

Quality Enhancement Plan: Embracing Essential Skills - Planning & Evaluation Document

QEP COMMITMENT #1: Student Learning Outcome #1 – Attendance & Punctuality

Being present and punctual are essential to success and productivity in the workforce. Instilling the importance of presence and punctuality in students ensures that they will develop good habits that will benefit them and their employers throughout their careers.

For this objective, career students will demonstrate being present and showing up on-time to each and every career course:

- 1A Attendance [Term 1, Term 2, Term 3, Term 4]
- 1B Punctuality [Term 1, Term 2, Term 3, Term 4]

| Effectiveness Indicator | Methodology for Collecting Data | Expected Outcome | Assessment Instrument | Results | Use of Results & Plan for Improvement |
|---|---|--|--|---------|---------------------------------------|
| <p>#1A – Attendance [TERM 1, TERM 2, TERM 3, TERM 4]</p> <p>Student Learning Objective #1a: Career students will be present for career courses throughout the term.</p> <p>Student Intervention: Students will be exposed to workplace expectations for attendance via a course lecture, course materials, quiz on attendance, marketing materials and ongoing reinforcement/accountability.</p> <p>Attendance is a clear predictor of success in the classroom and the workplace. During Career Advisory Council meetings, some employers have noted that MGCCC graduates have poor attendance records, which lead to termination of employment. Attendance lies at the core of one’s work ethic, and we seek to help students develop a strong work ethic that they will carry into their careers.</p> | <p>Data Collection Process: Data will be collected using Blackboard Attendance Readers, which have been installed in all Career classrooms. Students will use their student ID to scan in upon arrival to each class. At the end of the semester, Institutional Research will generate a report that captures attendance statistics, including percentage of missed and tardy courses in Career courses.</p> <p>Career Courses Assessed: AEL 1118, ABT 1313, ATT 1811, CRM 1114, COV 1122 (GC only), ELT 1233, ACT 1003, MEC 1113, MST 1412, WLT 1173; Spring 2020- ABT 1323, ATT 1134, CRM 1223, COV 1722, ELT 1113, ACT 1214, MGT 1263, MEC 1115, MST 1263, WLT 1135; Fall 2020- ABT 1223, ATT 2112, CRM 1714, COV 1443, ELT 2423, ACT 2324, MST 2542, WLT 1915</p> | <p>Career students will attend a minimum of 91% of the class meetings.</p> | <p>Attendance and punctuality will be assessed with Blackboard Attendance Readers in all career courses and reported on the MGCCC Attendance by Curriculum Subject Report.</p> | | |
| <p>#1B – Punctuality [TERM 1, TERM 2, TERM 3, TERM 4]</p> <p>Student Learning Objective #1b: Career students will be punctual for career courses throughout the term.</p> <p>Student Intervention: Students will be exposed to workplace expectations in regard to punctuality via a course lecture, course materials, quiz on attendance, marketing materials and ongoing reinforcement/accountability.</p> <p>Not only is it important to be present, but it is also important to be punctual. Punctuality ensures smooth transitions at jobs that require shift changes, and it demonstrates respect for one’s customers, one’s employer, one’s co-workers, and oneself.</p> | <p>Data Collection Process: Data will be collected using Blackboard Attendance Readers, which have been installed in all Career classrooms. Students will use their student ID to scan in upon arrival to each class. At the end of the semester, Institutional Research will generate a report that captures attendance statistics, including percentage of missed and tardy courses in Career courses.</p> <p>Career Courses Assessed: AEL 1118, ABT 1313, ATT 1811, CRM 1114, COV 1122 (GC only), ELT 1233, ACT 1003, MEC 1113, MST 1412, WLT 1173; Spring 2020- ABT 1323, ATT 1134, CRM 1223, COV 1722, ELT 1113, ACT 1214, MGT 1263, MEC 1115, MST 1263, WLT 1135; Fall 2020- ABT 1223, ATT 2112, CRM 1714, COV 1443, ELT 2423, ACT 2324, MST 2542, WLT 1915</p> | <p>Career students will be on time for 95% of the classroom meetings that they attend.</p> | <p>Attendance and punctuality will be assessed with Blackboard Attendance Readers in all career courses and reported on the MGCCC Attendance by Curriculum Subject Report.</p> | | |

