

Mississippi Gulf Coast Community College

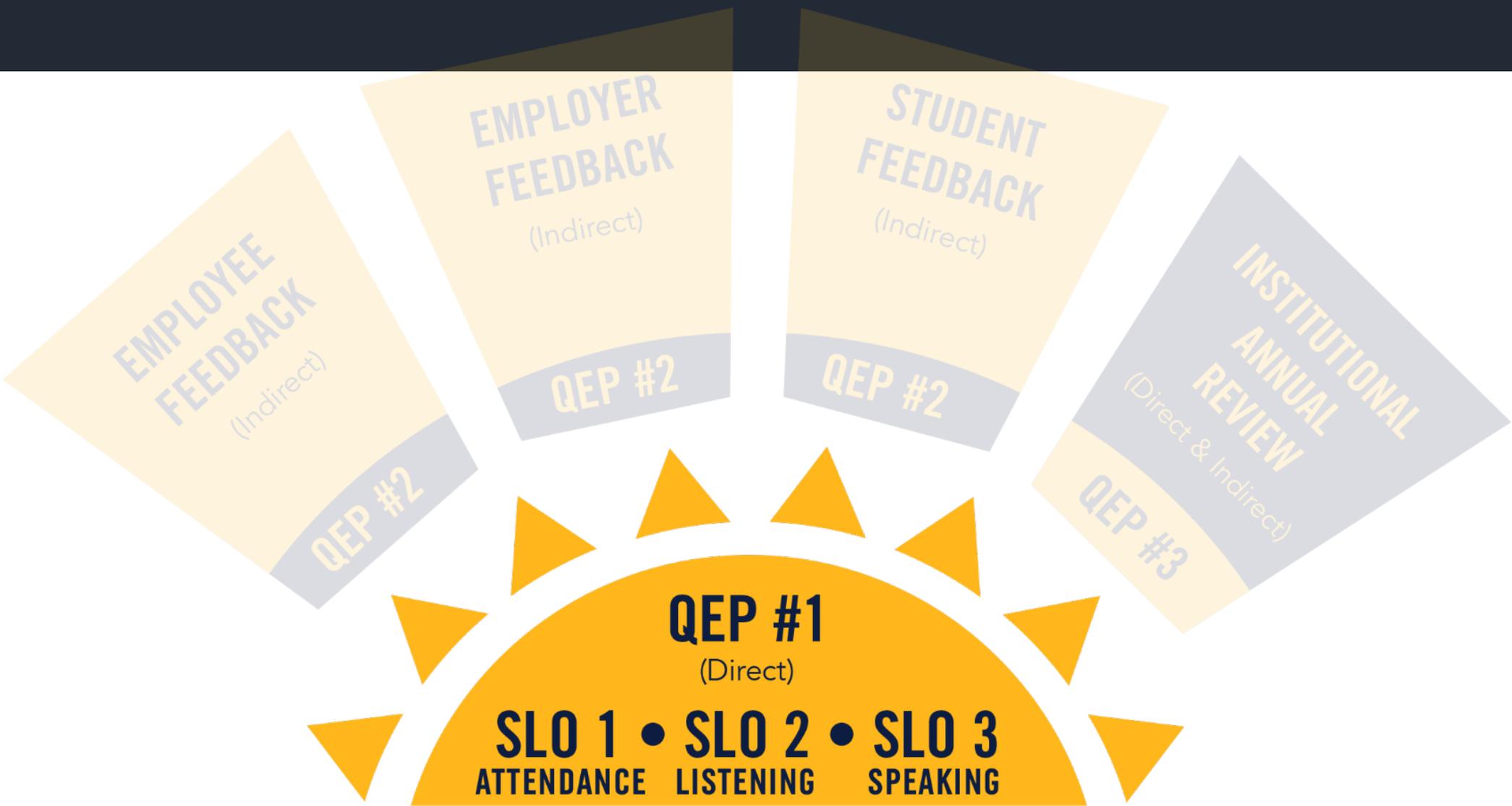
Assessing the Impact of the Quality Enhancement Plan: Embracing Essential Skills



Assessing the Impact of the Quality Enhancement Plan: Embracing Essential Skills



QEP #1: Collecting Student Learning Outcome Data in the Classroom



Mississippi Gulf Coast Community College

Embracing Essential Skills: Attendance & Punctuality





Attendance

A1. Career students will be present for career courses throughout the term.

Expected Outcome: Career students will attend a minimum of 91% of the class meetings.

Punctuality

A2 Career students will be present for career courses throughout the term.

Expected Outcome: Career students will be on time for 95% of the classroom meetings that they attend.





QEP Embracing Essential Skills Program: Attendance & Punctuality Summary Report



Filter Options:

Acad Year
 ◀ ▶

Campus

Student Demo Variable

➤ Attendance Summary Report

| | | | | | | A. Number of Students Who Met Attendance Rate | B. Total Number of Students in Classroom | C. % of Students who Successfully Met EO | D. Total Absences to Date | E. Number of Course Meetings To Date | F. Course Opportunities |
|--------------------|-----------|---------------|----------|-------|--------|---|--|--|---------------------------|--------------------------------------|-------------------------|
| Grand Total | | | | | | 216 | 224 | 96.4% | 34 | 39 | 7,463 |
| Block 1 | Fall 2019 | West Harrison | COV 1122 | 21495 | Ginn | 17 | 17 | 100.0% | 0 | 34 | 578 |
| | | | | 21972 | Rice | 9 | 10 | 90.0% | 5 | 34 | 340 |
| | | | WLT 1173 | 21325 | Lizana | 11 | 12 | 91.7% | 6 | 27 | 322 |

