topic selection actions demonstrate broad-based support.

The QEP Committee's first steps in selecting a topic involved planning campus meetings and surveys to solicit RCC employee, student, and community feedback regarding a QEP topic. In the committee's first meeting, the committee discussed SACSCOC requirements, including that the QEP should be data-driven and in alignment with RCC's institutional planning. The committee's purpose was defined as "identifying" a topic from input from the campus community and connecting that topic to the College's mission and strategic plan. Because of this, the first QEP events were planned with the goal of soliciting RCC employee input.

The first two planned events for the committee were the "QEP: The Basics" presentation and the first town hall event. The purpose of "QEP: The Basics" was to inform RCC employees of the purpose and requirements of the QEP for reaccreditation to prepare them for providing input and feedback in the following town hall meeting. More than half of RCC's applicable employees—full-time faculty (representing all three academic divisions) and staff in the divisions of Academic Affairs, Student Development, and Technology & Institutional Effectiveness—attended the first town hall meeting. Much of

what was discussed at this town hall remained in the topic selection process throughout that process. The QEP Committee deliberately posed questions to faculty and staff from outside the committee to elicit QEP topic suggestions based on the experiences unique to their roles at RCC:

1. What can RCC do to better serve the students in their academic pursuits?
2. What can RCC do to better support students overall at the College?
3. What is an opportunity for growth at RCC to benefit student learning and success?
4. Can you identify any gaps in student learning and success here at RCC?
5. What concerns, frustrations, or challenges have you heard from students?
6. What can RCC do to help you better support student learning and success?

In response to these questions, faculty and staff suggested topics in the areas of:

1. Improvements to College technology
2. Soft skills
3. Critical reading
4. Career preparation and counseling
5. Orienting new students to college

These topics are all included in or support the components of RCC's Strategic Plan and are consistent with the College's mission. However, the town hall process demonstrates the committee's effort to identify a topic relevant to and fully supported by the RCC faculty and staff.

Those efforts continued in the second town hall, which was divided into groups of concurrent sessions addressing potential topic areas. RCC employees could select one of four sessions at each of the two times. The sessions were

1. Career Preparation/Planning and Transfer Planning
2. Course Success/Educational Goal Attainment/Retention
3. Diversity, Equity, and Inclusion
4. Soft/Fundamental/Employability Skills

While the final topic selection for the QEP was related to soft skills, several discussion items were common to some or all the sessions. These broadly supported ideas continued into the final soft skills topic. RCC faculty and staff widely agreed that professional development was needed, whatever the QEP topic. *Flight Ready* includes as one of its key goals that RCC employees include soft skills training as part of their professional development requirements. Faculty who attended the soft skills sessions identified professional development as a key component of securing support from students of the QEP, stating that RCC employees must lead by example, both in soft skills training and in demonstrating the soft skills sought by employers. Further, faculty who attended the course success sessions mentioned soft skills related to study habits and reliability as key

components of student success, and faculty in both course success sessions identified these skills as needing improvement in RCC students.

The town hall meetings sought to solicit input from the campus at large in identifying the most broadly impactful QEP topic for the RCC community, starting with RCC faculty and staff. Enlisting all faculty and staff in this process ensured that the topics identified by this point in the selection process had the broad-based support of College employees. From this starting point, the QEP Committee then more widely surveyed the larger RCC community to identify and help select a topic supported by RCC students and the College service area.

Topic Selection: Surveys

After organizing the feedback from the two town halls into several possible QEP topics, the QEP Committee administered three surveys to the RCC community—for the students, for the faculty and staff, and for members of the College's service area. Table 4.2 lists the numbers of surveys sent and responses for each.

Table 4.2 – QEP Committee Surveys

Population	Surveys Sent	Responses	
RCC Students	1897	245	12.92%
RCC Faculty and Staff	160	85	52.13%
Rockingham County Service Area	615	101	16.42%

The surveys, like the town halls, aimed to solicit feedback from RCC stakeholders to identify the topics most relevant to those stakeholders. Also like the town halls, the survey was organized around a series of prompting and open-ended questions designed to gauge what was important to RCC's employees, students, and service area as well as what aspects of the College needed improvement. Appendix D lists the full content of each survey, but a summary of the questions that produced the most varied and useful responses is presented below.

Student Survey
- Have you experienced any specific challenges at RCC? If so, what?
- In which area could RCC improve the most (ranked list)
- What could RCC do in the classroom to better help you learn?
- Do you feel like RCC is helping you make progress towards your educational goals? Why or why not?

Employee Survey
- As far as student learning and success are concerned, where could RCC improve?
- Do you think RCC is doing enough to help students graduate? What else can we do, if not?

- What is one thing that you wish would happen on a regular basis that would increase the success rate for RCC students?
- Are there any services you feel are lacking in your area that could better serve students?
- Are there any services we don't currently offer that you believe would benefit our students?
- If you could pick a QEP topic, what would it be?

Community Survey

- What qualities do you wish to see or wish to see further developed in RCC graduates?
- Are there any additional comments you have? (open-ended comment box)

Table 4.3 summarizes the responses to the surveys.

Table 4.3 – QEP Topic Survey Results

Proposed QEP Topic	Student Survey	Employee Survey	Community Survey
Soft Skills/Fundamental Skills/Employability Skills	12.7%	21.9%	62.6%
Career Preparation/Career Planning/Transfer Planning	7.1%	8.9%	16.7%
Diversity/Inclusion/Campus Climate	12.0%	18.0%	0.0%
Advising/Course and Degree Planning/Scheduling	16.7%	17.2%	16.7%
Course Success Rates/Educational Goal Attainment/Retention	28.3%	20.7%	4.2%
Online Student Success	n/a*	n/a*	n/a*

Online Student Success was a topic added after the survey process due to responses to the student survey.

The QEP Committee sent the survey to all current RCC students, full-time and part-time. Student responses indicated a need for better communication from RCC employees and a need for stronger online course offerings. Responses to the RCC faculty/staff survey, sent to all full-time faculty and all full-time and regular part-time staff, mirrored the student survey in suggesting improvement of online courses and also included strong support for soft skills as a topic. The community survey was administered to RCC's Board of Trustees, the three county Chambers of Commerce, Rockingham County Schools' administrative office, and the administration and counselors of all five Rockingham County high schools, and responses overwhelmingly indicated that the greatest need for improvements in students and graduates was in soft skills. RCC's final QEP topic selection was soft skills, although topics related to online student success and mentorship remained in consideration in response to the surveys until the final topic selection. The committee developed the topic proposals for soft skills, online student success, and mentorship in response to the feedback received from faculty/staff, students, and the broader RCC community via the surveys, ensuring broad-based support for the topic.

After selecting soft skills as the QEP focus, the QEP Committee sought additional feedback from Rockingham County employers about the specific soft skills most needed or lacking in their new hires. The responses to the RCC Community Survey indicated a greater need for written and verbal communication, typically with clients or customers; a stronger work ethic; and more reliability in attending and remaining at work when expected. On August 31, 2022, a meeting between members of the QEP Committee and the Rockingham County Center for Economic Development confirmed this feedback.

The QEP Committee took the responses from the RCC Community Survey and the discussion with the Center for Economic development in conjunction with internal committee discussions and the results of the literature review to select professional communication, initiative, and reliability as the soft skills the QEP should address. With the assistance of the Center for Economic Development, a member of the committee presented to the Rockingham County Personnel Association and solicited any feedback or suggestions on these chosen soft skills, of which there was none.

Implementation

Once the soft skills topic selection was complete, focus shifted to developing, selecting, and finalizing implementation details, and it is at this point that several QEP design and implementation subgroups became active. The membership of each subgroup broadly represented the College. Once the data collection and pilot processes began, faculty participation was largely opt-in to ensure faculty buy-in. Finally, faculty of QEP pilot courses aided in developing interventions to be implemented in their classes. Applicable staff developed out-of-class strategies as well.

Beginning in spring 2022, the QEP Committee identified the need for and selected membership for several subgroups that became the Research, Outcomes and Assessment, Implementation, Marketing, and Professional Development subgroups. The section "Identification of the Topic" details the roles of these subgroups. The makeup of these committees was selected to ensure the broadest representation of the College on each committee. Table 4.1 summarizes the membership of all QEP Committees.

The Outcomes and Assessment subgroup consisted of faculty from two College divisions, Arts and Sciences and Health Sciences and Public Service Technologies, and a former department chair from the third academic division, Workforce Development. The subgroup also consisted of staff from two applicable divisions of the College: Academic Affairs and Technology and Institutional Effectiveness. Since development of stronger soft skills was identified as a need for all students at RCC, a QEP that addresses soft skills must be relevant for all RCC students. To develop a robust QEP that engendered broad-based support, the Outcomes and Assessment subgroup was comprised of faculty and staff representing the entire College and with expertise in program and institutional outcomes and assessment.

The membership of the Implementation and Professional Development subgroups was similarly diverse. The QEP Implementation subgroup contained faculty from all three academic divisions as well as staff from Academic Affairs, Technology and Institutional Effectiveness, and Student Development. Part of the implementation goal for the QEP was to involve as many divisions of campus as appropriate and possible in the interventions of the QEP, and having faculty and staff from those divisions ensured each division was empowered to give input in the development of those interventions. The same is true with the QEP Professional Development subgroup, which included faculty from two academic divisions and staff from Student Development, Arts and Sciences, Technology and Institutional Effectiveness, and Human Resources.

Beyond the makeup of the committees involved with implementation, the implementation process itself has been conducted in a way that allows the broadest involvement of faculty and staff as possible. Collection of baseline data for assessment began in the spring 2023 semester. This process was detailed in the beginning-of-term faculty meeting, and 19 faculty across all three academic divisions volunteered to contribute attendance, assignment completion, and student contact data to establish a pre-implementation baseline.

The pilot phase of the QEP begins in fall 2023, and the pilot course group was selected based on the division and content of the particular courses to ensure alignment with QEP student outcomes. Appendix B includes a list of pilot courses and course descriptions. Faculty of each pilot course were consulted after their course was selected and in most cases were involved in developing the interventions for their course. In some cases, faculty members of the QEP Committee or subgroups volunteered their own courses for the pilot. Table 4.4 lists the cohort of pilot courses and their associated student learning outcomes (SLO).

Table 4.4 – Pilot Courses by Outcome and Academic Division

	Arts & Sciences	Workforce Development	Heath Sciences & Public Service Technologies
SLO 1.1: Students will produce effective written professional communication.			
A. Email Assignment 90% of students will complete all items on the Email Assignment checklist.		CIS 110 Introduction to Computers	
SLO 1.2: Students will produce effective verbal professional communication.			
A. Mock Interview 85% of students will score a 3 on all QEP-identified elements of the mock interview rubric.		WBL 110 World of Work	RCP 210 Critical Care Concepts
B. Presentation 85% of students will score a 3 on all QEP-identified elements of the presentation rubric.		ISC 220 Lean Manufacturing	
SLO 2.1: Students identified as at-risk in course performance will take appropriate steps to improve their academic performance.			
A. Progress Reports 1) 50% of students will contact their instructor or tutoring services within one week of receiving a progress report. 2) 70% of students who contacted their instructor after receiving a progress report will improve their grade by the second progress report period.	ENG 111 Writing and Inquiry		
B. Self-Evaluation and Improvement Plan 1) 50% of students receiving a progress report will complete the Self-Evaluation and Improvement Plan. 2) 50% of students who completed the Self-Evaluation and Improvement Plan will complete the Self-Evaluation and Improvement Plan Reflection will score passing or higher on the Reflection rubric. 3) 75% of students who complete the Self-Evaluation and Improvement Plan and Reflection will improve their course grade.	MAT 171 Precalculus Algebra		
SLO 2.2: Students will utilize instructional feedback.			
A. LinkedIn Profile 70% of students will score a passing or higher on QEP-identified elements of the LinkedIn Profile Assignment rubric.		ENG 110 Freshman Composition	
B. Draft and Final 70% of students will score a passing or higher on the Feedback rubric.			ENG 112 Writing/ Research in the Disciplines *(Health Sciences Section)*
SLO 3.1: Students will develop strategies to manage their time more effectively.			
A. Time Management Assignment 85% of students will score passing or higher on the Time Management Assignment rubric.	ACA 122 College Transfer Success		
B. Completion Plan Assignment 85% of students will score passing or higher on the Completion Plan Assignment rubric.	MAT 152 Statistical Methods I		
C. Assignment Submission 85% of measured assignments in applicable courses will be submitted and on time.	ENG 232 American Literature II, ENG 242 British Literature II, MAT 272 Calculus II, PHY 151/2 College Physics I/II, PSY 241 Developmental Psychology		

Most of the intervention development occurred in the summer of 2023 and consisted of several small groups that were typically responsible for one or two of the QEP outcomes. During the pilot phase, each SLO will be addressed in one or two courses. Most of the faculty of those courses were in the QEP intervention development groups meeting during the summer. Table 4.5 lists the personnel of the development groups.