QEP COMMITMENT #1: Student Learning Outcome #2 – Listening

Listening is a key component of communication, yet research shows that many people fail to listen well. Learning to listen well will help Career students better meet the needs of their employers, co-workers, and customers, leading to greater satisfaction in the workplace. For this objective, career students will demonstrate proficiency in listening in the following areas:

- 2A Nonverbal [Semester 1]
- 2B Active Listening in the Workplace (Summarization) [Semester 2]
- 2C Situational Listening in the Workplace (Identifying Follow-up Questions) [Semester 3]
- 2D Presentation Listening [Semester 4]

| Effectiveness Indicator | Methodology for Collecting Data | Expected Outcome | Assessment Instrument | Results | Use of Results & Plan for Improvement |
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| <p>#2A – Listening, Nonverbal [TERM 1]</p> <p>Student Learning Outcome 2A: By the end of semester one, students will exhibit appropriate nonverbal behaviors that support active listening, specifically eye contact, facial expressions, gestures/body movement, posture, and the mitigation of distractions.</p> <p>Student Interventions: Students will be immersed in effective nonverbal listening training through an introduction, face-to-face presentation, asynchronous module, application of nonverbal listening skills, and feedback on their ability to perform.</p> <p>Research has supported that nonverbal skills are connected to effective communication. Therefore, it is imperative that students learn to comport themselves in a way that empowers them to listen well and to make a speaker feel heard.</p> | <p>Data Collection: By the end of the term, it is our aim that students will exhibit appropriate nonverbal behaviors that support active listening, specifically eye contact, facial expressions, gestures/body movement, posture, and the mitigation of distractions.</p> <p>Scenario: At the end of the course, a career instructor will deliver a presentation on a standardized subject. While the career instructor is presenting to the class, the Communication Specialist will be making 5 independent observations of each student in the class to assess their nonverbal behaviors commonly associated with active listening. The Communication Specialist will score each student by following the QEP Listening Rubric.</p> <p>Data Submission: Students will be evaluated by a Communications Specialist using the QEP Listening Rubric and the results will be submitted via an online QEP Student Learning Outcome Submission Form at the end of each term. Data will then be analyzed by the Office of Institutional Research & Effectiveness and distributed to the QEP Committee within 4 weeks following the end of the term.</p> <p>Career Courses Assessed: AEL 1118, ABT 1313, ATT 1811, CRM 1114, COV 1122, ELT 1233, ACT 1003, MEC 1113, MST 1412, WLT 1173</p> | <p>82% of students will exhibit physical behaviors that support active listening by scoring 3-Effective or 4-Exemplary on a 4-point rubric.</p> <p>*Baseline data in a pilot course showed that 82% of students exhibited physical behaviors that support active listening at the end of the intervention. The QEP Implementation Committee set a goal of meeting the baseline result in the first year of implementation and then increasing the percentage of students who demonstrate proficiency by 1% for all subsequent cohorts.</p> | <p>Communication specialists will observe and assess a standard activity in week 15 using line 2A (Nonverbal) of the QEP Listening Rubric.</p> <p>A score of 3+ on a 4-point scale indicates that students demonstrated this objective effectively.</p> <p>Success Rate = # of career students who received a mark of 3-effective + 4-exemplar / # of career students assessed</p> | | |
| <p>#2B – Listening, Summarization: Workplace [TERM 2]</p> <p>Student Learning Outcome 2B: By the end of semester two, students will successfully demonstrate the ability to summarize proficiently the request made by a customer or co-worker.</p> <p>Student Intervention: Students will be trained in effective summarization techniques to demonstrate active listening through an introduction, face-to-face presentation, asynchronous module, application of summarization skills, and feedback on their ability to perform.</p> <p>The ability to summarize a request demonstrates comprehension of the request, and it prevents miscommunication among co-workers and customers. Understanding a co-worker or customer’s request is one of the first steps to being productive and solution-oriented.</p> | <p>Data Collection: By the end of semester two, it is our aim that students will successfully demonstrate the ability to summarize proficiently the request made by a customer or co-worker.</p> <p>Scenario: Near the end of the course, students will participate in an in-class simulation of a likely workplace interaction appropriate to the students’ career field. The specific scenarios for these simulations will be provided by the Career Advisory Councils for each respective program. Focusing on the students’ ability to summarize a request made during the simulation, the Communication Specialist will evaluate the students’ performance with line 2B of the QEP Listening Rubric.</p> <p>Data Submission: Students will be evaluated by a Communication Specialist using the QEP Listening Rubric. The communication specialists will aggregate the data and report it via an online QEP Student Learning Outcome Submission Form at the end of each term. Data will then be analyzed by the Office of Institutional Research & Effectiveness and distributed to the QEP Committee within 4 weeks following the end of the term.</p> <p>Career Courses Assessed: ABT 1323, ATT 1134, CRM 1223, COV 1722, ELT 1113, ACT 1214, MGT 1263, MEC 1115, MST 1263, WLT 1135</p> | <p>75% of students summarize proficiently the request made by a customer or co-worker by scoring 3-Effective or 4-Exemplary on a 4-point rubric.</p> <p>* Baseline data in a pilot course showed that 75% of students could summarize proficiently a request made by a customer or co-worker at the end of the intervention. The QEP Implementation Committee set a goal of meeting the baseline result in the first year of implementation and then increasing the percentage of students who demonstrate proficiency by 1% for all subsequent cohorts.</p> | <p>Communication specialists will observe and assess a standard activity in week 15 using line 2B (Summarization) of the QEP Listening Rubric.</p> <p>A score of 3+ on a 4-point Likert scale indicates that students demonstrated this objective effectively.</p> <p>Success Rate = # of career students who received a mark of 3-effective + 4-exemplar / # of career students assessed</p> | | |