Mississippi Gulf Coast Community College

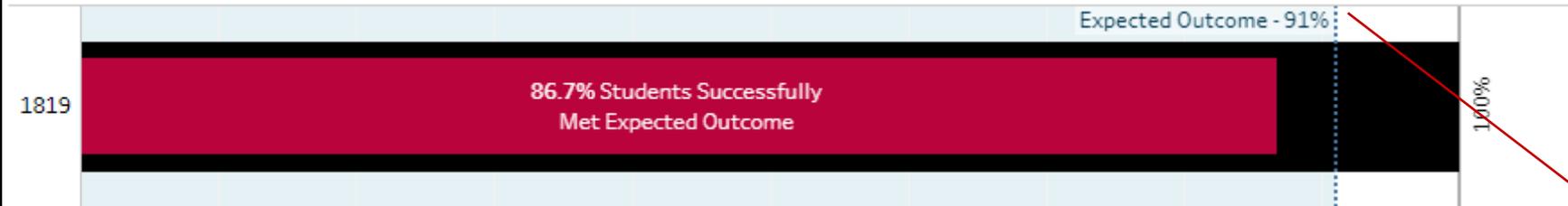
End of Term Reporting & Evaluation



Chart Colors: Blue = Met Expected Outcome / Red = Did Not Meet Expected Outcome

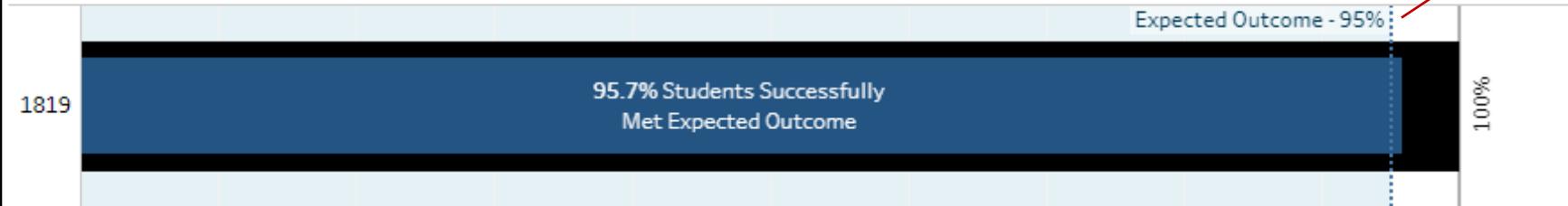
X Tracking Student Attendance [SLO1A]
Career students will be present for career courses throughout the term.

Total Number of Students Assessed: **1,156**
Did Not Meet Expected Outcome



O Tracking Student Punctuality [SLO1B]
Career students will be punctual for career courses throughout the term.

Total Number of Students Assessed: **1,152**
Met Expected Outcome



End of Year Result

Expected Outcome

Mississippi Gulf Coast Community College

Embracing Essential Skills: Listening Skills



LISTEN

SLO #2

LISTENING

Career students will demonstrate proficiency in listening in the following areas:

A. Nonverbal

B. Summarization

C. Follow-up Questions

D. Presentation Listening

Student Learning Objectives

A Nonverbal: Students will exhibit appropriate nonverbal behaviors that support active listening, specifically eye contact, facial expressions, gestures/body movement, posture, and the mitigation of distractions.

B Summarization: Students will successfully demonstrate the ability to summarize proficiently the request made by a customer or co-worker.

C Follow-up Questions: Students will demonstrate the ability to identify appropriate follow-up questions to a request made by a customer or co-worker.

D Presentation Listening: Students will successfully demonstrate the ability to identify relevant content given during a presentation.

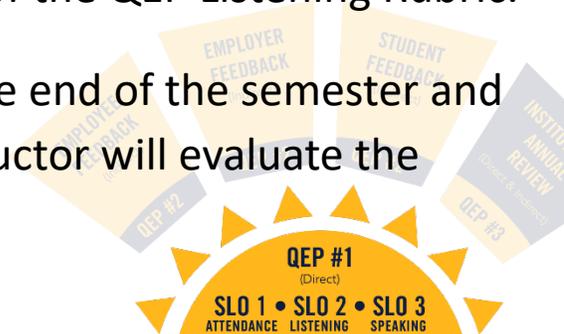
End of Course Observations

A Nonverbal: 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 Public Speaking Instructors will be making 5 independent observations of each student in the class to assess their nonverbal behaviors commonly associated with active listening.

B Summarization: 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 Public Speaking Instructors will evaluate the students' performance with line 2B of the QEP Listening Rubric.

C Follow-up Questions: 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 Public Speaking Instructors will evaluate the students' performance with line 2C of the QEP Listening Rubric.

D Presentation Listening: 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.



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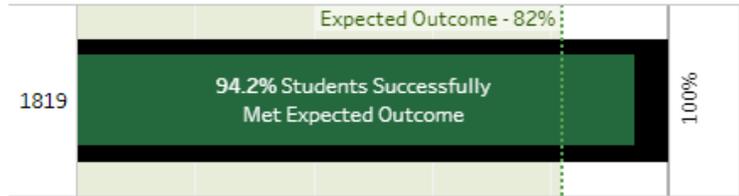
End of Term Reporting & Evaluation



Chart Colors: Green = Met Expected Outcome / Red = Did Not Meet Expected Outcome

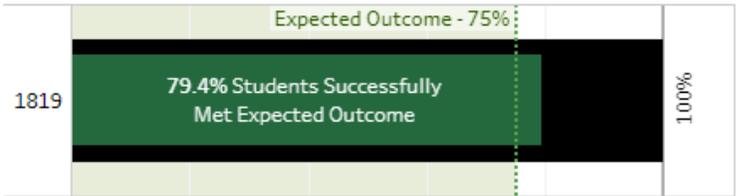
Listening, Nonverbal [SLO2A]
 Students will exhibit appropriate nonverbal behaviors that support active listening, specifically eye contact, facial expressions, gestures/body movement, posture, and the mitigation of distractions.