Table 4.5 – Summer 2023 Intervention Development Groups

SLO 1.1 (Professional Written Communication)	
Thomas Knight	Faculty, Information Technology; QEP Implementation Co-Chair
Josh Osborne	Systems Administrator
Corry Bouldin	Academic Advisor
Karen Astuto	Assistant Professor, Mathematics
SLO 1.2 (Professional Verbal Communication)	
Laura Jennings	Director, Institutional Effectiveness and Accreditation; QEP Professional Development Chair
David Dillard	Interim Dean, Workforce Development; Department Chair, Applied Technologies
Sarah Evans	Department Chair, Business Technologies; Assistant Professor, Business Administration
Angie Pruitt	Program Director, Respiratory Therapy
Alana Baker	Assistant Professor, English
SLO 2.1 (Improving Academic Performance)	
Celeste Allis	Dean, Arts and Sciences/Professor, Mathematics; Chair, QEP Outcomes/Assessment Committee
Ivy Rutledge	Faculty, English
Lori Murphy	Department Chair, Mathematics
Lori French	Department Chair, Science
Jennifer Cox	Director, Academic Advising
SLO 2.2 (Instructional Feedback)	
Celeste Allis	Dean, Arts and Sciences/Professor, Mathematics; Chair, QEP Outcomes/Assessment Committee
Anne Marie Ross	Associate Professor, Psychology
Gabe Rumley-Smith	Director, Center for Teaching and Learning
Tim Parrish	Department Chair, English and Language Studies
SLO 3.1 (Time Management)	
Ben Crouch	Faculty, Music; QEP Chair (from fall 2021), QEP Research Chair, QEP Implementation Co-Chair
Morgan Peterson	Instructional Designer
Valerie Freeman	Academic Advisor
Nadine Jansen	Faculty, Mathematics
Goal 4 (Professional Development)	
Laura Jennings	Director, Institutional Effectiveness and Accreditation; QEP Professional Development Chair
Megan Bailey	Human Resources Specialist
Jennifer Lester	Director, Corporate Education and Training
Gwendolyn Roy	Director, Career Development and Testing Services
Gabe Rumley-Smith	Director, Center for Teaching and Learning
Alana Baker	Assistant Professor, English

The makeup of each intervention development group was selected based on group members' expertise, to facilitate communication with the chairs of the other development groups, and to promote support of the QEP interventions. Each group was led by a chair or co-chair of the QEP Committee or one of the QEP subgroups. Each group also contained one or more faculty members of either the pilot course or of a related course (if applicable—some outcomes do not involve in-class interventions) and a staff member in a division relevant to the QEP outcome. By involving the faculty and staff who will execute the QEP implementation strategies in the planning of those strategies, the QEP aims to optimize faculty and staff buy-in by giving faculty and staff representation in its development and implementation plan.

Conclusion

The development of *Flight Ready* has been a process carried out to promote the broadest support possible for the QEP. Each of the QEP committees contains membership from throughout the academic divisions and staff divisions of the College, and more than a quarter of the applicable full-time employee force has worked on the QEP on one of these committees. Faculty and staff provided the initial direction to the QEP Committee regarding the topic. Faculty and staff then provided specific guidance and recommendations regarding each of the potential topics examined. RCC students, employees, and the College service area were surveyed to give their opinions on the College's areas of improvement. Finally, impacted faculty and staff were involved in developing any QEP interventions that they would be asked to carry out. *Flight Ready* is a QEP with broad-based support from RCC's stakeholders.

V. LITERATURE REVIEW

Introduction

In the current economy, success after college graduation requires an expanded set of skills beyond the technical or academic skills learned in the classroom. Students entering the workforce need to bring with them the soft skills necessary to function efficiently in professional settings. Research indicates that employers favor candidates who communicate well, show initiative, and demonstrate reliability (Wilterdink; Cengage; Crawford et al. 11). Businesses surveyed strongly desire that students develop these skills during high school and college to become workers who are prepared for the demands of today's jobs. The literature broadly shows that these soft skills—communication, initiative, and reliability—are deficient in students transitioning from high school and college to the workforce (US Department of Labor 7; Tsirkas et al. 368). In fact, research shows that as jobs increasingly involve automation, students with strong soft skills will be at an advantage (Cengage). In choosing this focus for its QEP, RCC has committed to preparing graduates for this landscape.

> "We must not underestimate the power of the people factor in the workforce. Technology and automation will continue to change and replace jobs, but there are skills that cannot be automated . . . there is a need for more soft skills training . . . and today's learners and graduates must continue to hone their skills to stay ahead."
>
> *- Michael Hansen, CEO Cengage*

On March 8, 2022, the College president appointed the QEP Research subgroup, consisting of the QEP Committee chair (music faculty), the vice president for Student Development, and an English faculty member. This group, established after the selection of soft skills as the College's QEP (in January 2022), examined the current literature pertaining to soft skills in industry and in higher education. The purpose of the review of literature was first to determine the scope of the current research available that addressed soft skills, particularly within the context of higher education, to ensure that enough literature existed to justify soft skills as the focus of a major College initiative, and to gather current language and common terms used in soft skills research. From this point, the Research group sought to determine which soft skills were most valued by employers, transfer institutions, and students, and to examine best practices in teaching and assessing soft skills. The team compiled sources that provided definitions of common terms around soft skills as well as literature that explored best practices for teaching and assessing soft skills.

Support for the Chosen Focus

In November 2021, the QEP Committee administered a survey to various community stakeholders: the College's Board of Trustees, the three county Chambers of Commerce, Rockingham County Schools' administrative office, and the administration and counselors of all five Rockingham County high schools. The results of this survey align with the results of research done by multiple research groups (Wilterdink; Association for Talent Development 36; Cengage; Hart Research Associates 12). The community survey showed that approximately 63% of respondents supported the choice of soft skills as a focus for the QEP. According to LinkedIn Talent Solutions, success in the workplace relies on more than hard skills, which hiring professionals prioritize in tandem with soft skills (9). In addition, an internal study by Google found that soft skills were more important to internal career advancement and persistence than technical knowledge (Strauss). The literature also shows that a focus on soft skills will benefit the future academic success of our graduates (Balestreri et al. 1; Crawford et al.; Croll). Research shows a clear correlation between the teaching of soft skills and later success in the college classroom (Harris and Rogers 19; Tan; et al. 141-2; Appleby). The existing literature on soft skills presents convincing evidence that the QEP focus will benefit students entering both the workplace as well as a transfer institution.

The QEP Committee narrowed the list of soft skills to three: professional communication, initiative, and reliability. The choice of skills is supported by the surveys conducted and aligns with the College mission "to enhance individual and community success by fostering life-long learning and economic development through high-quality, accessible education and innovative partnerships." In addition, these skills align with RCC's strategic plan, specifically supporting Theme 2: Workforce and Economic Impact (7).

The literature shows convincing evidence of the need to teach these specific skills (Beaton). Regarding communication skills, researchers have noted a perception among employers that workers are not prepared with the communication skills necessary to succeed (Tsirkas et.al. 360). Specifically, research shows that explicit teaching of email composition and etiquette is needed to prepare students for using email in professional settings (De Gagne et al. 5-6). The literature also shows that there is increasing need for workers to develop interpersonal skills to communicate with a mix of team members from different age groups, ethnicities, and genders (Dean and East 10). Hart Research collected data showing that while hiring professionals rate communication skills as a priority, less than half of executives and hiring managers find that applicants are proficient in this area and want to see colleges do more to prepare students for the workforce.

Initiative is defined by Cairo-Rodriguez et al. as the "ability to assess and initiate things independently" (29236). Student confidence and awareness are key to building the independence needed to navigate professional contexts. Confident students who develop agency in their learning tend to achieve success in future academic and workplace contexts. Conley and French provide support for the focus on helping students strengthen

their metacognitive skills and develop agency in their learning, both skills that feed directly into the development of workplace readiness by increasing initiative (1026). In particular, the research points to the need for students to continually self-monitor as they learn to persist in the face of day-to-day challenges. Conley and French conclude that students who build these skills "will become increasingly valuable in an era when initiative and drive will be highly prized and rewarded characteristics in the workplace" (1031). Bak et al. found that in rapidly shifting business environments, management most valued workers who showed a combination of initiative and strong communication and time management skills (1072).

These conclusions lead to the focus on reliability, particularly looking at time management and an ability to complete tasks in a timely manner. Multiple surveys of employers show that reliability is another area where colleges need to focus in preparing students for the workforce (Beaton; Wilterdink) Beaton notes that young workers are entering with an inability to prioritize tasks and manage daily scheduling. In addition, the North Carolina Department of Commerce found that employers cited a lack of basic work ethic as a top reason for their rejection of applicants (6). These NC employers depend on the community colleges to address these hiring issues (8).

Further, these skills are in alignment with those identified by the National Association of Colleges and Employers (NACE), a professional organization that focuses on and forecasts hiring trends for college-educated employees. In its "Competencies for a Career-Ready Workforce, NACE identifies eight career-readiness competencies.

1. Career & self-development
2. Communication
3. Critical Thinking
4. Equity & Inclusion
5. Leadership
6. Professionalism
7. Teamwork
8. Technology

Flight Ready includes alignment with these competencies and their sample behaviors (NACE), as summarized in Table 5.1.

Table 5.1 – Alignment of NACE Competencies and Flight Ready

NACE Career Readiness Competency (NACE, 2021)	Sample Behaviors	Flight Ready Goal
Career & Self-Development	Identify areas for continual growth while pursuing and applying feedback.	Goal 2: Initiative
	Professionally advocate for oneself and others.	
Communication	Understand the importance of and demonstrate verbal, written, and non-verbal/body language, abilities.	Goal 1: Professional Communication
	Communicate in a clear and organized manner so that others can effectively understand.	
Leadership	Plan, initiate, manage, complete, and evaluate projects.	Goal 3: Reliability
Professionalism	Demonstrate dependability (e.g., report consistently for work or meetings).	Goal 3: Reliability
	Prioritize and complete tasks to accomplish organizational goals.	
	Show a high level of dedication toward doing a good job.	Goal 2: Initiative

Best Practices for Teaching the Skills

A broad survey of the literature suggests that strategies and assessments should be customized to the individual outcomes and disciplines. Generally, building opportunities for active learning into course design will be a critical strategy for achieving the intended outcomes. The literature supports the use of scenarios, case studies, and hands-on problem solving for students in disciplines such as nursing and business, although the results can be applied to other disciplines as well. For example, Bajjaly and Saunders found that the most effective strategy for teaching and assessing soft skills within nursing programs is simulation, a method that effectively connects theory to practice for students (441). Another study by Caeiro-Rodriguez et al. reached similar conclusions, finding that active learning methods (flipped classrooms, gamification, project-based learning, problem-based learning) necessarily improve students' soft skills (29238). Myriad resources are available to support the development of active learning experiences, including a list produced by Realityworks that offers both ideas for teaching soft skills and tips to adapt lessons for various classroom modalities ("15 Tips").

In looking at strategies for the specific QEP outcomes, the literature shows a variety of ways communication outcomes can be achieved across different disciplines. For example, Green and Blaszczynski describe a series of activities that could be utilized to extend communication skills (email, speaking and listening, collaboration) beyond the English and communications courses. These strategies incorporate best practices for teaching soft skills that apply to the teaching of all skills (presentation, guided practice, reflection, and

feedback), but the authors also emphasize the need to integrate problem solving and creativity. Better Learning breaks the broader area of communication into three abilities: "understanding others better, presenting views clearly and effectively, and adapting the way you communicate for different audiences and purposes" (10).

De Gagne et al. recommend additional evidence-based strategies for teaching students to communicate professionally, focusing specifically on email communications. The authors suggest that course assignments integrate email skills in order to formally assess development. Railey et al. present a model for teaching students professional email habits. The SURE model involves a check of the following features:

> S: Check spelling and syntax and be sure to include a subject and
>   appropriate signature.
> U: Check for appropriate urgency and avoid using an unprofessional tone.
> R: Review the content and correct recipient.
> E: Check for appropriate emotional expressional and ethics (206).

DeGagne et al. expand on the need to provide specific instruction in professional behaviors such as cybercivility and the consequences of inappropriate messages. The authors emphasize the need to develop awareness of both basic etiquette as well as the impact of effective (and ineffective) email communications on academic and professional relationships. The Instruction Planning Tool provided as part of the Employability Skills Framework, designed by the US Department of Education, offers a resource that can guide faculty members in thinking about the ways communication skills are embedded in course design. Of specific interest are pages 5 and 7, which offer specific tasks that support the interpersonal skills RCC aims to teach and assess.