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| <p>#2C – Listening, Follow-Up Questions: Situational [TERM 3]</p> <p>Student Learning Outcome 2C: By the end of semester three, students will demonstrate the ability to identify appropriate follow-up questions to a request made by a customer or co-worker.</p> <p>Student Intervention: Students will be trained to ask appropriate follow-up questions to demonstrate active listening through an introduction, face-to-face presentation, asynchronous module, application of follow-up questions, and feedback on their ability to perform.</p> <p>Studies on metacognition have shown that being able to recognize where comprehension deteriorates is crucial to learning; i.e., knowing which questions to ask leads to learning. Often, in a work environment, a failure to recognize a breakdown in communication can lead to negative outcomes for customers, workers, and employers. The ability to identify appropriate follow-up questions demonstrates a metacognitive awareness that empowers the listener to obtain crucial information and meet the needs of her or his co-workers, customers, and employer.</p> | <p>Data Collection: By the end of semester three, it is our aim that students will successfully demonstrate the ability to identify appropriate follow-up questions to a request made by a customer or co-worker.</p> <p>Scenario: Near the end of the course, students will participate in an in-class simulation of a likely workplace interaction appropriate to the students’ career field. The specific scenarios for these simulations will be provided by the Career Advisory Councils for each respective program. Focusing on the students’ ability to identify appropriate follow-up questions during the simulation, the Communication Specialist will evaluate the students’ performance with line 2C of the QEP Listening Rubric.</p> <p>Data Submission: Students will be evaluated by a Communications Specialist using the QEP Listening Rubric and the results will be submitted via an online QEP Student Learning Outcome Submission Form at the end of each term. Data will then be analyzed by the Office of Institutional Research & Effectiveness and distributed to the QEP Committee within 4 weeks following the end of the term.</p> <p>Data Submission: Students will be evaluated by a career instructor using the QEP Listening Rubric, and the rubrics will be submitted to the communication specialists. The communication specialists will aggregate the data and report it via an online QEP Student Learning Outcome Submission Form at the end of each term. Data will then be analyzed by the Office of Institutional Research & Effectiveness and distributed to the QEP Committee within 4 weeks following the end of the term.</p> <p>Career Courses Assessed: ABT 1223, ATT 2112, CRM 1714, COV 1443, ELT 2423, ACT 2324, MST 2542, WLT 1915</p> | <p>50% of students will identify appropriate follow-up questions in response to a request made by a customer or co-worker by scoring 3-Effective or 4-Exemplary on a 4-point rubric.</p> <p>* Baseline data in a pilot course showed that 50% of students could identify appropriate follow-up questions in response to a request made by a customer or co-worker at the end of the intervention. The QEP Implementation Committee set a goal of meeting the baseline result in the first year of implementation and then increasing the percentage of students who demonstrate proficiency by 1% for all subsequent cohorts.</p> | <p>Communication specialists will observe and assess a standard activity in week 15 using line 2C (Identifying Follow-up Questions) of the QEP Listening Rubric.</p> <p>A score of 3+ on a 4-point Likert scale indicates that students demonstrated this objective effectively.</p> <p>Success Rate = # of career students who received a mark of 3-effective + 4-exemplar / # of career students assessed</p> | | |
| <p>#2D – Listening, Presentation [TERM 4]</p> <p>Student Learning Outcome 2D: By the end of semester four, students will successfully demonstrate the ability to identify relevant content given during a presentation.</p> <p>Student Intervention: Students will be trained to identify relevant information to demonstrate active listening during a presentation through an existing, redesigned public speaking course (SPT 1113).</p> <p>Faced with an abundance of information, a listener can become overwhelmed and lose focus on the purpose of listening. All information starts to sound the same and comprehension breaks down. Therefore, students must learn to identify information that is relevant in order to listen efficiently.</p> | <p>Data Collection: By the end of semester four, it is our aim that students will successfully demonstrate the ability to identify relevant content given during a presentation.</p> <p>Scenario: In SPT 1113, students will listen to a designated presentation near the end of the semester and answer standard questions written by the course instructor about the presentation. The course instructor will evaluate the students’ answers using 2D of the QEP Listening Rubric.</p> <p>Data Submission: Students will be evaluated by a Communications Specialist using the QEP Listening Rubric and the results will be submitted via an online QEP Student Learning Outcome Submission Form at the end of each term. Data will then be analyzed by the Office of Institutional Research & Effectiveness and distributed to the QEP Committee within 4 weeks following the end of the term.</p> <p>Career Courses Assessed: SPT 1113</p> | <p>61% of students will identify relevant information given during a presentation by scoring 3-Effective or 4-Exemplary on a 4-point rubric.</p> <p>* Baseline data in a pilot course showed that 61% of students could identify relevant information given during a presentation at the end of the intervention. The QEP Implementation Committee set a goal of meeting the baseline result in the first year of implementation and then increasing the percentage of students who demonstrate proficiency by 1% for all subsequent cohorts.</p> | <p>Communication specialists will observe and assess a standard activity in week 15 using line 2D (Listening to a Presentation) of the QEP Listening Rubric.</p> <p>A score of 3+ on a 4-point Likert scale indicates that students demonstrated this objective effectively.</p> <p>Success Rate = # of career students who received a mark of 3-effective + 4-exemplar / # of career students assessed</p> | | |