Total Number of Students Assessed: **242**
 Met Expected Outcome



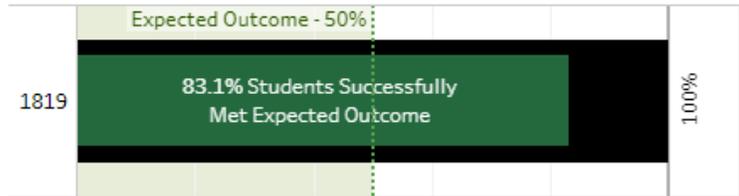
Listening, Summarization: Workplace [SLO2B]
 Students will successfully demonstrate the ability to summarize proficiently the request made by a customer or co-worker.

Total Number of Students Assessed: **316**
 Met Expected Outcome



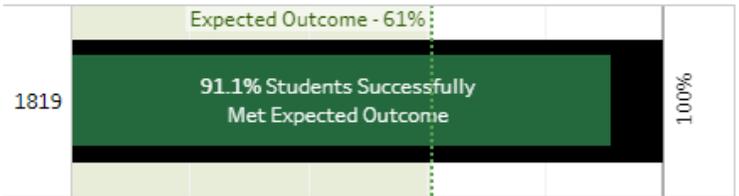
2C Listening, Follow-Up Questions: Situational [SLO2C]
 Students will demonstrate the ability to identify appropriate follow-up questions to a request made by a customer or co-worker.

Total Number of Students Assessed: **301**
 Met Expected Outcome



Listening, Presentation [SLO2D]
 Students will successfully demonstrate the ability to identify relevant content given during a presentation.

Total Number of Students Assessed: **259**
 Met Expected Outcome



Mississippi Gulf Coast Community College

Embracing Essential Skills: Speaking Skills



Student Learning Outcomes

SPEAK

SLO #3

SPEAKING

Career students will demonstrate proficiency in speaking in the following areas:

A. Nonverbal

B. Use of Language

C. Content

D. Public Speaking

A Nonverbal: 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.

B Use of Language: Students will demonstrate the ability to use pronunciation, grammar, vocabulary, and articulation appropriate to the audience.

C Content: Students will demonstrate the ability to speak effectively across a variety of contexts, executing delivery and adapting to audience, setting, and occasion.

D Public Speaking: Students will demonstrate the ability to identify, organize, and integrate relevant content into a presentation.

End of Course Observations

A Nonverbal: 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 Public Speaking Instructor 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.

B Use of Language: 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.

C Content: 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.

D Public Speaking: 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.



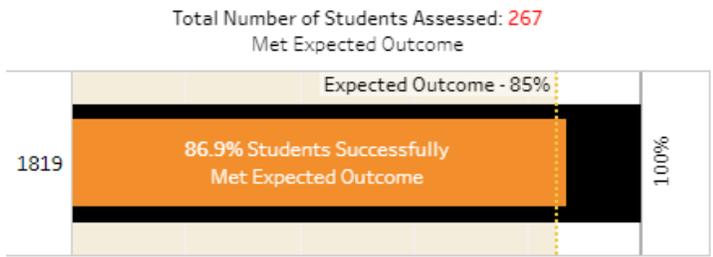
Mississippi Gulf Coast Community College

End of Term Reporting & Evaluation

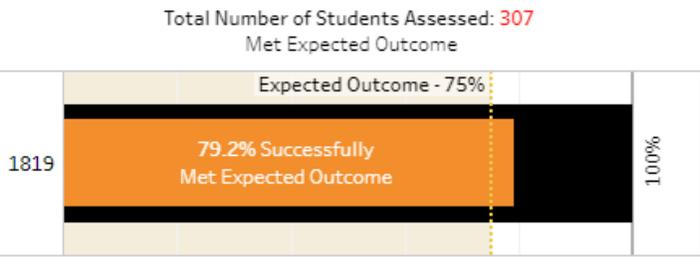


Chart Colors: Orange= Met Expected Outcome / Red = Did Not Meet Expected Outcome

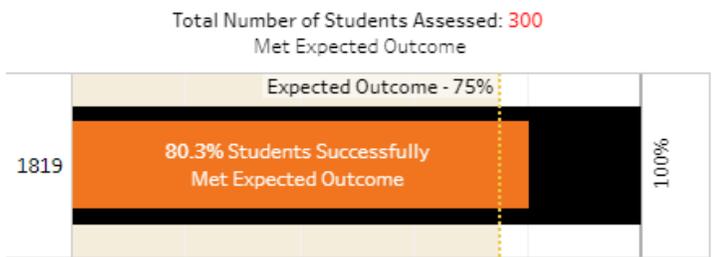
3A Speaking Nonverbal [SLO3A]
 Students will demonstrate the ability to effectively communicate information and ideas using nonverbal behaviors that support the verbal message, specifically eye contact, facial expressions, gestures/body movement, posture, and attire appropriate to a specific situation.



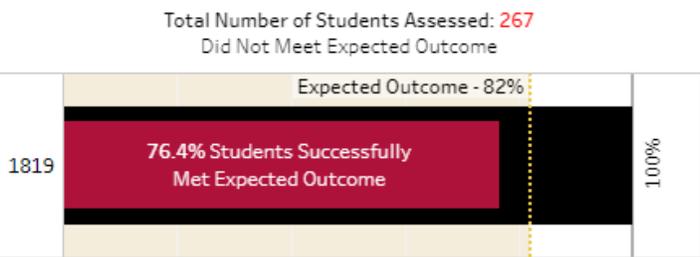
3B Speaking Use of Language: Workplace [SLO3B]
 Students will demonstrate the ability to use pronunciation, grammar, vocabulary, and articulation appropriate to the audience.