The North Carolina Network for Excellence in Teaching (NC-NET) offers instructional materials that support faculty in achieving the QEP outcomes. The following modules are specifically geared to out chosen soft skills, and they can be tailored to the needs of course topics and modalities:

> Module 1: Interpersonal Skills and Teamwork
> Module 2: Communication
> Module 3: Integrity and Professionalism (includes giving and receiving feedback)
> Module 5: Initiative and Dependability

The materials provided by NC-NET include slideshows, lesson plans, course readings, handouts, discipline-specific resources, rubrics for assessment, lists of videos, and additional resources. Many of the suggested activities align with the research showing the impact of incorporating teamwork, feedback, and reflection into course work. According to Ragonis et al., students showed increased development of soft skills as a result of this emphasis on collaboration and metacognition (198). Unquestionably, the literature shows that reflective activities are effective in supporting student development of soft skills.

Active learning tasks, coupled with strong metacognitive skills, should be the main strategy used to teach communication, initiative, and reliability.

Best Practices for Assessing the Skills

The literature supports an assessment approach tailored to the classroom context. Caeiro-Rodriguez et. al recommend taking into consideration the topic and modality when considering appropriate assessment, allowing for variances in method based on factors such as the information to be collected and the criteria used for assessment (29240). The authors suggest that making several instruments available for assessment will ensure that each working group can choose and implement the most effective method. This finding is supported by the work of Thornhill-Miller et al., who present research showing the challenges in reliability and validity in universal measurement tools given the interrelatedness of soft skills (21-2).

Electronic badges are shown to be effective in providing assessment for skills that are taught using gamification strategies (Caeiro-Rodriguez 29241). Companies such as Wonderlic offer platforms that offer skills badges that graduates can list on their resumes. Wonderlic interviewed more than 260 employers in the United States and found that 83% would rather see a digital badge showing job-specific skills than a traditional transcript (4). Like electronic badges, schools such as Reinhardt University offer a pin to be worn with the academic regalia at graduation that shows completion of a series of sessions covering various soft skills (Tate). This program, the Strategic Career Advantage Platform, places the responsibility of communicating what they have learned on the student, requiring students to reflect on their learning and transform the material into usable documents and preparation for interviews. Digital portfolios are becoming a key component in the hiring process as employers look for more than the technical, "hard" skills learned in the classroom (Tate).

Critics of these strategies claim that employers already have the ability to recognize soft skills through existing hiring practices (Tate). According to Colin Mathews, whose business provides a platform for students to document their achievements in and out of the classroom, rather than relying on a system of badges or other signifiers to show that a student has mastered a particular skill, employers tend to pursue specific types of students with "proven" character traits, such as student athletes or students who work part time. He says that these students tend to have the work ethic and soft skills necessary to succeed in college (qtd. in Tate). However, digital badges are currently becoming an industry standard in hiring practices (Wonderlic 4).

The literature offers other methods of assessment as well. For example, administration of questionnaires can yield helpful information and provide baseline data as well as an assessment of outcomes after an intervention has occurred (White et al. 13). Beard et al. describe assessment processes used in multiple business education programs that involve

assessment tools designed to measure the specific student outcomes for their programs (230). For example, the authors list methods such as multiple-choice tests, assessment portfolios, student artifacts, rubrics, exit interviews, surveys, and other methods of measuring success in reaching the outcomes identified (231-4). They also suggest that the development of assessment tools may require an adjustment in the articulated outcomes (231). The Forum for Youth Investment provides information about ten instruments that demonstrate that overall hard measures of soft skills must be designed on a case-by-case basis.

Potential Challenges

The literature shows no universal method of assessing the development of soft skills, but many studies provide support for the customized development of assessment tools for each outcome (Beard et al; Forum for Youth Investment). The Outcomes and Assessment subgroup has taken this multi-pronged method, ensuring that assessment measures are specific to the type of activity being assessed.
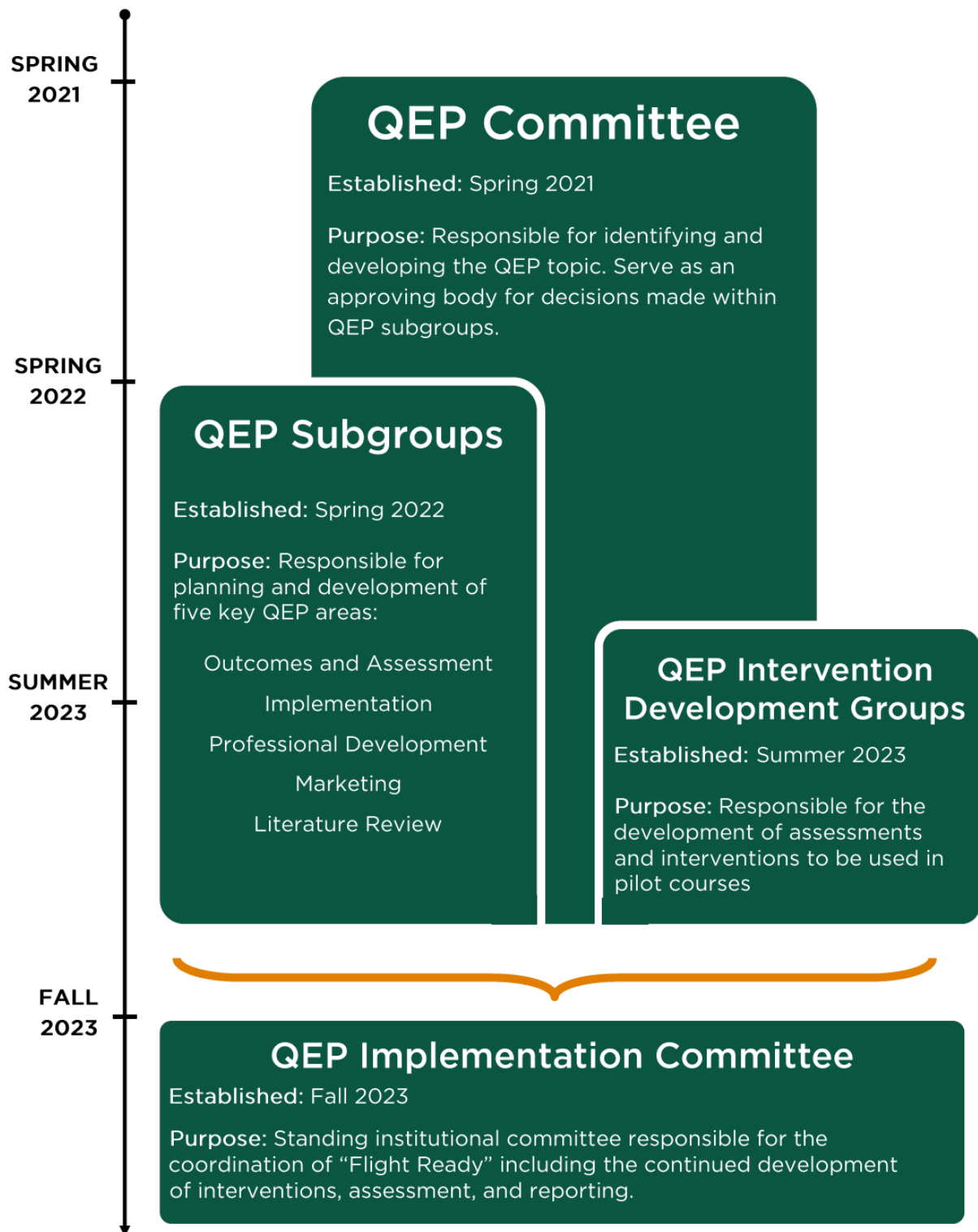
VI. INSTITUTIONAL COMMITMENT TO THE TOPIC

Introduction

Flight Ready represents a broad-based, college-wide effort, and the breadth of this effort is reflected in the organization of the QEP's administration, which includes many employees across the College's divisions. The original QEP Committee was tasked with identifying a topic for RCC's QEP. After the College selected soft skills as the focus of the QEP, members of the original QEP Committee joined other employees of the College to form subgroups to review the existing literature on soft skills, develop outcomes and assessment, address the need for professional development, and create a plan of implementation. The QEP implementation plan provides a tiered approach to the incorporation of QEP outcomes and interventions into courses across academic divisions. Further, the administration of Rockingham Community College (RCC) has committed ample financial resources to ensure the QEP implementation team has the personnel and resources to successfully carry out *Flight Ready*.

Administration of the QEP

Since the establishment of the original QEP Committee in spring 2021, the organization and administration of the QEP has been carried out by a faculty-led committee. The QEP Committee identified soft skills as the QEP topic in January 2022, at which point several subgroups formed from the original committee to finalize details of the QEP's goals and implementation. At this point, the original QEP Committee's role shifted toward that of an approving body for the QEP subgroups' decisions. As the QEP Research and Outcomes and Assessment subgroups finished their work by fall of 2022, the principal active QEP Committees were the QEP Implementation subgroup and the smaller QEP Professional Development subgroup. Additional faculty and staff became involved in summer 2023 in smaller intervention development groups to design interventions for fall 2023 pilot courses. This process involved the faculty of many of those courses and was led by the chairs of the original QEP Committee, the Outcomes and Assessment subgroup, the Professional Development subgroup, and the Implementation subgroup. Section IV, "Support for the Topic," details the makeup of the original QEP Committee, subgroups, and intervention development groups Figure 6.1 illustrates a timeline of the organization of QEP personnel.

Figure 6.1 – QEP Committee Timeline

SPRING 2021

QEP Committee

Established: Spring 2021

Purpose: Responsible for identifying and developing the QEP topic. Serve as an approving body for decisions made within QEP subgroups.

SPRING 2022

QEP Subgroups

Established: Spring 2022

Purpose: Responsible for planning and development of five key QEP areas:

Outcomes and Assessment

Implementation

Professional Development

Marketing

Literature Review

SUMMER 2023

QEP Intervention Development Groups

Established: Summer 2023

Purpose: Responsible for the development of assessments and interventions to be used in pilot courses

FALL 2023

QEP Implementation Committee

Established: Fall 2023

Purpose: Standing institutional committee responsible for the coordination of "Flight Ready" including the continued development of interventions, assessment, and reporting.

Throughout the pilot year (2023-2024) and the implementation of *Flight Ready* (fall 2024 through spring 2029), the QEP will continue to be administered by a standing committee, the QEP Implementation Committee, with the involvement of other faculty, staff or subgroups as needed (e.g., for assessment, revision, and developing interventions in subsequent summers). The standing QEP Implementation Committee is drawn from the prior Implementation subgroup with personnel changing when necessary in response to the current phase of the QEP. The standing committee is co-chaired by faculty from two academic divisions, and subgroups are chaired by members of the QEP Implementation Committee. The College's president appoints members of the QEP Implementation Committee by recommendation of the associate vice president for Technology and Institutional Effectiveness. To ensure the broadest representation of the College, the Implementation subgroup defined the following guidelines for selecting committee membership:

- Co-chaired by two faculty from different academic divisions.
- Minimum one faculty or teaching staff from each academic division.
- Representation from faculty council (president-appointed committee that serves as RCC's faculty-administration liaison body).
- Minimum one academic dean.
- Director of Institutional Effectiveness and Accreditation.
- Business/industry liaison (such as the director of Corporate Education and Training).
- Representation from the Student Development division.
- Technology Support Services Representative.
- Other members as needed to represent roles across campus.

Membership of the QEP Implementation Committee can change as needed but is appointed yearly by the College president.

Administration of the QEP is funded in several ways. Full-time faculty and most full-time staff at RCC have a yearly committee service requirement as part of the listed job duties. The management of the QEP through a committee of faculty and staff facilitates the connection of the QEP to the College's needs and activities. Therefore, funding for this administration is accounted for in the salaries of QEP Committee members via satisfaction of their College service requirement. In the summer prior to the pilot year (summer 2023), some 9-month faculty were included in the intervention development groups, for which they received stipends. These stipends and other direct costs of the QEP are discussed later in this section.

Implementation Plan

In spring 2023, the QEP Implementation subgroup began collecting baseline data from courses identified to be part of the 2023-2024 pilot cohort as well as from volunteer faculty of other courses. The pilot cohort was included so that measures could be directly compared from year to year. The broader sample of volunteer courses was included for the

purpose of setting benchmarks for the QEP student learning outcomes (SLO). Faculty submitted data for measures used in SLOs 2.1A, 2.2B, and 3.1C.

In addition, the Implementation subgroup created the QEP: Flight Ready course in the College's Learning Management System (LMS) as a central location for faculty to download data collection templates and submit QEP data, assignments, and student artifacts for later assessment. The LMS course will also include all committee-developed assignments and templates as a resource for faculty as they implement QEP SLOs in their courses. The LMS course will also host any necessary web links for faculty and staff as they complete their professional development requirement.

Table 6.2 summarizes the implementation plan for *Flight Ready*.