QEP COMMITMENT #1: Student Learning Outcome #3–Speaking

Learning to speak clearly in a variety of contexts will help Career students better meet the needs of their employers, co-workers, and customers, leading to greater satisfaction in the workplace by minimizing miscommunication. Student Learning Outcome #3 [Direct Assessment]: Speaking: Career students will demonstrate proficiency in speaking in the following areas:

- 3A Nonverbal,
- 3B Workplace Speaking (Use of Language),
- 3C Situational Workplace Speaking (Content)
- 3D Public Speaking

| Effectiveness Indicator | Methodology for Collecting Data | Expected Outcome | Assessment Instrument | Results | Use of Results & Plan for Improvement |
|--|---|--|--|---------|---------------------------------------|
| <p>#3A – Speaking Nonverbal [TERM 1]</p> <p>Student Learning Outcome 3A: By the end of semester one, students will demonstrate the ability to effectively communicate information and ideas using nonverbal behaviors that support the verbal message, specifically eye contact, facial expressions, gestures/body movement, posture, and attire appropriate to a specific situation.</p> <p>Student Interventions: Students will be immersed in effective nonverbal speaking training through an introduction, face-to-face presentation, asynchronous module, application of nonverbal speaking skills, and feedback on their ability to perform.</p> <p>Research has shown that the majority of communication is nonverbal. Therefore, students must learn to reinforce their spoken messages with eye contact, facial expressions, gestures/body movement, posture, and attire appropriate to a specific situation in order to speak effectively.</p> | <p>Data Collection: By the end of semester one, it is our aim that students will demonstrate the ability to effectively communicate information and ideas using nonverbal behaviors that support the verbal message, specifically eye contact, facial expressions, gestures/body movement, posture, and attire appropriate to a specific situation.</p> <p>Scenario: Near the end of the course, students will be assigned a prompt to deliver a brief speech on a standardized topic. While the student is speaking to the class, the Communication Specialist will observe the student in the class to assess their nonverbal behaviors commonly associated with effective speaking and will evaluate the students' performance with line 3A of the QEP Speaking Rubric.</p> <p>Data Submission: Students will be evaluated by a Communications Specialist using the QEP Speaking Rubric and the results will be submitted via an online QEP Student Learning Outcome Submission Form at the end of each term. Data will then be analyzed by the Office of Institutional Research & Effectiveness and distributed to the QEP Committee within 4 weeks following the end of the term.</p> <p>Career Courses Assessed: AEL 1118, ABT 1313, ATT 1811, CRM 1114, COV 1122, ELT 1233, ACT 1003, MEC 1113, MST 1412, WLT 1173</p> | <p>85% of students will exhibit physical behaviors that support the verbal message by scoring 3-Effective or 4-Exemplary on a 4-point rubric.</p> <p>* Baseline data in a pilot course showed that 85% of students could exhibit physical behaviors that support a verbal message at the end of the intervention. The QEP Implementation Committee set a goal of meeting the baseline result in the first year of implementation and then increasing the percentage of students who demonstrate proficiency by 1% for all subsequent cohorts.