Speaking Situational [SLO3C]
 Students will demonstrate the ability to speak effectively across a variety of contexts, executing delivery and adapting to audience, setting, and occasion.



Speaking Presentation [SLO3D]
 Students will demonstrate the ability to identify, organize, and integrate relevant content into a presentation.



Reporting Student Learning Outcomes



All QEP Essential Skills Student Learning Outcome Reports will be submitted by the Public Speaking Instructors at the end of each term.

Upon final submission of the online report, the report will automatically be e-mailed to the following individuals: #1 the Public Speaking Instructor, #2 the Collaborating Career Instructor, #3 QEP Assessment Subcommittee, and #4 the QEP Director.

The data from the report will automatically be fed into a QEP Essential Skills Student Learning Outcome Monitoring Dashboard via a live database connection.

QEP Embracing Essential Skills - Student Learning Outcome Submission Form

1 Contact Information > 2 Course Details > 3 Attendance > 4 Punctuality > 5 Listening > 6 Speaking



Instructions

Student learning outcomes describe what students will know or be able to demonstrate upon completing the course. The aim of the QEP Essential Skills Program is to provide education and development to career students that promote embracing the three essential skills: Attendance & Punctuality, Listening, and Speaking.

During the semester the QEP Communication Specialist is responsible for assessing the student learning objectives via the standardized QEP rubrics. Communication Specialists have all received training and instruction on the specific student learning outcome objectives for the term, how to consistently collect student learning outcome data in the classroom, and how to report data at the end of the term. The QEP Essential Skills Program SLO data must be submitted by the designated Communication Specialist within five business days following the term end date.

Upon successful submission of the form, the individual course reports will be sent via e-mail to the core QEP committee members and the QEP assessment committee members. Data will be aggregated, analyzed and reviewed at the end the spring collection period.

Submit one form for each course that is assessed.

Date & Term of Submission

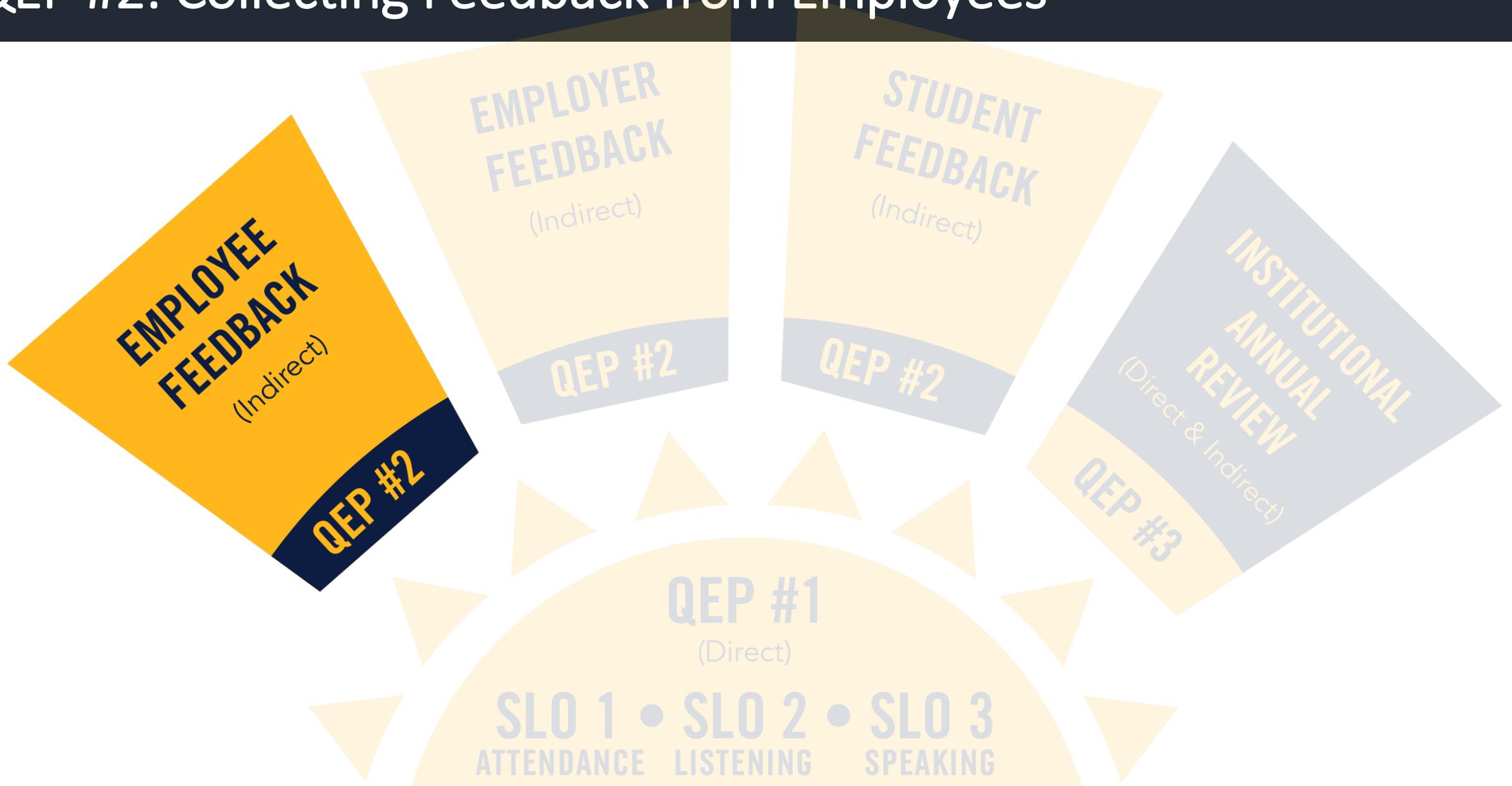
Date of Entry:

/ / 
DD MM YYYY

Academic Year

Term

QEP #2: Collecting Feedback from Employees



Employee Feedback

QEP Embracing Essential Skills Employee Survey

- Evaluating the effectiveness of the training model
- Understanding the QEP experience and needs through the lens of a Public Speaking Faculty member or Career Instructor
- Evaluating the student activities and lessons introduced in the classroom:
 1. Term 1 Implementation
 2. Term 2 Implementation
 3. Term 3 Implementation
 4. Term 4 Implementation
- Experience using the standardized rubrics and collecting/reporting data.
- Overall evaluation of the QEP Essential Skills Program: Identify the Good & Areas of Opportunity for Improvement



▶ **Raffled Prizes**
\$50 Amazon Gift Cards (2)



qualtrics®

QEP #2: Collecting Feedback from Employers



Employer Feedback

Annual Employer Survey

- The Annual Employer Survey gathers feedback from local employers that hire MGCCC graduates. At the end of each academic year the Teaching and Learning leadership team works to compile a contact list of all feeder employers that hire our MGCCC graduates. In a given year, we reach out to over 350 feeder employer contacts and request for these individuals to provide honest feedback regarding recently hired graduates.



▶ **Raffled Prizes**
\$50 Amazon Gift Cards (4)



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QEP #2: Collecting Feedback from Students



Student Feedback

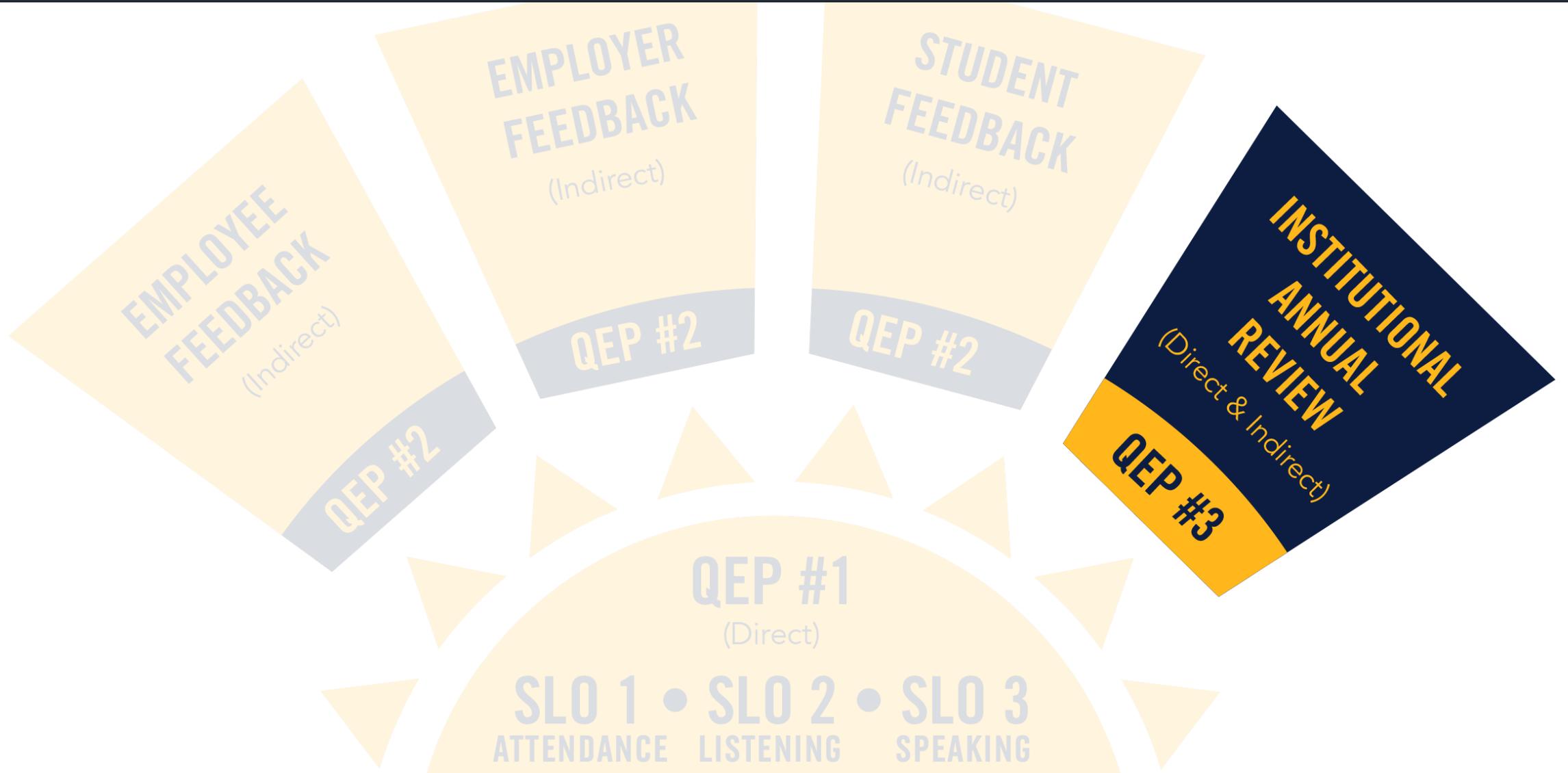
- Career students will be provided laptops within the classroom or walked to a computer lab and asked to complete the QEP Essential Skills Student Survey. The Public Speaking Faculty member will be responsible coordinating the administration date and time with the career instructor and relaying the survey instructions to students on the date of administration. The online survey takes about 5-10 minutes to complete and contains a series of quantitative and qualitative items that are designed to capture student feedback of the QEP Embracing Essential Skills Program.