Table 6.2 - Flight Ready Implementation Plan

QEP Year	Academic Year	Description
0	2023-2024	Pilot Year • One (+) course/section per outcome. Out-of-class support activities • SLO 1.2 - Career Development Services: development of mock interview presentation for faculty. • Goal 4 - develop and offer LinkedIn Learning introductory sessions for faculty and staff. Program leadership meeting to plan courses for years 1-5
1	Summer 2024	• Assessment of 2023-2024 data. • Improvements/edits to interventions. • Additional interventions for new courses. • Collection/standardization of QEP resources.
1	2024-2025	"Pilot+" - Courses added; keep courses from pilot year • Selection based on results from pilot year. • Volunteer-based. • Each division represented. Out-of-class support activities • Those from pilot year. • Additional interventions added as needed.
2	Summer 2025	• Assessment of 2024-2025 data. • Additions, improvements, and edits to interventions. • Collection/standardization of QEP resources.
2	2025-2026	Each QEP goal is represented in courses in each division • Courses kept from prior years. Out-of-class support activities • Those from prior years. • Additional interventions added as needed.
3	Summer 2026	• Assessment of 2025-2026 data. • Additions, improvements, and edits to interventions. • Collection/standardization of QEP resources.
3	2026-2027	Full Campus: Every degree program includes SLOs from 1 of 3 goals • QEP Committee works with division deans and department chairs to identify courses so that students are exposed to all SLOs. • Course selections are taught by faculty in the department/division that hosts the degree. Additional out-of-class support activities • At least one support activity each year for each QEP goal; these will rotate yearly as needed.
4	Summer 2027	• Assessment of 2026-2027 data. • Additions, improvements, and edits to interventions. • Collection/standardization of QEP resources.
4	2027-2028	Full Campus: Every degree program includes SLOs from 2 of 3 goals Additional out-of-class support activities
5	Summer 2028	• Assessment of 2027-2028 data. • Additions, improvements, and edits to interventions. • Collection/standardization of QEP resources.
5	2028-2029	Full Campus: Every degree program includes SLOs from all three goals • All full-time faculty would include QEP SLOs in minimum 1 class per semester. Additional out-of-class support activities
5	Summer 2029	• Assessment of 2028-2029 data.

Courses

By the end of its implementation, full-time faculty in all curriculum courses will include *Flight Ready* SLOs in at least one course. *Flight Ready* will be piloted beginning fall of 2023 in a select cohort of classes. Table 6.3FO summarizes the classes selected. Each course in the pilot cohort will include one of the QEP interventions described in section II of this document, "Focus of the QEP." Faculty have access to templates to help implement the interventions via the course Moodle shell, and the summer intervention groups in most cases developed course-specific versions of these assignments ready for adoption.

Table 6.3 – Pilot Courses by Outcome and Academic Division

Table 6.3 – Pilot Courses by Outcome and Academic Division

	Arts & Sciences	Workforce Development	Heath Sciences & Public Service Technologies
SLO 1.1: Students will produce effective written professional communication.			
A. Email Assignment 90% of students will complete all items on the Email Assignment checklist.		CIS 110 Introduction to Computers	
SLO 1.2: Students will produce effective verbal communication.			
A. Mock Interview 85% of students will score a 3 on all QEP-identified elements of the mock interview rubric.		WBL 110 World of Work	RCP 210 Critical Care Concepts
B. Presentation 85% of students will score a 3 on all QEP-identified elements of the presentation rubric.		ISC 220 Lean Manufacturing	
SLO 2.1: Students identified as at-risk in course performance will take appropriate steps to improve their academic performance.			

A. Progress Reports
  1) 50% of students will contact their instructor or tutoring services within one week of receiving a progress report.
  2) 70% of students who contacted their instructor after receiving a progress report will improve their grade by the second progress report period.
	ENG 111 Writing and Inquiry		

B. Self-Evaluation and Improvement Plan
  1) 50% of students receiving a progress report will complete the Self-Evaluation and Improvement Plan.
  2) 50% of students who completed the Self-Evaluation and Improvement Plan will complete the Self-Evaluation and Improvement Plan Reflection will score passing or higher on the Reflection rubric.
  3) 75% of students who complete the Self-Evaluation and Improvement Plan and Reflection will improve their course grade.
	MAT 171 Precalculus Algebra		

SLO 2.2: Students will utilize instructional feedback.			
A. LinkedIn Profile 70% of students will score a passing or higher on QEP-identified elements of the LinkedIn Profile Assignment rubric.		ENG 110 Freshman Composition	
B. Draft and Final 70% of students will score a passing or higher on the Feedback rubric.			ENG 112 Writing/ Research in the Disciplines *(Health Sciences Section)*
SLO 3.1: Students will develop strategies to manage their time more effectively.			
A. Time Management Assignment 85% of students will score passing or higher on the Time Management Assignment rubric.	ACA 122 College Transfer Success		
B. Completion Plan Assignment 85% of students will score passing or higher on the Completion Plan Assignment rubric.	MAT 152 Statistical Methods I		
C. Assignment Submission 85% of measured assignments in applicable courses will be submitted and on time.	ENG 232 American Literature II, ENG 242 British Literature II, MAT 272 Calculus II, PHY 151/2 College Physics I/II, PSY 241 Developmental Psychology		

During the pilot year (year 0), program leadership will identify *Flight Ready* courses in each degree program. Then, in the first few years of the QEP's implementation, these identified courses will be added based on the recommendation of program leadership—department chairs, program directors and coordinator faculty, and division deans—as well as course faculty. Course selection will be based on the alignment of QEP goals with the covered course content. As in the pilot group, these additional courses will include QEP interventions as part of the course content. Courses in the pilot year will remain in the QEP cohort in subsequent years; courses added in Year 1 will remain in subsequent years, etc. Beginning in Year 2 of *Flight Ready*, the QEP adds an additional requirement that each academic division includes a course addressing an SLO from each of the three student-focused goals of the QEP: Professional Communication, Reliability, and Initiative. In year 3, every degree program within each academic division must include a course addressing a QEP SLO from one of the three goals. In year 4, this is increased to two of three goals, and in year 5, each degree program must include a course that addresses an SLO from all three goals.

Out-of-class support activities

In addition to the in-class interventions described above, *Flight Ready* will incorporate a variety of out-of-class support activities and events. These support activities and events are designed to promote awareness of the QEP goals and to complement in-class outcome interventions. For the 2023-2024 pilot year the College will host events such as Career Development Services student workshops, faculty and staff QEP informational sessions, and on-campus employer panels hosted in collaboration with the local Chambers of Commerce. The College will also hold additional out-of-class support activities each year throughout the implementation of the QEP. Each successive year of *Flight Ready* will include additional out-of-class support activities and beginning year 3 (2026-2027), the QEP will include at least one out-of-class activity for each of the QEP goals.

Summers

Each summer will include assessment of the prior year's student artifacts and collation of faculty-reported QEP measures (such as assignment completion rates and student contact). In response to faculty input and student performance, faculty and QEP Committee members will make any needed edits to the QEP intervention assignments, assessment rubrics, or data collection templates.

Each summer will include preparatory work for the following year. In addition to making edits to existing intervention assignments, the QEP Committee will work with faculty as needed to create assignments for implementation in the next year. The QEP: Flight Ready course in the College LMS is available to faculty year-round and members of the QEP Committee will collect interventions and templates year-round. During the summers, however, QEP Committee members will ensure that any new interventions or other resources are present in the course and that any edits to those resources have been uploaded to the LMS course.

Institutional Resources

RCC is committed to responsibly supporting the implementation of the institution's QEP *Flight Ready*. Table 6.4 summarizes funding levels across six categories through Year 5 of the QEP. Overall, the projected QEP expenses total $205,019. The Implementation Committee is committed to integrating the QEP in a way that does not appear as extra work but is instead interwoven into the overall operation of the College. To that end, the College will use institutional committees and existing employment responsibilities when applicable to accomplish QEP initiatives.

Table 6.4 – QEP Budget by Year

Budget Category	Year 0 /Pilot (2023SU-2024SP)	Year 1 (2024SU-2025SP)	Year 2 (2025SU-2026SP)	Year 3 (2026SU-2027SP)	Year 4 (2027SU-2028SP)	Year 5 (2028SU-2029SU)
Faculty Stipends (coordination and development)	$12,110	$8,200	$8,200	$8,200	$8,200	$8,200
Faculty Stipends (assessment)	$0	$2,160	$2,700	$3,375	$4,250	$12,000*
LinkedIn Learning	$13,440	$14,784	$16,262	$17,889	$19,678	$21,645
NACE membership (tier 3-5)	$675	$675	$675	$675	$675	$675
NACE Symposium	$446	$446	$446	$446	$446	$446
Marketing and Student Engagement	$4,500	$2,500	$2,500	$2,500	$2,500	$2,500
Yearly Total	$31,171	$28,765	$30,783	$33,085	$35,749	$45,466
QEP Total Budget	**$205,019**					

*Year 5 budget for Faculty Stipends (assessment) includes two assessment cycles: Summer 2028 and Summer 2029.

Faculty Stipends

As described earlier in this section, full-time faculty and staff will administer the QEP. QEP personnel will largely be funded through the committee service portion of their full-time employment. However, some activities such as artifact assessment and implementation development will occur during the summer and require stipends for 9-month faculty. Additionally, QEP Implementation Committee co-chair stipends are included in the budget to provide compensation for the increase in workload and responsibilities associated with leading the committee. In summer 2023 (Year 0), $5,710 was spent on faculty stipends

through the work of the intervention development groups. Beginning Year 1, $8,200 is budgeted for summer development work and co-chair stipends.

Funds are budgeted for the payment of 9-month faculty to participate in summer QEP assessment. Assessment will begin in Year 1 summer with $2,160 budgeted for faculty summer assessment work. Budgeted funds for faculty assessment stipends increase by approximately 25% each year to account for a greater number of QEP courses and student artifacts. Year 5 assessment budget includes two assessment cycles: summer 2028 and summer 2029.

The QEP implementation plan requires a minimum of one SLO per full-time faculty by Year 5 to promote a college-wide focus on soft skills without overburdening faculty. The same is true with the collection and assessment of QEP artifacts. While QEP-related interventions occur during courses as part of the course grade, QEP-specific assessment of those artifacts occurs during the summer by a summer assessment team. The intervention development groups created QEP assessment rubrics for each assignment (provided to faculty for reference, but not for scoring), which are then assessed in the following summer. The QEP also includes some measures based not on rubrics, but for which faculty would provide data directly, such as SLO 3.1c, a supporting measure for SLO 3.1, which measures the proportion of students that submit selected assignments on time.

LinkedIn Learning

The College purchased access to LinkedIn Learning, an online learning platform with many courses and individual modules on soft skills, in summer 2023 for $13,440. The subscription renewal is estimated based on a 10% annual price increase for Years 1-5. The subscription allows RCC faculty, staff, and students to use the tool for both professional development and QEP class interventions. LinkedIn Learning contains full courses that lead to credentials visible on the LinkedIn social network. In addition, individual videos or assessments can be excerpted to bolster RCC faculty-developed course content. See the ACA 122 Time Management Assignment in Appendix E, which uses LinkedIn Learning to provide instructional videos for various time management tools to be used as part of that assignment.

In addition, the College will use LinkedIn Learning as the primary vehicle for soft skills-related professional development. RCC requires all full-time faculty and staff to complete 15 hours of professional development per yearly evaluation period. *Flight Ready* requires that two of these hours be related to soft skills. LinkedIn Learning provides a ready-made, high quality set of materials that allow detailed tracking and completion data, facilitating the assessment of the professional development requirement. Adoption of this tool allows the Professional Development subgroup to select courses and create professional development curricula without having to develop or purchase professional development content separately.

NACE

As a further resource, the *Flight Ready* budget includes annual membership to the National Association for Colleges and Employers (NACE) for select employees. NACE is a professional organization that focuses on and forecasts hiring trends for college-educated employees and provides resources and events related to soft skills, which NACE refers to as "career-ready competencies". The QEP budget also includes attendance to the yearly virtual NACE Competency Symposium, which focuses on strategies to incorporate competencies (soft skills) into the curriculum and assessment of students. Career Development Services staff as well as select faculty and staff will serve as NACE liaisons. Through the NACE membership, these individuals will participate in professional development, such as the upcoming Fall 2023 Competency Symposium. Following participating in these events, the NACE liaisons will lead training for RCC faculty and staff to share best practices and leading research in career readiness competency education.

Marketing and Student Engagement

The *Flight Ready* budget includes funding to support marketing and ongoing student engagement efforts of the QEP. An initial investment of $4,500 was made in summer 2023 for QEP-branded promotional items, including frisbees and airplane stress balls, for distribution at new student orientation and other future student events. An estimated $2,500 is budgeted annually for Years 1-5 to promote the QEP and student engagement at campus and community events. Fall 2023 events include Welcome Back Week, faculty and staff meetings, Outlook training, the Student Services Fair, the 5K/Community Day, and an event with Rockingham County Chambers of Commerce and Center for Economic Development. Print marketing material, including posters and QEP literature, were provided in-kind by campus services.