</p> | <p>Communication specialists will observe and assess a standard activity in week 15 using line 3A (Nonverbal) of the QEP Speaking Rubric.</p> <p>A score of 3+ on a 4-point Likert scale indicates that students demonstrated this objective effectively.</p> <p>Success Rate = # of career students who received a mark of 3-effective + 4-exemplar / # of career students assessed</p> | | |
| <p>#3B – Speaking Use of Language: Workplace [TERM 2]</p> <p>Student Learning Outcome 3B: By the end of semester two, students will demonstrate the ability to use pronunciation, grammar, vocabulary, and articulation appropriate to the audience.</p> <p>Student Intervention: Students will be trained in effective use of language in the workplace through an introduction, face-to-face presentation, asynchronous module, application of language usage, and feedback on their ability to perform.</p> <p>The perceived credibility of a message often rests on its delivery. How a message is communicated is as important as what is being communicated. One must also adjust the delivery of a message to meet the needs of specific audiences. Therefore, students must learn to use audience-appropriate pronunciation, grammar, vocabulary, and articulation.</p> | <p>Data Collection: By the end of semester two, it is our aim that students will demonstrate the ability to use pronunciation, grammar, vocabulary, and articulation appropriate to the audience.</p> <p>Scenario: Near the end of the course, Near the end of the course, students will be assigned a prompt to deliver a brief speech on a standardized topic. While the student is speaking to the class, the Communication Specialist will observe the student in the class to assess their use of language with line 3B of the QEP Speaking Rubric.</p> <p>Data Submission: Students will be evaluated by a Communications Specialist using the QEP Speaking Rubric and the results will be submitted via an online QEP Student Learning Outcome Submission Form at the end of each term. Data will then be analyzed by the Office of Institutional Research & Effectiveness and distributed to the QEP Committee within 4 weeks following the end of the term.</p> <p>Career Courses Assessed: ABT 1323, ATT 1134, CRM 1223, COV 1722, ELT 1113, ACT 1214, MGT 1263, MEC 1115, MST 1263, WLT 1135</p> | <p>75% of students will use pronunciation, grammar, and articulation appropriate to the audience by scoring 3-Effective or 4-Exemplary on a 4-point rubric.</p> <p>* Baseline data in a pilot course showed that 75% of students could use pronunciation, grammar, and articulation appropriate to an audience at the end of the intervention. The QEP Implementation Committee set a goal of meeting the baseline result in the first year of implementation and then increasing the percentage of students who demonstrate proficiency by 1% for all subsequent cohorts.</p> | <p>Communication specialists will observe and assess a standard activity in week 15 using line 3B (Use of Language) of the QEP Speaking Rubric.</p> <p>A score of 3+ on a 4-point Likert scale indicates that students demonstrated this objective effectively.</p> <p>Success Rate = # of career students who received a mark of 3-effective + 4-exemplar / # of career students assessed</p> | | |