▶ **Raffled Prizes**
\$50 Amazon Gift Cards (8)



QEP #3: Documenting Program Performance and Modifications to Drive Continuous Improvement through the Institutional Annual Review Process



Institutional Annual Review Process

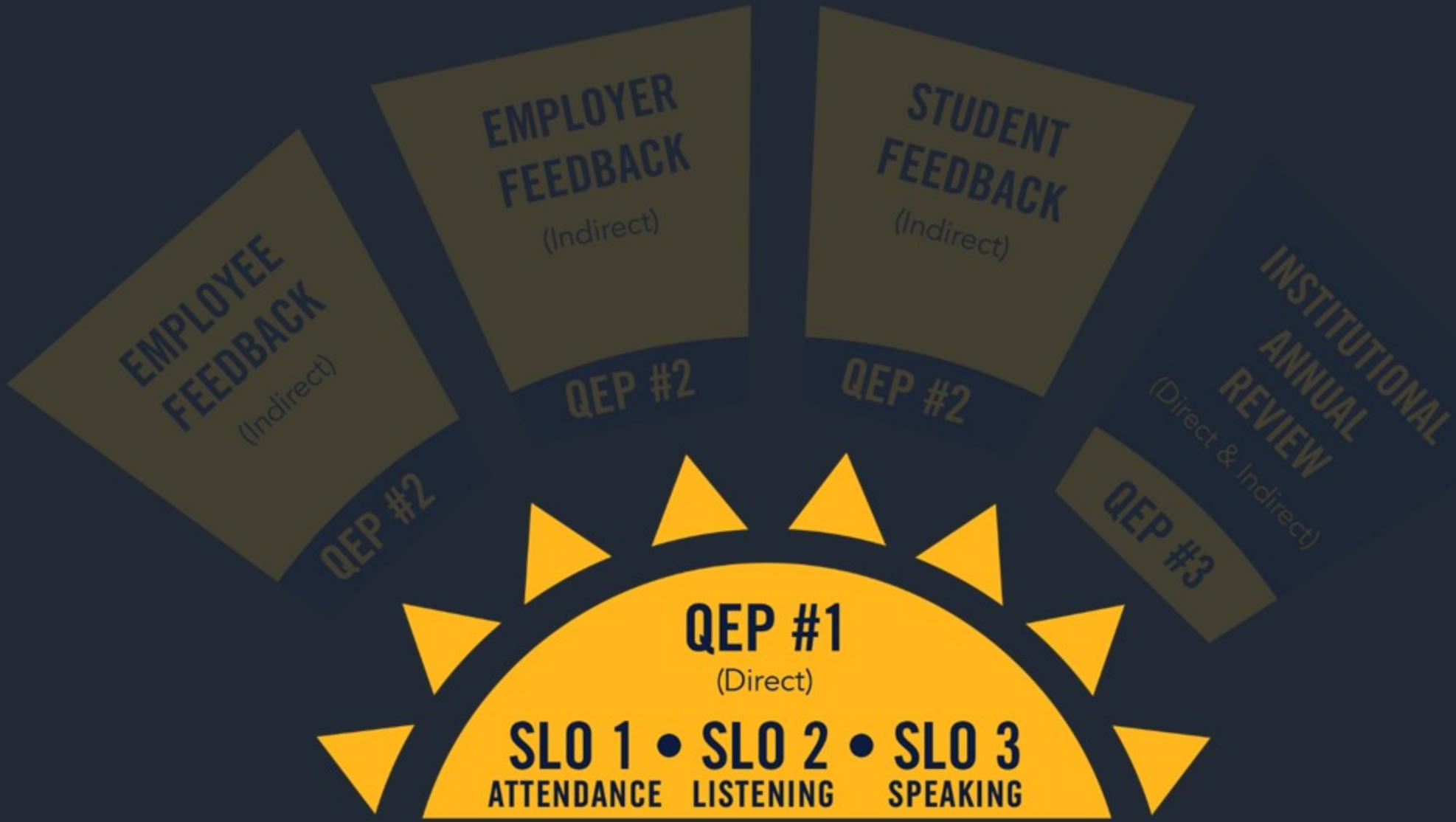


The purpose of the structured institutional annual review process is to analyze the data and strive towards making continuous year-to-year improvements in the program.



The institution will formally document the program effectiveness indicators, expected outcomes, results, and provide a detailed analysis of how we can use the results to drive continuous improvements through the online planning system. The QEP Embracing Essential Skills Program is deployed over four terms. The QEP Assessment Subcommittee will be charged with facilitating the data collection process and entering in the results within the online planning system. The QEP Implementation Committee will review the results on an annual basis to assess progress and make the determination where modifications can be made to promote continual program improvement.





EMPLOYEE FEEDBACK
(Indirect)

EMPLOYER FEEDBACK
(Indirect)

STUDENT FEEDBACK
(Indirect)

INSTITUTIONAL ANNUAL REVIEW
(Direct & Indirect)

QEP #2

QEP #2

QEP #2

QEP #3

QEP #1
(Direct)

SLO 1 • SLO 2 • SLO 3
ATTENDANCE LISTENING SPEAKING

QEP Listening Student Learning Objectives:

- 2A (Nonverbal):** Students will demonstrate appropriate nonverbal behaviors that support active listening.
- 2B (Summarization):** Students will demonstrate the ability to summarize proficiently the request made by a customer or coworker.
- 2C (Follow-up Questions):** Students will demonstrate the ability to identify appropriate follow-up questions to a request made by a customer or coworker.
- 2D (Presentation):** Students will demonstrate the ability to identify relevant content given during a presentation.