VII. ASSESSMENT

Introduction

The existing body of literature indicates that the most effective way to assess soft skills is to use situation-specific instruments rather than a single or standardized approach. *Flight Ready* includes assessment methods that are tailored to the specific soft skills being measured and to the specific assignments and interventions used in-class. Broadly, *Flight Ready* uses two types of direct assessment: assessment of student artifacts and faculty-reported direct measures. For student artifacts, faculty are provided rubrics and may use them for students' course grading. However, QEP Committee members and other third parties complete the assessment of student artifacts separately when measuring the success of QEP strategies. For QEP data that is quantitative, e.g., on-time assignment submissions, the QEP Committee provides *Flight Ready* course faculty with templates for data collection that they complete directly. Table 7.1 and the following section provide an outcome-by-outcome overview of assessment strategies and their associated student learning outcomes (SLO).

Table 7.1 - Flight Ready Assessment Overview

OUTCOMES	INTERVENTIONS	ASSESSMENT INSTRUMENTS
SLO 1.1: Students will produce effective written professional communication.		
SLO 1.1A. Email Assignment 90% of students will complete all items on the Email Assignment checklist.	• Course lecture and materials • Email assignment	Email Assignment Checklist
SLO 1.2: Students will produce effective verbal professional communication.		
SLO 1.2A. Mock Interview 85% of students will score a 3 on all QEP-identified elements of the Mock Interview rubric.	• Course lecture and materials • Mock interview assignment	Mock Interview Rubric
SLO 1.2B. Presentation 85% of students will score a 3 on all QEP-identified elements of the Presentation rubric.	• Course lecture and materials • Class presentation assignment	Presentation Rubric
SLO 2.1: Students identified as at-risk in course performance will take appropriate steps to improve their academic performance.		
SLO 2.1A. Progress Reports Students will contact their instructor or tutoring services to improve their academic performance after receiving a progress report. 1) **50%** of students will contact their instructor or tutoring services within one week of receiving a progress report. 2) **70%** of students will improve their grade by the second academic alert period.	• Progress reports for students at-risk in course performance • Targeted communication of student support services	1. Student Contact and Tutoring Usage reports 2. Course grade progress reports generated from Aviso (Watermark Student Success and Engagement)

SLO 2.1B. Self-Evaluation and Improvement Plan
Students will complete a self-evaluation and improvement plan.
   1) **50%** of students receiving a progress report will complete the Self-Evaluation and Improvement Plan.
   2) **50%** of students who completed the Self-Evaluation and Improvement Plan will complete the Self-Evaluation and Improvement Plan Reflection will score passing or higher on the Reflection rubric.
   3) **75%** of students who complete the Self-Evaluation and Improvement Plan and Reflection will improve their course grade.
	• Faculty provided materials including success strategies
	• Self-Evaluation and Improvement Plan assignment
	• Reflection assignment
		1. Self-Evaluation and Improvement Plan submission data
		2. Reflection assignment rubric
		3. Course grade progress reports generated from Aviso (Watermark Student Success and Engagement)

SLO 2.2: Students will utilize instructional feedback.		
SLO 2.2A. LinkedIn Profile 70% of students will implement all instructor feedback on the LinkedIn Profile assignment.	• Course lecture and materials • LinkedIn Learning profile assignment	LinkedIn Learning Profile Rubric
SLO 2.2B. Draft and Final 70% of students will successfully implement all instructor feedback from an initial assignment submission on the final assignment submission.	• Course lecture and materials • Course assignments with draft and final submission and feedback reflection	Reflection Rubric
SLO 3.1: Students will develop strategies to manage their time more effectively.		
SLO 3.1A. Time Management Assignment 85% of students will score passing or higher on the Time Management Assignment rubric.	• Course lecture and materials • Time Management assignment • Completion Plan assignment	Time Management Assignment Rubric
SLO 3.1B. Completion Plan Assignment 85% of students will score passing or higher on the Completion Plan Assignment rubric.		Completion Plan Assignment Rubric
SLO 3.1C. Assignment Submission 85% of measured assignments in applicable courses will be submitted and on time.		Course Assignment Submission Report
Operational Outcome: Employees will complete professional development aligned with QEP goals.		
A. Training Module 100% of faculty and staff will initially complete a QEP resources training module.	• QEP Resources Training Workshop (in-person) • LinkedIn Learning module (online)	LinkedIn Learning usage reports and training session sign-in sheets
B. Annual Professional Development 100% of faculty and staff will complete a total of two hours of QEP-related professional development annually.	LinkedIn Learning— QEP Learning Path	LinkedIn Learning usage reports

SLO 1.1: Students will produce effective written professional communication.

- **SLO 1.1A. Email Assignment.** 90% of students will complete all items on the Email Assignment checklist.

SLO 1.1 is assessed with a checklist of important elements of a business email. Students create business emails twice during the semester: once prior to instruction on email conventions and once after to demonstrate progress. Faculty collect student artifacts from the second submission of the email assignment and submit them to the QEP Committee, who assess using the checklist assessment instrument. The target is that 90% of students participating will complete all items on the checklist successfully. See Appendix E for the checklist for the CIS 110 implementation of this assignment.

SLO 1.2: Students will produce effective verbal professional communication.

- **SLO 1.2A. Mock Interview.** 85% of students will score a 3 on all QEP-identified elements of the Mock Interview rubric.

- **SLO 1.2B. Presentation.** 85% of students will score a 3 on all QEP-identified elements of the Presentation rubric.

The demonstration of effective verbal communication through mock interviews and student presentations is assessed through a rubric. Professional verbal communication is divided into two main rubric categories: techniques and content. The two categories are further divided into seven elements that are consistent across the mock interview and presentation rubrics: word choice, clarity of speech, volume/tone, pacing, relevance, cohesion, and quality. Faculty complete the rubrics at the time of the interview or presentation and will submit completed rubrics for data compilation and analysis by an assessment subset of the QEP Committee during the summer semester. Prior to assigning a mock interview or presentation, faculty provide students with professional communication instructional material. A toolkit of SLO 1.2 faculty instructional resources was developed in summer 2023 and published in the QEP LMS course. Instructional material includes LinkedIn Learning courses and videos, TED Talks, in-class Career Development Services workshops, and external websites.

An 85% benchmark for both rubrics serves as a realistic yet aspirational percentage for success in order to account for student sets with varying levels of experience with mock interviews and presentations. In courses where mock interviews and presentations have historically been assessed, such as ENG 114 Technical Writing and COM 231 Public Speaking, students completing a mock interview or presentation did well on the verbal communication elements. However, the intention of SLO 1.2 is to incorporate verbal communication instruction and assessment into courses where it historically has not occurred. Therefore, a benchmark of 85% was set as a target for all students assessed in this outcome.

SLO 2.1: Students identified at-risk in course performance will take appropriate steps to improve their academic performance.

- **SLO 2.1A. Progress Reports.** Students will contact their instructor or tutoring services to improve their academic performance after receiving a progress report.

  1) 50% of students will contact their instructor or tutoring services within one week of receiving a progress report.
  2) 70% of students will improve their grade by the second academic alert period.

- **SLO 2.1B. Self-Evaluation and Improvement Plan.** Students will complete a self-evaluation and improvement plan.

  1) 50% of students receiving a progress report will complete the Self-Evaluation and Improvement Plan.
  2) 50% of students who completed the Self-Evaluation and Improvement Plan will complete the Self-Evaluation and Improvement Plan Reflection will score passing or higher on the Reflection rubric.
  3) 75% of students who complete the Self-Evaluation and Improvement Plan and Reflection will improve their course grade.

For SLO 2.1A, the QEP Committee provides instructors and the tutoring center with data collection templates that include a list of students who received progress reports at the early-semester progress report, typically at the 20% point. This outcome tracks student contact with their instructors or tutoring services within one week of the report. In addition, students' course averages at the time of the initial progress report are compared with students' course averages when the second progress report is issued mid-semester, typically at the 60% point. The target of this outcome is that 50% of students contact their instructor within one week of receiving the progress report, and that of those students 70% improve their course grade by the second progress report period.

For SLO 2.1B, faculty collect two artifacts: students' Self-Evaluation and Improvement Plans following the initial progress report and the students' Reflection assignment several weeks later. Faculty track how many students complete the Self-Evaluation and Improvement Plan, and the Reflection assignment is assessed by the QEP Committee using a rubric. The data collection templates in SLO 2.1A indicate the target students for this SLO. For SLO 2.1B, the target is that 50% of students complete the initial Self-Evaluation and Improvement Plan, and that 50% of these students go on to complete and score passing or higher on the Reflection. The Reflection rubric includes four criteria assessed on a 0-3 sliding scale. A passing artifact must score a 2 or 3 on all four criteria. Further, this outcome targets that 75% of students who complete both will improve their course grade.

SLO 2.2: Students will utilize instructional feedback.

- **SLO 2.2A. LinkedIn Profile.** 70% of students will implement all instructor feedback on the LinkedIn Profile assignment.

- **SLO 2.2B. Draft and Final.** 70% of students will successfully implement all instructor feedback from an initial assignment submission on the final assignment submission.

In SLO 2.2A, LinkedIn profiles are assessed twice with a rubric. Course faculty assess the account at the time of creation and the QEP Committee assesses the profiles at the end of the following semester to determine the extent to which students incorporated feedback. The target of this outcome is that 70% of students score a passing or higher on the second LinkedIn Profile assessment rubric, which additionally assesses students on successfully incorporating instructor feedback.

In SLO 2.2B, instructors provide feedback on a draft or initial assignment submission. When students submit the final version of the assignment, they include a paragraph reflecting on their use of feedback on the final draft. This reflection is assessed with a rubric. The target of this outcome is that 70% of students score a passing or higher on the Feedback assessment rubric.

SLO 3.1: Students will develop strategies to manage their time more effectively.

- **SLO 3.1A. Time Management Assignment.** 85% of students will score passing or higher on the Time Management Assignment rubric.

- **SLO 3.1B. Completion Plan Assignment.** 85% of students will score passing or higher on the Completion Plan Assignment rubric.

- **SLO 3.1C. Assignment Submission.** 85% of measured assignments in applicable courses will be submitted and on time.

SLO 3.1A and 3.1B produce student artifacts that are assessed by rubrics.

Both parts of the SLO 3.1A Time Management Assignment include assessment rubrics. A passing score on the part 1 rubric requires that the student provides documentation that they completed their schedule in the form of screenshots or photographs, that the student identified the two weeks with the most coursework, and that the student provided a plan to complete the work in the two busiest weeks. The part 1 rubric includes three criteria, two assessed on a sliding scale (0-3) and one assessed pass/fail. A successful student must pass all three criteria. A passing score on the part 2 rubric requires that the student provides detailed responses to the reflection questions, including a reasonable strategy to improve their time management plan. The part 2 rubric includes five criteria, all assessed on a sliding scale. A successful artifact must pass all five criteria (score of 2 or 3 on 0-3

scale). The target for this outcome is 85% student success on the two assignment parts averaged together, in alignment with the measure for SLO 3.1C explained below.

The SLO 3.1B Completion Plan Assignment rubric includes three criteria, all of which must be met for a passing outcome. One criterion is assessed pass/fail and two are assessed on a 0-3 sliding scale, with 2 and 3 being passing scores. Students must successfully list all key components identified by the course instructor and create a plan to complete all of those components. Additionally, students must justify their plan using the three considerations identified in the assignment: the length of time of each component, their RCC schedule, and their activities outside RCC. The target for this outcome is 85% student success, in alignment with the measure for SLO 3.1C explained below.

SLO 3.1C asks faculty to submit a data collection template indicating, for two course assignments, the number of on-time submissions and the number of students enrolled in the course at that point. To produce more consistent data, faculty provide this data for two courses that are of equivalent type and of equivalent grade weight. Further, one assignment must be from prior to the 20% point of the semester, and one from after the 60% point. The target for this outcome is that 85% of the measured assignments are submitted and on time. While assignment completion rates vary greatly from course to course, this target represents a moderate increase over the results of the spring 2023 baseline, which included courses from Arts and Sciences and Health Sciences.

Appendix E includes the Time Management and Completion Plan Assignment rubrics and the 3.1C data collection template.

Goal 4 Operational Outcome: Employees will complete professional development aligned with QEP goals.

A. Training Module. 100% of faculty and staff will initially complete a QEP resources training module.

B. Annual Professional Development. 100% of faculty and staff will complete a total of two hours of QEP-related professional development annually.

To demonstrate institutional support of the QEP, the College requires all full-time faculty and staff to complete two (2) hours of QEP-related professional development annually as part of the employee evaluation cycle. The primary method for completing this professional development is through LinkedIn Learning. A Learning Path with relevant courses and videos was developed by the summer 2023 Goal 4 Intervention Development Team. Learner usage reports can be generated through LinkedIn Learning to determine length of time spent in the QEP Learning Path. Additionally, faculty must also submit reports of their yearly professional development to their direct supervisors. The QEP Implementation committee can identify cases where faculty use sources outside LinkedIn Learning to satisfy their QEP-related professional development by confirming with those supervisors. To ensure faculty and staff understand the LinkedIn Learning platform and

professional development expectations, RCC will provide an introductory workshop, both in-person and online, beginning fall 2023 as a required component of the QEP Goal 4 Operational Outcome.