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| <p>#3C – Speaking Situational [TERM 3]</p> <p>Student Learning Outcome 3C: By the end of semester three, students will demonstrate the ability to speak effectively across a variety of contexts, executing delivery and adapting to audience, setting, and occasion.</p> <p>Student Intervention: Students will be trained to use effective content when speaking in the workplace through an introduction, face-to-face presentation, asynchronous module, application of content usage, and feedback on their ability to perform.</p> <p>Effective speakers are able to adjust their messages to meet the needs of a particular audience, in a particular place, at a particular time. Often, people pride themselves on “talking to everyone the same way.” If this means treating everyone with equal respect, that’s great, but speakers often take this statement literally and use the same vocabulary, tone, and nonverbal communication tools with everyone in every context. This type of communication is largely ineffective. Therefore, to communicate effectively, speakers must learn to adapt to audience, setting, and occasion.</p> | <p>Data Collection: By the end of semester three, it is our aim that students will demonstrate the ability to speak effectively across a variety of contexts, executing delivery and adapting to audience, setting, and occasion.</p> <p>Scenario: Near the end of the course, students will participate in an in-class simulation of two or more likely workplace interactions appropriate to the students’ career field. The specific scenarios for these simulations will be provided by the Career Advisory Councils for each respective program. Focusing on the students’ ability to speak effectively across a variety of contexts, the communication specialist will evaluate the students’ performance with line 3C of the QEP Speaking Rubric.</p> <p>Data Submission: Students will be evaluated by a Communications Specialist using the QEP Speaking Rubric and the results will be submitted via an online QEP Student Learning Outcome Submission Form at the end of each term. Data will then be analyzed by the Office of Institutional Research & Effectiveness and distributed to the QEP Committee within 4 weeks following the end of the term.</p> <p>Career Courses Assessed: ABT 1223, ATT 2112, CRM 1714, COV 1443, ELT 2423, ACT 2324, MST 2542, WLT 1915.</p> | <p>75% of students will speak effectively across a variety of workplace contexts by scoring 3-Effective or 4-Exemplary on a 4-point rubric.</p> <p>* Baseline data in a pilot course showed that 75% of students could speak effectively across a variety of workplace contexts at the end of the intervention. The QEP Implementation Committee set a goal of meeting the baseline result in the first year of implementation and then increasing the percentage of students who demonstrate proficiency by 1% for all subsequent cohorts.</p> | <p>Communication specialists will observe and assess a standard activity in week 15 using line 3C (Content) of the QEP Speaking Rubric.</p> <p>A score of 3+ on a 4-point Likert scale indicates that students demonstrated this objective effectively.</p> <p>Success Rate = # of career students who received a mark of 3-effective + 4-exemplar / # of career students assessed</p> | | |
| <p>#3D – Speaking Presentation [TERM 4]</p> <p>Student Learning Outcome 3D: By the end of semester four, students will demonstrate the ability to identify, organize, and integrate relevant content into a presentation.</p> <p>Student Intervention: Students will be trained to offer an effective presentation through an existing, redesigned public speaking course (SPT 1113).</p> <p>The ability to deliver an effective presentation can be an integral part of advancing in a career. As is the case with other forms of communication, a presenter must identify, organize, and integrate content that is relevant to her or his audience and purpose in order to be successful.</p> | <p>Data Collection: By the end of semester four, it is our aim that students will demonstrate the ability to identify, organize, and integrate relevant content into a presentation.</p> <p>Scenario: In SPT 1113, students will deliver a presentation on an assigned topic. The course instructor will evaluate the ability to identify, organize, and integrate relevant information into the presentation using line 3D of the QEP Speaking Rubric.</p> <p>Data Submission: Students will be evaluated by a Communications Specialist using the QEP Speaking Rubric and the results will be submitted via an online QEP Student Learning Outcome Submission Form at the end of each term. Data will then be analyzed by the Office of Institutional Research & Effectiveness and distributed to the QEP Committee within 4 weeks following the end of the term.</p> <p>Career Courses Assessed: SPT 1113.</p> | <p>82% of students will identify relevant information and integrate the information logically into a presentation by scoring 3-Effective or 4-Exemplary on a 4-point rubric.</p> <p>* Baseline data in a pilot course showed that 82% of students could identify relevant information and integrate the information logically into a presentation at the end of the intervention. The QEP Implementation Committee set a goal of meeting the baseline result in the first year of implementation and then increasing the percentage of students who demonstrate proficiency by 1% for all subsequent cohorts.</p> | <p>Communication specialists will observe and assess a standard activity in week 15 using line 3D (Public Speaking) of the QEP Speaking Rubric.</p> <p>A score of 3+ on a 4-point Likert scale indicates that students demonstrated this objective effectively.</p> <p>Success Rate = # of career students who received a mark of 3-effective + 4-exemplar / # of career students assessed]</p> | | |

QEP COMMITMENT #2 and #3: Surveys and Resource Expenditures

In QEP Commitment #2, the college will partner with MGCCC stakeholders to gather feedback on the effectiveness of the training.