Sampling Methodology:

| QEP Listening SLOs | Area of Opportunity | | Proficient | | SLO Reporting | |
|---|--|--|--|---|-----------------------------|--|
| | Ineffective (1) | Adequate (2) | Effective (3) | Exemplary (4) | Number of Students Assessed | Number of Students w/ Successfully Demonstrated Competency |
| 2A (Nonverbal): Students will demonstrate appropriate nonverbal behaviors that support active listening. | Student EFFECTIVELY exhibits ONE OR FEWER of the nonverbal behaviors* commonly associated with active listening. <u>Target behaviors:</u> eye contact facial expressions gestures/body movement posture mitigates distractions | Student EFFECTIVELY exhibits AT LEAST TWO of the nonverbal behaviors* commonly associated with active listening. <u>Target behaviors:</u> eye contact facial expressions gestures/body movement posture mitigates distractions | Student EFFECTIVELY exhibits AT LEAST THREE of the nonverbal behaviors* commonly associated with active listening. <u>Target behaviors:</u> eye contact facial expressions gestures/body movement posture mitigates distractions | Student EFFECTIVELY exhibits AT LEAST 4 of the nonverbal behaviors commonly associated with active listening. <u>Target behaviors:</u> eye contact facial expressions gestures/body movement posture mitigates distractions | | |
| 2B (Summarization): Students will demonstrate the ability to summarize proficiently the request made by a customer or coworker. | Student fails to summarize any of the major points of the request. | Student summarizes some, but not all of the major points of the request. | Student summarizes the major points of the request. | Student summarizes the major points and includes supporting details of the request. | | |

| | | | | | | |
|--|--|--|--|---|--|--|
| <p>2C (Follow-up Questions): Students will demonstrate the ability to identify appropriate follow-up questions to a request made by a customer or coworker.</p> | <p>Student identifies no follow-up questions.</p> | <p>Student identifies an appropriate follow-up question but does not elicit enough information to satisfy the request.</p> | <p>Student identifies appropriate follow-up questions that elicit sufficient information to satisfy the request.</p> | <p>Student identifies appropriate follow-up questions that elicit the precise information needed to satisfy the request, fully demonstrating a deep understanding of the employer's/customer's mission.</p> | | |
| <p>2D (Presentation): Students will demonstrate the ability to identify relevant content given during a presentation.</p> | <p>Student does not identify relevant information.</p> | <p>Student identifies relevant content but fails to comprehend its purpose in the presentation.</p> | <p>Student identifies relevant information and comprehends its purpose in the presentation.</p> | <p>Student identifies relevant content, comprehends the purpose, and makes new connections based on presentation content.</p> | | |

QEP Speaking Student Learning Objectives:

- 3A (Nonverbal):** Students will demonstrate the ability to effectively communicate information and ideas using nonverbal behaviors that support the verbal message.
- 3B (Use of Language):** Students will demonstrate the ability to use pronunciation, grammar, vocabulary, and articulation appropriate to the audience.
- 3C (Content):** Students will demonstrate the ability to speak effectively across a variety of workplace contexts, executing delivery and adapting to audience, setting, and occasion.
- 3D (Presentation):** Students will demonstrate the ability to identify, organize, and integrate relevant content into a presentation.

Sampling Methodology:

| QEP Speaking SLOs | Area of Opportunity | | Proficient | | SLO Reporting | |
|---|--|--|--|---|-----------------------------|--|
| | Ineffective (1) | Adequate (2) | Effective (3) | Exemplary (4) | Number of Students Assessed | Number of Students w/ Successfully Demonstrated Competency |
| 3A (Nonverbal): Students will demonstrate the ability to effectively communicate information and ideas using nonverbal behaviors that support the verbal message. | Student EFFECTIVELY exhibits ONE OR FEWER of these target nonverbal behaviors* in a way that supports the verbal message. <u>Target behaviors:</u> eye contact facial expressions gestures/body movement posture attire appropriate to situation | Student EFFECTIVELY exhibits AT LEAST 2 of these target nonverbal behaviors* in a way that supports the verbal message. <u>Target behaviors:</u> eye contact facial expressions gestures/body movement posture attire appropriate to situation | Student EFFECTIVELY exhibits AT LEAST 3 of these target nonverbal behaviors* in a way that supports the verbal message. <u>Target behaviors:</u> eye contact facial expressions gestures/body movement posture attire appropriate to situation | Student EFFECTIVELY exhibits AT LEAST 4 of these target nonverbal behaviors* in a way that supports and enhances the verbal message. <u>Target behaviors:</u> eye contact facial expressions gestures/body movement posture attire appropriate to situation | | |
| 3B (Use of Language): Students will demonstrate the ability to use pronunciation, grammar, vocabulary, and articulation appropriate to the audience. | Student employs grammar, pronunciation, and vocabulary that are severely deficient, obscuring the message to the audience. | Student employs grammar, pronunciation, and vocabulary that communicates the message but does not take the audience into consideration. | Student employs grammar with few errors; pronunciation is precise; and vocabulary is well-chosen and communicates the message in clear terms, displaying an awareness of the audience. | Student employs excellent grammar; pronunciation is precise; vocal variety utilized; applies vocabulary that communicates the message in clear terms chosen specifically for the audience. | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| <p>3C (Content): Students will demonstrate the ability to speak effectively across a variety of workplace contexts, executing delivery and adapting to audience, setting, and occasion.</p> | <p>Student does not demonstrate an awareness of context when speaking.</p> | <p>Student demonstrates an awareness of context but fails to adapt volume, rate, tone, and/or style appropriately.</p> | <p>Student demonstrates an awareness of context, identifies cues of a shifting context, incorporates delivery skills suitable to the topic, and adapts some elements of volume, rate, tone, and style.</p> | <p>Student demonstrates a keen awareness of context, identifies subtle cues of a shifting context, incorporates exceptional delivery skills suitable to the topic, and effortlessly adapts volume, rate, tone, and style chosen specifically for the audience.</p> | | |
| <p>3D (Presentation): Students will demonstrate the ability to identify, organize, and integrate relevant content into a presentation.</p> | <p>Student does not identify relevant content.</p> | <p>Student identifies some relevant content, but the presentation lacks organization and logical structure.</p> | <p>Student identifies relevant content, and the presentation is organized and conveys the meaning and purpose to the audience.</p> | <p>Student fully identifies relevant content; organization of presentation is logical; and effectively conveys the meaning and purpose to the audience.</p> | | |