The Goal 4 Operational Outcome is assessed through two measures, 4A and 4B. The initial LinkedIn Learning introductory workshop participation will be assessed through measure 4A: "100% of faculty and staff will initially complete a QEP resources training module." All full-time faculty and staff are expected to complete this initial training once. *Flight Ready* further expects all full-time faculty and staff to complete two hours of QEP-related professional development on an annual basis, which is assessed through measure 4B: "100% of faculty and staff will complete a total of two hours of QEP-related professional development annually."

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IX. APPENDICIES

Appendix A. Rockingham Community College Mission and 2019-2023 Strategic Plan

Rockingham Community College Mission

The mission of Rockingham Community College is to enhance individual and community success by fostering life-long learning and economic development through high-quality, accessible education and innovative partnerships.

Rockingham Community College 2019-2023 Strategic Plan

Student Success

Goal 1 - Institutionalize One College Concept
- Appoint a taskforce to define and develop a plan to implement a "one college" concept at RCC.

Goal 2 - Optimize Retention and Completion Rates
- Award credentials as they are completed.
- Establish processes and implement procedures that contribute to student retention.
- Establish guided pathways for transfer degrees and transition students.
- Provide tutoring in the Academic Resource Center for additional program courses outside of general education.
- Perform a bi-annual review of student achievement indicators.

Goal 3 - Implement an Academic Advising Model
- Appoint a taskforce to define and develop a plan to implement the academic advising model of choice at RCC.

Goal 4 - Increase Opportunities for Enrollment
- Appoint a taskforce to define and develop a plan to increase opportunities for enrollment.

Workforce and Economic Impact

Goal 1 – Partner with Business and Industry
- Work with the Rockingham County Economic Development Office to identify emerging workforce needs.
- Collaborate with RESET Rockingham to promote and support business and industry in Rockingham County.
- Expand the RCC apprenticeship program with local business and industry partners.
- Identify funding for workforce development training and industry recognized credential exam fees.
- Identify textbook funding for Career and College Promise and Career Technical Education courses not addressed by Reidsville Area Foundation Grant from business and industry partners.
- Provide education and training as well as counseling and referral services for local small businesses.
- Develop new Customized Training Programs for business and industry.

Goal 2 – Provide New Construction and Renovations to Address Workforce Development Needs
- Review, update and publish the RCC Capital Improvements Plan and Deferred Maintenance Plan annually.
- Complete design and construction for Center for Workforce Development.
- Explore site for driving pad near campus for Basic Law Enforcement Technology and related programs.
- Complete design and renovation for Industrial Technologies I.
- Complete design and renovation for Industrial Technologies II.
- Complete design and renovation for Humanities second floor.
- Investigate design and renovation of Owens Health Sciences for additional classroom and computer lab space.
- Design and construct facilities for support of Agribusiness.
- Renovate the Keys Gymnasium.
- Renovate the Science Building.
- Upgrade campus technology and infrastructure.

Goal 3 – Prepare Students for Entry-Level Employment
- Require HRD course in select credit and non-credit programs.
- Create workforce development classes for students who do not meet apprenticeship criteria.
- Conduct workshops to help prepare students for employment interviews.

Goal 4 – Create New Curriculum Programs and Short-Term Training Programs (96+ hours) that Lead to Industry-Recognized Credentials
- Develop WFD programs that lead to industry-recognized credentials.
- Identify and develop new curriculum programs that meet present and future industry and regional needs.
- Conduct an analysis of all degree programs to determine effectiveness and viability and analyze program opportunities for RCC.
- Develop WFD courses or programs that articulate to curriculum courses/programs.

Communication, Engagement, and Outreach

Goal 1 – Collaborate with Home Schools, Charter Schools, Public Schools, Colleges, and Universities
- Implement Rockingham Promise.
- Identify and implement additional ways to work with public schools, home schools, and charter schools.
- Communicate educational options to non-public and public-school students.
- Build upon existing partnerships with area colleges and universities.
- Establish new partnerships with area colleges and universities.
- Track success of Rockingham Promise and other students taking courses on high school campuses.

Goal 2 – Enhance the College's Branding and Marketing
- Enhance the College's branding and marketing through various advertising outlets and social media platforms.
- Ensure bookstore products reflect College's branding efforts (colors, logo, etc.).
- Investigate the use of market research with respect to branding, marketing, and products sold in the bookstore.
- Redesign and regularly update the RCC website to ensure currency, compatibility, and accessibility.
- Adopt College-branded attire for RCC employees.
- Share student success stories.

Goal 3 – Facilitate College-Wide Communication
- Create effective communication about individual departments and programs' goals and outcomes.
- Publish monthly president's Report.

- Publish a newsletter for faculty and staff to include campus activities, new programs, accomplishments, and faculty and staff news.
- Update the RCC Employee Handbook annually.
- Re-organize and update the RCC Board of Trustees Policy Manual to link policy to procedures.
- Enhance use of the College website to include programs and services.
- Update directory to include locations and services.

Goal 4 – Align the Vision and Goals of the RCC Foundation to Better Support the 2019- 2020 RCC Strategic Plan
- Establish a new Memorandum of Understanding between the RCC Foundation and the College.
- Revise the RCC Foundation By-laws that reflect the newly amended Articles of Incorporation and Governance structure of the Foundation.
- Investigate existing scholarships and determine where needs exist.
- Establish best practices for Foundation fundraising strategies.
- Establish investment strategies to ensure Foundation assets are invested in a way that can yield the best results to support the College and its students.

College Environment and Effectiveness

Goal 1 – Strengthen Campus Security to Provide a Safe Environment
- Install additional cameras inside buildings, especially at entrances, and other security equipment, including door locks, as appropriate.
- Provide training for and promotion of campus safety policies and procedures, with an active shooter simulation for faculty/staff and local law enforcement.
- Update and post standardized building diagrams showing storm-refuge areas and evacuation routes.

Goal 2 – Ensure Audit and Accreditation Compliance
- Develop an organizational procedure for the ongoing review of SACSCOC principles and institutional policies and procedures related to the principles.
- Meet and exceed all audit requirements.
- Meet and exceed all program accreditation requirements.
- Provide professional development training on audit and accreditation compliance.
- Study and adopt appropriate Institutional Effectiveness organizational structure to support the IE/IR needs of the College.

Goal 3 – Modernize Campus Appearance, Facilities, and Infrastructure
- Install directional signage inside buildings.
- Improve lighting, repaint parking spaces, and repair sidewalks.
- Increase power outlets throughout campus for charging multiple electronic devices.
- Conduct study of campus electrical infrastructure needs.
- Enhance facilities for ADA compliance.

Goal 4 – Promote the Growth of Faculty and Staff through Orientation, Professional Development, and Wellness Activities
- Establish a New Employee Academy to orient new faculty/staff.
- Seek funding for a tuition reimbursement program for employees.
- Provide relevant professional development opportunities for faculty and staff.
- Provide online resources to part-time and full-time faculty and staff members for orientation, professional development, and wellness activities under the employee portal.
- Require faculty to complete a portion of their required Professional Development hours utilizing RCC E-Learning Advancement Portal.
- Provide opportunities for wellness activities on campus.

Appendix B. 2023-2024 Pilot Courses & Catalog Descriptions

Course/ Credit	Catalog Description/Prerequisites
ACA 122 College Transfer Success (1 credit)	This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. This course has been approved for transfer under the CAA and ICAA as a pre-major and/or elective course requirement. • *Prerequisites: None*
CIS 110 Introduction to Computers (3 credits)	This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems • *Prerequisites: None*
ENG 110 Freshman Composition (3 credits)	This course is designed to develop informative and business writing skills. Emphasis is placed on logical organization of writing, including effective introductions and conclusions, precise use of grammar, and appropriate selection and use of sources. Upon completion, students should be able to produce clear, concise, well-organized short papers. • *Prerequisites: None*
ENG 111 Writing and Inquiry (3 credits)	This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, and effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved for transfer under the CAA and ICAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course. • *Prerequisites: DRE 097 or BSP 4002 or ENG 002 P1; corequisites: ENG 011 (if required)*
ENG 112 Writing/ Research in the Discipline (3 credits)	This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. This course has been approved for transfer under the CAA and ICAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course. • *Prerequisites: ENG 111*
ENG 232 American Literature II (3 credits)	This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. • *Prerequisites: ENG 112 or ENG 114*
ENG 242 British Literature II (3 credits)	This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA and ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. • *Prerequisites: ENG 112 or ENG 114*
ISC 220 Lean Manufacturing (3 credits)	This course introduces students to the concept of lean manufacturing as a means of waste reduction. Topics include the examination of manufacturing operations and the incorporation of lean techniques to reduce waste, cost, time, and materials in manufacturing processes. Upon completion, students should be able to demonstrate an understanding of lean manufacturing systems and how they benefit the environment and business. • *Prerequisites: None*

MAT 152 Statistical Methods I (4 credits)	This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course. • *Prerequisites: DRE 098 or ENG 002 P1 and DMA 010, 020, 030 or MAT 003 P1; corequisites: MAT 052 (if required)*
MAT 171 Precalculus Algebra (4 credits)	This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course. • *Prerequisites: DRE 098 or ENG 002 P1 and DMA 010, 020, 030 or MAT 003 P1; corequisites: MAT 052 (if required)*
MAT 272 Calculus II (4 credits)	This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology. This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative). This is a Math/AS Universal General Education Transfer Component (UGETC) course. • *Prerequisites: C or higher in MAT 271*
PHY 151 College Physics I (4 credits)	This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. • *Prerequisites: MAT 171 or MAT 271*
PHY 152 College Physics II (4 credits)	This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the CAA and ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. • *Prerequisites: grade of C or higher in PHY 151*
PSY 241 Developmental Psychology (3 credits)	This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. This course has been approved for transfer under the CAA and ICAA as a general education course in Social/Behavioral Sciences. • *Prerequisites: grade of C or higher in PSY 150*
RCP 210 Critical Care Concepts (4 credits)	This course provides further refinement of acute patient care and underlying pathophysiology. Topics include a continuation in the application and management of mechanical ventilation, assessment underlying pathophysiology, and introduction of critical care monitoring. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written, laboratory and/or clinical simulation evaluations. • *Prerequisites: RCP 152; corequisites: RCP 236, RCP 213*
WBL 110 World of Work (1 credit)	This course covers basic knowledge necessary for gaining and maintaining employment. Topics include job search skills, work ethic, meeting employer expectations, workplace safety, and human relations. Upon completion, students should be able to successfully make the transition from school to work. • *Prerequisites: None*

Appendix C. Attendees of March 11, 2021 Town Hall

Celeste Allis
Dean, Arts and Sciences

Karen Astuto
Program Coordinator, RISE Mathematics

Megan Bailey
Human Resources Specialist

Alana Baker
English Faculty

Corry Bouldin
SSS/TRIO Academic & Career Counselor

Aaron Bowman
Sociology and Anthropology Faculty

Gina Byrd
Administrative Assistant

Vickie Chitwood
Dean, Health Sciences and Public Service Technologies

Katie Coleman
College and Career Readiness Instructional Specialist

Jennifer Cox
Coordinator of Academic Advising and Retention

Benjamin Crouch
Music Faculty

Cheryl Evans
Technology Specialist

Randy Evans
Coordinator, Fire and Rescue Services

Sarah Evans
Department Chair, Business Technologies

Teresa Frohock
Library Technical Assistant

Gale Gregory
Program Director, Cosmetology

Rebecca Gurley
Nursing Faculty

Jennifer Harmon
Admissions Specialist

Stephanie Harris
College and Career Readiness Data Specialist

Kenneth Hux
Faculty, Criminal Justice

Nadine Jansen
Math Faculty

Trina Jones
Director, College and Career Readiness

Deirdre Kearney
Social Sciences Faculty

Sandee Key
Math Faculty

John Key
Health/Physical Education Faculty

Katherine Leebrick
Administrative Assistant, Health Sciences and Public Services Technology

Bob Lowdermilk
Vice President, Student Development

Anita Manning
Program Director, Nursing

Carla Moore
Registrar; Director of Records

Lori Murphy
Department Chair, Math & Learning Support Services

Maggie Murray
Director, Student Life

Nancy Norwood
Campus Services Manager

Dawn-Michelle Oliver
Public Services Librarian

Joshua Osborne
Systems Administrator

Tim Parrish
Department Chair, English & Language Studies

Gretchen Parrish
Associate Vice President, Technology and Institutional Effectiveness

Roxanne Pecinich
Faculty, Nursing

Todd Phipps
Chemistry Faculty

Angela Pruitt
Program Director, Respiratory Therapy

Beth Pulliam
Director, Enterprise Resource Planning and Information Security

Angie Purgason
Bookstore Manager

Sheila Regan
Vice President for Academic Affairs

Anne Marie Ross
Psychology Faculty

Gwendolyn Roy
Director, Human Resources Development

Ivy Rutledge
English Faculty

Kirsten Sadler
Fine Arts Faculty

Deanna Saffold
Math Faculty

Derick Satterfield
Director, Enrollment Services

Crystal Talley
Program Director, Surgical Technology

Stacey Tatum
Spanish Faculty

Sherry Thomas
Program Coordinator, Health Sciences

Sarah Tucker
Administrative Assistant, Business Technologies and Public Safety; Safe Driving Liaison

Parker Turpin
Business Administration Faculty

Ruth Underwood
Director, Clinical Education, Respiratory Therapy

Caitlyn Vincent
Program Accountability Specialist (Non-Credit)

Chaka Walker
Early Childhood Education Faculty

Maria Williams
Communication Faculty

Terrica Williams
Assistant Registrar; Assistant Director of Records

Deborah Wodhanil
Accessibility Counselor

Ben Wooster
Philosophy Faculty

Donata Worrell
Department Chair, Humanities and Social Sciences

Mark Zimmerman
Math Faculty

*Position titles refer to employees' positions as of March 11, 2021. Current positions and titles are represented elsewhere in the document.