Survey data will be gathered from the following stakeholders:

- Employees
- Employers
- Students

| Effectiveness Indicator | Methodology for Collecting Data | Expected Outcome | Assessment Instrument | Results | Use of Results & Plan for Improvement |
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| <p>Student Feedback</p> <p>About the Instrument: At the end of each term, career students will be brought into a computer lab and asked to provide feedback via an online QEP Essential Skills Student Survey. The survey instrument contains a variety of quantitative (rating scale items) and qualitative items (written feedback). An automated report will be generated and reviewed on an annual basis.</p> <p>Student feedback will be considered when making decisions on how to continually improve the program from year-to-year.</p> | <p>Career students will be brought into a computer lab at the end of the semester and asked to evaluate aspects of the QEP Essential Skills program through the online QEP Essential Skills Student Survey.</p> | <p>90% of students will respond with an 'agree' and 'strongly agree' to the following items:</p> <p>The QEP course lectures and activities offered this semester substantially contributed to my development in the following areas:</p> <p>[List all student essential skills]</p> | <p>QEP Essential Skills Student Survey Report</p> | | |
| <p>Employee Feedback</p> <p>About the Instrument: At the end of each year career faculty and communication specialists will be asked to complete a short survey and provide feedback regarding their experience with the implementation of the QEP Essential Skills program. The survey contains a variety of quantitative (rating scale) and qualitative items (written feedback). An automated report will be generated and reviewed on an annual basis.</p> <p>Employee feedback will be considered when making decisions on how to continually improve the program from year-to-year.</p> | <p>Career faculty and communication specialists will be sent an e-mail at the end of each year and asked to take time to complete the online QEP Essential Skills Employee Survey.</p> | <p>90% of employees will respond with 'agree' and 'strongly agree' to the following items:</p> <ul style="list-style-type: none"> - The QEP student interventions were highly effective in developing students in the essential skills. - I am satisfied with the level of communication by the QEP Director leading up to the course. - I am satisfied with the level of collaboration between the career faculty member and the communication specialist. - I am satisfied with the quality of QEP training that I received. The training taught me everything I needed to know to successfully implement the QEP in the course. | <p>QEP Essential Skills Employee Survey Report</p> | | |
| <p>Employer Feedback</p> <p>About the Instrument: At the end of each year, employers who have recently hired a MGCCC graduate are asked to complete the Annual Employer Survey. A block of QEP questions were added to the survey and contains both quantitative and qualitative items.</p> <p>The employer feedback regarding the block of QEP items will be considered when making decisions on how to continually improve the program from year-to-year.</p> | <p>At the end of the academic year, the educational program coordinator compile a master contact list of feeder employers. After the employer contact listing is finalized, the employer contacts will be sent an e-mail through a survey software with a link to the survey and be asked to provide feedback.</p> | <p>90% of employers will respond with 'agree' and 'strongly agree' to the following items:</p> <p>"The MGCCC graduate(s) that we hired have demonstrated..."</p> <ul style="list-style-type: none"> - Punctuality/Attendance - MGCCC graduates are punctual and report to work on-time, each and every day, as scheduled. - Listening Skills - MGCCC graduates demonstrate excellent listening skills with customers, co-workers, and supervisors. - Speaking Skills- MGCCC graduates demonstrate excellent speaking skills and communicate effectively with customers, co-workers and supervisors. | <p>Annual Employer Survey Report</p> | | |
| <p>Expenditure of QEP Resources</p> <p>The college fiscally supports the efforts needed to successfully deploy and maintain the QEP by providing a dedicated budget in the E&G Fund to support the cost of personnel and operating expenses associated with the QEP.</p> | <p>Manage the account and monitor the Banner Executive Summary for the E&G operating budget results in 110-512.</p> | <p>The QEP budget provided in the accounts within fund 110 org 512 will be utilized to support the efforts associated with the QEP and expenditures will not exceed the budgeted amount. The budgeted amount and operating expense will be reported by line item within the results section.</p> | <p>Banner Executive Summary for the E&G operating budget results in 110-512</p> | | |