Appendix D. Question Sets for Administered Surveys

Student Survey (September 2021)

1. What can RCC do to better serve you?
2. Have you experienced any specific challenges at RCC? If so, what?
3. In which area could RCC improve the most (ranking)
   a. classroom/instruction
   b. course availability
   c. advising
   d. on campus activities/events
   e. personal wellness goals
   f. career planning/transfer four-year planning
   g. tutoring services
   h. childcare assistance
   i. transportation assistance
   j. food services
   k. food pantry
   l. technology
   m. online learning
   n. Other – fill in response
      i. Elaborate on any areas of improvements you selected
4. Are there any services RCC should consider adding?
5. What could RCC do in the classroom to better help you learn?
6. Does RCC feel like an inclusive place? Why or why not?
7. Do you feel like RCC is helping you make progress towards your educational goals? Why or why not?
8. Do you plan to return to RCC in the summer/fall semester?
   a. Yes, I am returning to RCC to continue my studies.
   b. No, I am graduating or transferring to another college.
   c. No, other reason.
      i. Explain

Optional for students to complete:
Select all the following that apply to you (list demographic data)

Employee Survey (September 2021)

1. As far as student learning and success are concerned, what does RCC do well?
2. As far as student learning and success are concerned, where could RCC improve?
3. Do you think RCC is doing enough to increase student retention?
   a. No
      i. What are some ways we can increase student retention?
   b. Yes
4. Do you think RCC is doing enough to help students graduate? What else can we do, if not?
5. How can we increase students' use of educational and career planning?
6. How can we increase outreach to the community/enrollment?
7. How can we improve health and wellness of students?
8. What is one thing that you wish would happen on a regular basis that would increase the success rate for RCC students?
9. Should RCC incorporate employability skills/soft skills training in the classroom and in the broader campus community? What, if so?
10. What can RCC do to help students feel more included?
11. What can RCC do to help improve equity in the classroom?
12. What can RCC do to help improve diversity on campus?

13. Are there any services you feel are lacking in your area that could better serve students?
14. Are there any services we don't currently offer that you believe would benefit our students?
15. If you could pick a QEP topic... (general, follow- up form to be sent to whole RCC community)

Community Survey (November 2021)

1. Would you recommend attending RCC?
    a. Yes
    b. No
        i. Explain
2. Do you think student needs are being met? Why or why not? If you do not have direct experience to answer this question, is it your perception that student needs are being met? Why or why not?
3. Are RCC graduates prepared for the workforce in terms of technical skills?
    a. Yes
    b. No
        i. Explain
4. Are RCC graduates prepared for the workforce in terms of soft skills (punctuality, professionalism, communication, integrity)?
    a. Yes
    b. No
        i. Explain
5. Are RCC graduates prepared for college transfer in terms of soft skills (fundamental skills, study skills, time management, academic integrity)?
6. What qualities do you wish to see or wish to see further developed in RCC graduates?
7. What can RCC do to better reach potential students in the community?
8. How can we better serve underrepresented student populations? Are there any groups that are not being served by the College?
9. Is RCC an equal opportunity college?
    a. Yes
    b. No
        i. Explain
10. Are there any additional comments you have? (open-ended comment box)

Appendix E. Selected *Flight Ready* Assignments

SLO 1.1A - Initial Email Assignment

Initial Email Assignment

Assignment Description:

For this assignment, you will be practicing how to write a formal email. Develop three questions that you would like answers to by the end of the semester. Questions should be related to the course content. Please use the helpful hints below in crafting your message. Write your response in your Rockingham Community College Outlook email account and send the message to your instructor. After you send the email, please print your email as a PDF and upload in Moodle (see instructions).

In the subject line include: CIS-110-[InsertSectionNumber] Initial Email Assignment

Helpful hints:
- This needs to be a formal email.
- Use complete sentences.
- Use proper spelling and grammar.
- Include the subject line above.
- Include your response in the body of the email.
- Use **only** your RCC student email account.
- Avoid typos and grammar errors.

SLO 1.1A - Email Formatting Requirements

Faculty present these formatting requirements to students during the course instruction on email (after the initial email assignment but before the ending email assignment).

Formatting Requirements:

To: Identify the Recipient of the email.
Subject: Be specific and concise.

Message (Body of Email):
Salutation (ex. Hello Mr. Knight)

Introduction (introduce the reason you are sending the message)

Body (this is where you will include the main point/message of your email)

Closing (you can provide a summary of your message here or extend an offer to the recipient to contact you for further information/clarification)

Signature (include a polite sign off (such as "thanks," "sincerely," or "respectfully"); use your first and last name and provide additional contact information such as a phone number)

Example of Email in Outlook:

To: Thomas Knight <knightt3459@rockinghamcc.edu>
Subject: CIS-110-0001 Final Email Assignment

Hello Mr. Knight,

I would like to provide you with my responses to the questions that I asked at the beginning of the semester.

For question one,   (include question one response)

For question two,   (include question two response)

For question three,   (include question three response)

I have really enjoyed your class this semester. If you have any questions, please let me know.

Thank you,
Rocky Eagle
(336) 342-4261

SLO 1.1A - Ending Email Assignment

Final Email Assignment

Assignment Description:
For this assignment, you will be practicing how to write a formal email. Respond to the three questions that you referenced in the initial email assignment at the beginning of the semester. Ensure that you fully answer your questions, reflecting on what you learned. Please use the email format learned in class and the helpful hints below in crafting your message. Write your response in your Rockingham Community College Outlook email account and send the message to your instructor. After you send the email, please print your email as a PDF and upload in Moodle (see instructions).

In the subject line include: CIS-110-[InsertSectionNumber] Final Email Assignment

Helpful hints:
- This needs to be a formal email.
- Use complete sentences.
- Use proper spelling and grammar.
- Include the subject line above.
- Include your response in the body of the email.
- Use **only** your RCC student email account.
- Avoid typos and grammar errors.

SLO 1.1A - Assessment Checklist

QEP Outcome 1.1 Email Assessment Checklist

Outcome: Demonstrate professional email communication.

Benchmark: 90% of students will complete all tasks on the checklist.

Task: Students will send a professional email to their instructor.

	Completed	Did Not Complete
1. Email contains correct recipient.		
2. Correct subject line is listed.		
3. Appropriate salutation is used.		
4. Content is relevant to couse/assignment.		
5. Paragraphs in the email are properly organized and formatted according to the email template.		
6. Email uses business-appropriate language.		
7. Email is mostly free of spelling and grammar errors.		
8. Complimentary close is present.		

SLO 1.2A - Mock Interview Faculty Information

Mock Interview Faculty Information

QEP Outcome 1.2: Students will produce effective verbal professional communication.

Instructional Material:

- Before assigning the mock interview, be sure to provide instructional material to prepare students for this assignment

- Faculty may decide how to prepare students for this assignment. This may include LinkedIn Learning content, Career Services guest presenter, Moodle resources, etc. Options are available in the Moodle Toolkit.

Faculty Preparation:

- Review the *Mock Interview Student Assignment* document. Customize yellow highlighted sections and delete the faculty instructions once complete.

- Determine how students will identify and submit a position description for the interview. This could be student-selected or assigned.

- Select modality for mock interviews (i.e., in-person or virtual).

- Provide students information on mock interview scheduling (i.e., Moodle sign-up, in-class sign-up sheet, assigned interview times).

- Determine interview questions. These may or may not be provided to students prior to the mock interview. Sample questions include:

  - Tell me about yourself.
  - Why have you chosen this particular field?
  - What are your strengths?
  - What is your greatest weakness?
  - Tell me about a time you had a conflict with a colleague and how you handled it.
  - How do you handle stress?
  - Tell me about a time when you had to juggle several projects or assignments at the same time. How did you organize your time? What was the result?
  - Tell me about your favorite experience working with a team. What were your contributions?
  - Give an example where you showed leadership and initiative.
  - Do you have any questions for me?

Rubric Information:

- The rubric is divided into two sections:

  - Section 1: QEP Data (page 1)
    - Interview Techniques (Word Choice, Clarity of Speech, Volume/Tone, Pacing)
    - Content of Answers (Relevance, Cohesion, Quality)
  - Section 2: Other Information (page 2)
    - Overall Impressions (Attitude, Appearance, Timeliness, Body Language)
    - Additional Notes

- You may tailor Section 2 (page 2) of the rubric to your class and course objectives. *NOTE: Do not alter the QEP-designated categories in Section 1, "Interview Techniques" and "Content of Answers."*

- Provide the rubric to students.

- The rubric is intended for QEP data collection. You may choose to utilize the rubric as a grading tool, or not.

Submitting Results:

- Submit rubrics for all students assessed in the QEP Moodle course data collection module. While only page 1 will be included in the QEP data analysis, you are welcome to submit both pages of the rubric if that is easier for you. Results will be compiled and reviewed by a summer QEP assessment team.

SLO 1.2A - Mock Interview Student Assignment

[INSERT COURSE] Mock Interview Student Assignment
[Template]

Objective: Students will demonstrate effective verbal communication in a mock interview.

Preliminary Work
[Faculty may decide how to prepare students for this assignment. This may include LinkedIn Learning content, Career Services guest presenter, Moodle resources, etc.]

Review and complete assigned materials to prepare for the mock interview.

Job Opening
[Faculty may decide whether students self-select a job description for the interview or if this will be assigned.]

Research a specific job opening, standard requirements, and a specific employer to prepare for and complete a mock interview.

Interview Sign-up
[Include information on how students will sign up for a mock interview day/time.]

Interview Preparation

Candidates who succeed in interviews prepare ahead of time.

Think about questions the interviewer might ask. Be prepared with a response and example (whenever possible).

Prepare yourself by answering these general questions:

1. What do I want the interviewer to know about me?
2. What are my challenges? How might I minimize these?
3. What questions about the job or company do I need answered to accept or decline an offer?
4. What specific on-the-job examples do I want to share?
5. How should I dress to communicate my understanding of the corporate culture?
6. What should I bring to illustrate that I'm prepared?

Know what information you want to incorporate into the interview and be ready to do so.

Know what information you want to incorporate into the interview and be ready to do so.

Examples: Knowledge of current events in industry

                    Knowledge of company mission and culture

                    Accomplishments related to the job

Practice responses (mentally or aloud)

Possible questions include:

- Tell me about yourself. To this question, respond with a short "elevator speech". Explain your current position or program of study if you are a student. Next, offer a brief overview of your employment history.

- Why are you interested in working for XYZ Co.? Your response should align with the position for which you are applying and the mission of the company. *Never focus on reasons that imply what the company can do for you* such as the company's good benefits, salary, or convenient location.

- What strengths can you bring to this position? Our company? This response should show your knowledge of skills needed for the job and awareness of your strengths.

- What are your areas for improvement? Show self-awareness by being ready to state a weakness and follow immediately with how you are compensating for or working to eliminate the weakness

- How has your education (or experience) prepared you for this position? An interviewer wants to see that you can make connections between what you have learned in school and practical application in the workplace.

- Of what accomplishments are you particularly proud? Explain. The type of accomplishment you share is not as crucial as the reason you are proud of it. Your response should give the interviewer an idea of who you are, what matters to you, how you work toward established goals.

- Tell me about…
  a. The most difficult person / situation / environment you've had to handle. Explain what you did and what you would change.
  b. A time when you had a problem to solve, weren't sure what to do, and no one was around to ask. Explain what you did and what you would change.

Effective interviewers are sure to ask questions like these to assess your past behavior in difficult situations. Therefore, anticipate the incidents that might arise, and decide on a specific incident that you handled well. When the question comes, you'll be ready for it.

- What else would you care to share with us about your qualifications? Always add to what you have covered. Additional skills, training, involvement in the community

or workplace are possibilities, but even if you have discussed everything, restate your most relevant skill, quality, or type of experience. Never say, "Nothing" to this question.

- What questions do you have for us? Be prepared with at least 5 thoughtful questions that you have written or typed ahead of time. Visit this **link to Virginia Tech's Career Center** website for tips on preparing questions.

Before the Interview, Read This Advice!

Do

- Answer questions honestly, thoroughly, and sincerely. If you don't know the answer, say so.
- Be careful about making negative comments about past experiences (supervisors, companies, etc.)
- Be polite, tactful, and sincere – eye contact is VERY important.
- Dress neatly and appropriately (not trendy)
- Practice answering the questions you anticipate the interviewer will ask
- Have a small note pad and writing utensil.

Don't

- Try to tell the interview what you think he/she wants to hear.
- Display a negative or arrogant attitude
- Be late unless there is an emergency (in that case, call or email ASAP)

Checklist

- Confirm the date, time, and location of your interview
- Review the company's website and other information you've found from research
- Generate at least 5 quality questions to ask based on what you've read and heard – don't just ask questions for the sake of asking them (make them count!)
- If for any reason you must cancel your interview, contact the employer ASAP. Don't be a No-Show.
- Make sure your clothes are ironed, your hair is neat, and your shoes are polished!

Now, you're ready. Relax and be yourself.

SLO 1.2A - Mock Interview Rubric

Mock Interview Rubric
Outcome 1.2

Course:		Date:	
Student ID:		Evaluator:	

Section 1: QEP Data

CATEGORY	ELEMENT	1	2	3
INTERVIEW TECHNIQUES	Word Choice	Rarely or does not use proper word choice and/or grammar.	Sometimes uses proper word choice and/or grammar.	Uses proper word choice and grammar.
	Clarity of Speech	Does not speak clearly and/or enunciate.	Sometimes speaks clearly and/or enunciates.	Speaks clearly and enunciates well.
	Volume/Tone	Rarely or does not use appropriate volume/tone.	Sometimes uses appropriate volume/tone.	Uses appropriate volume/tone when speaking.
	Pacing	Rarely or does not use appropriate wait time before answering questions.	Sometime uses appropriate wait time before answering questions.	Uses appropriate wait time before answering questions.
CONTENT OF ANSWERS	Relevance	Responses did not address questions.	Responses sometimes address question.	Responses address questions.
	Cohesion	Responses are inconsistent throughout interview.	Some responses are inconsistent throughout interview.	Responses are consistent throughout interview.
	Quality	Responses offer no specific details and examples.	Responses offer some specific details and examples.	Responses offer specific details and examples.

Section 2: Other Elements

CATEGORY	ELEMENT	1	2	3
OVERALL IMPRESSIONS	Attitude	Does not appear confident, genuine, and/or interested in the position.	Appears somewhat confident, genuine, and/or interested in the position.	Appears confident, genuine, and interested in the position.
	Appearance (Attire and Grooming)	Appearance is not appropriate for an interview relative to position and industry.	Appearance is somewhat appropriate for an interview relative to the position and industry.	Appearance is appropriate for an interview relative to the position and industry.
	Timeliness	Arrived late for the interview.	Arrived on time for the interview.	Arrived early for the interview.
	Body Language	Rarely or does not use appropriate eye contact and/or posture throughout the interview.	Sometimes uses appropriate eye contact and/or posture throughout the interview.	Uses appropriate eye contact and posture throughout the interview.
	Follow-up Questions	Does not ask appropriate follow-up questions.	Asks some appropriate follow-up questions.	Asks appropriate follow-up questions.

ADDITIONAL NOTES AND FEEDACK:

SLO 3.1A - Time Management Assignment, part 1

Name: _____

ACA-122 1.2 Time Management Assignment, part 1

Purpose:

College coursework can involve managing many different assignments in different courses, all the while having to manage your time outside of schoolwork, as well. The purpose of this assignment is to support you with your time management by giving a step-by-step guide on how to gather your course due dates and task completion dates into one place and how to create a plan to complete these.

Instructions:

- Find (and print or save) the due date schedule for each course you're enrolled in this term. If there is not a central due date calendar on the syllabus or in Moodle, go through each available module for the course and make note of the assignments due (do not rely on the Moodle calendar feature for this).
- For each course assignment, do the following:
  - In the planner or app of your choice, mark the due date for each assignment/quiz/exam/etc.
  - Mark a separate date (prior to the due date) that you will complete each assignment from the bullet above as well as any preparatory tasks that need to be completed first
    - Consider of all preparatory tasks that lead up to each assignment/quiz/exam (This can include reading, video-watching, not-taking, etc.)
- Make special note of any large projects for the semester (for example, term papers or exams). You can go through the course and read assignment descriptions, but a good place to start would be looking at the grade weights of assignments in the course.
- To help create a reasonable plan, consider all activities and responsibilities outside RCC, as well. You may find it helpful to include these in your calendar or app.
- Do not forget you have access to Microsoft apps through RCC. Navigate to https://www.office.com and log in with your RCC credentials. From this screen, click the grid icon in the top left, and then "Explore all your Apps". Microsoft's primary time-management apps are the calendar in Outlook and Microsoft To-do. In Outlook (which is also an email app), you'll need to click the calendar icon in the top left to access the calendar. Below are some videos with instructions and tips for some of the available tools:
  - Click here to view a video on how to use Outlook
  - Click here to view a video on how to use Google Calendar
  - Click here to view a video on how to use Microsoft To-Do

Questions:

After creating your calendar, reflect by answering the following questions. This is the portion of the assignment that will be graded and turned in.

1. What two weeks have the most assignments/tasks/etc.?

    Answer:

2. What can/will you do to ensure you complete coursework and prepare for exams during the two weeks identified in question 1?
    Answer:

3. Attach or insert a picture or screenshot from two of the weeks in question 1. You may need to insert or attach more than one screenshot to ensure that all assignments for the week are included. If one of your courses does not have any assignments due during weeks 5 or 12, be sure to note that here in question 3.

SLO 3.1A - Time Management Assignment, part 2

Name: _____

ACA-122 1.3 Time Management Assignment, part 2

Purpose:

Now that you've used your time management plan for a while, you've probably noticed some strengths and weaknesses in how you planned assignments out—some things took longer than you expected, and some things were faster than you thought. The purpose of this assignment is for you to reflect on your time management plan and address how it could be improved.

Instructions:

Now that you've used your time management plan for a while, reflect on how it went using the prompts below. If your time management plan did not go well, be honest about that—the best way to become more effective (and efficient) at managing your work time is to make improvements to your plan as often as it needs them.

The Questions:

1. What went well? What aspects of your plan helped you manage your time?
   Answer:

2. What took more time than you had predicted? What took less time than you had predicted?
   Answer:

3. Since you enacted your time management plan, have you missed any assignments (or turned in any late)? How many assignments did you miss or turn in late?
   Answer:

4. Did you miss any other responsibilities, either for RCC or in other aspects of your life?
   Answer:

5. What can you do to improve your plan, especially to account for #2, #3, and #4 above?
   Answer:

SLO 3.1A - Time Management Assignment, part 1 assessment rubric

Time Management Assignment Part 1 Rubric

Question 1: Student listed the two weeks that have the most coursework.   _____ yes   _____ no

Question 2:

Component	3	2	1	0
The response includes how the student will complete coursework and prepare for exams during the weeks in question 1.	Response addresses how the student's schedule considers all activities and responsibilities including those outside RCC (Rockingham Community College). The explanation of the schedule explicitly outlines how completing coursework and preparing for exams will fit into the student's schedule and how he/she knows that the tasks will be accomplished.	Response addresses how the student's schedule considers only some activities and responsibilities (only includes other courses or only includes outside of RCC responsibilities). The explanation of the schedule has a vague explanation of how completing coursework and preparing for exams will fit into the student's schedule and how he/she knows that the tasks will be accomplished.	Response addresses how the student's schedule considers only some activities and responsibilities (only includes other courses or only includes outside of RCC responsibilities). The response does not include an explanation of the schedule and how completing coursework and preparing for exams will fit into the student's schedule.	No response is given, or the response does not address the prompt.

Question 3:

A screenshot or image is included for two separate weeks. The weeks documented are in alignment with question 1.

_____ yes   _____ no

Passing Criteria (must include all three)

Question 1	Yes
Question 2	A score of 2 or 3
Question 3	Yes

SLO 3.1A - Time Management Assignment, part 2 assessment rubric

Time Management Assignment Part 2 Rubric

Component	3	2	1	0
What went well? What aspects of your plan helped you manage your time?	Response includes an explanation of what went well using specific examples from the plan to support the student's claim.	Response includes an explanation of what went well, and an explanation is attempted for how the plan helped the student manage his/her time. However, the explanation does not explicitly use evidence from the student's plan.	Response includes an explanation of what went well. No explanation is given for how the plan helped to manage the student's time.	Response not given, or response did not address the prompt.
What took more time than you had predicted? What took less time than you had predicted?	Response includes examples of what took more time than predicted. Response includes examples of what took less time than predicted. Examples are specific.	Response includes examples of what took more time than predicted. Response includes examples of what took less time than predicted. Examples are vague.	Response includes only one of the following: what took more time than predicted or what took less time than predicted. Examples are vague.	Response not given, or response did not address the prompt.
Have you missed any assignments or turned in any assignments late? How many assignments did you miss or turn in late?	Response includes whether or not any assignments are missed. Response includes how many assignments were missed or turned in late. If no assignments were turned in late, then there does not need to be a response for how many assignments were missed or turned in late.	Student response indicates that assignments were missed but does not indicate how many assignments were missed or turned in late.		Response not given, or response did not address the prompt.

Did you miss any other responsibilities, either for RCC (Rockingham Community College) or in other aspects of life?	Response includes an explanation of whether or not other responsibilities were missed.			Response not given, or response did not address the prompt.
What can you do to improve your plan, especially to account for #2, #3, and #4?	Response includes a reasonable plan of action to improve plan. The stated improvements include specific examples relating to the student's answers to questions #2, #3, and #4. Reasonable should be considered as fitting within the student's schedule and relating to what the student was/was not able to accomplish from the original plan.	Response includes a reasonable plan of action to improve plan. The improvements do not use specific examples relating to the student's answers to questions #2, #3, and #4. Reasonable should be considered as fitting within the student's schedule and relating to what the student was/was not able to accomplish from the original plan.	Response includes a plan of action that is not yet reasonable based upon responses given to questions #2, #3, and #4. Reasonable should be considered as fitting within the student's schedule and relating to what the student was/was not able to accomplish from the original plan.	Response not given, or response did not address the prompt.

Passing Criteria

A score of 2 or 3 must be earned for each component.

SLO 3.1B - Completion Plan Assignment Template

Name: _____

Completion Plan Assignment

Purpose:

Large projects, modules, or even weekly assignments can have multiple parts that require planning and forethought. This assignment will help you identify the parts of a large project, course module, or weekly coursework and plan out when you can complete those steps in a way that fits with your schedule outside of class.

Instructions:

[Instructors, edit all instructions in brackets to meet the needs of your project/assignment/module and so they're specific to your course.]

Read through all the questions below, then answer each question with as much detail as possible.

For question 1, [Instructors, provide advice or examples to the students for how to identify the components of the project/assignment/module. Consider any preparatory readings, any scaffolding assignments, and any other coursework a student will need to complete?]

For question 2, [Instructors, explain that the student should consider all three components of when they are planning an assignment. They should likely not plan to complete all on the same day, and they should likely not plan them on the due date (except possibly the last component). Recommend the student consider their reading, writing, and note-taking speeds.]

For question 3, be specific as to how you planned the length of time the assignment will take and how your RCC and non-RCC schedule accommodates the block of time you planned for the assignment.

Questions:

1. What are the components of this [project/assignment/module]? Provide a list here, considering the "question 1" instructions above.

   Answer:

2. Plan when you will complete the components listed in question 1. If the components have due dates, note that you must plan to complete them prior to or on that due date. To help create a reasonable plan, consider the length of time each component will take, all activities and responsibilities for your other courses, and those outside of RCC activities, as well.
   Answer:

3. How does your plan take into account the length of time of each component, other RCC activities, and responsibilities outside RCC? Make sure your plan addresses all three of the above.
   Answer:

SLO 3.1B - Completion Plan Rubric

Completion Plan Rubric

Question 1:

Component	3	2	1	0
The student lists the parts of the planned project, assignment, or module.	Response includes a list of all key components identified by the instructor.	Response includes at least 75% of, but not all, the key components.	Response includes fewer than 75% of the key components	No response is given, the response does not address the prompt, or the student does not correctly identify any components

Question 2:

The student created a plan to complete all components of the project, assignment, or module identified by the instructor

_____ yes   _____ no

Question 3:

Component	3	2	1	0
The student describes how the length of time of each component, their RCC schedule, and their activities outside RCC impacted their completion plan.	Student response includes the length of time of each component, other RCC activities, and responsibilities outside RCC.	Student response includes two of the three: the length of time of each component, other RCC activities, and responsibilities outside RCC.	Student response includes two of the three: the length of time of each component, other RCC activities, and responsibilities outside RCC.	No response is given, questions 1 and 2 were not passed, or the response does not address the prompt.

Passing Criteria (must include all three)

Question 1	Yes
Question 2	A score of 2 or 3
Question 3	Yes