QEP Embracing Essential Skills - Student Learning Outcome Submission Form

1 > 2 > 3 > 4 > 5 > 6
Contact Information > Course Details > Attendance > Punctuality > Listening > Speaking



Instructions

Student learning outcomes describe what students will know or be able to demonstrate upon completing the course. The aim of the QEP Essential Skills Program is to provide education and development to career students that promote embracing the three essential skills: Attendance & Punctuality, Listening, and Speaking.

During the semester the QEP Communication Specialist is responsible for assessing the student learning objectives via the standardized QEP rubrics. Communication Specialists have all received training and instruction on the specific student learning outcome objectives for the term, how to consistently collect student learning outcome data in the classroom, and how to report data at the end of the term. The QEP Essential Skills Program SLO data must be submitted by the designated Communication Specialist within five business days following the term end date.

Upon successful submission of the form, the individual course reports will be sent via e-mail to the core QEP committee members and the QEP assessment committee members. Data will be aggregated, analyzed and reviewed at the end the spring collection period.

Submit one form for each course that is assessed.

Date & Term of Submission

Date of Entry:

/ / 
DD MM YYYY

Academic Year

Term

QEP Communication Specialist

Name:

First Last

Phone Number:

- -
####

Email Address:

Coordinating Career Faculty Member

Name:

First

Last

Email Address:

Continue

QEP Embracing Essential Skills - Student Learning Outcome Submission Form

1 > 2 > 3 > 4 > 5 > 6
Contact Information > **Course Details** > Attendance > Punctuality > Listening > Speaking

QEP Implementation Term:

- Term 1 Implementation:** AEL 1118, ABT 1313, ATT 1811, CRM 1114, COV 1122, ELT 1233, ACT 1003, MEC 1113, MST 1412, WLT 1173
- Term 2 Implementation:** ABT 1323, ATT 1134, CRM 1223, COV 1722, ELT 1113, ACT 1214, MGT 1263, MEC 1115, MST 1263, WLT 1135
- Term 3 Implementation::** ABT 1223, ATT 2112, CRM 1714, COV 1443, ELT 2423, ACT 2324, MST 2542, WLT 1915
- Term 4 Implementation::** SPT 1113

Site of the Course:

Course:

Course CRN:

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QEP Embracing Essential Skills - Student Learning Outcome Submission Form

1 > 2 > 3 > 4 > 5 > 6
Contact Information > Course Details > **Attendance** > Punctuality > Listening > Speaking

ATTENDANCE



ATTENDANCE - STUDENT LEARNING OUTCOME OBJECTIVE

Student Learning Objective:

- 1A Attendance: Career students will be present for career courses throughout the term.

ATTENDANCE -STUDENT SCENARIO FOR OBSERVATION

Student Scenario for Observation:

- 1A Attendance: 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.

ATTENDANCE -EXPECTED OUTCOME

QEP Expected Outcome:

- 1A Attendance: Career students will attend a minimum of 91% of the class meetings.

ATTENDANCE - ASSESSMENT INSTRUMENT

Assessment Instrument:

- 1A Attendance: Attendance and punctuality will be assessed with Blackboard Attendance Readers in all career courses and reported on the MGCCC Attendance by Curriculum Subject Report.

ATTENDANCE - REPORTING THE ATTENDANCE DATA

Reference the 'MGCCC Attendance by Curriculum Subject Report' for your course-level attendance & punctuality data. This information is provided to our team of Communication Specialists at the end of the term.

A. Number of students who were present for 91% or more class meetings

B. Number of students enrolled in the course:

C. Percentage of students who successfully demonstrated competency [A. # successfully met /B. # assessed]

Did you meet the expected outcome?

- Yes - Met or exceed expected outcome
- No - Fell short of expected outcome

[Previous](#)

QEP Embracing Essential Skills - Student Learning Outcome Submission Form

1 > 2 > 3 > 4 > 5 > 6
Contact Information > Course Details > Attendance > **Punctuality** > Listening > Speaking

PUNCTUALITY



PUNCTUALITY - STUDENT LEARNING OUTCOME OBJECTIVE

Student Learning Objective:

- 1B Punctuality: Career students will be punctual for career courses throughout the term.

PUNCTUALITY - STUDENT SCENARIO FOR OBSERVATION

Student Scenario for Observation:

- 1B Punctuality: 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.

PUNCTUALITY - EXPECTED OUTCOME

Expected Outcome:

- 1B Punctuality: Career students will be on time for 95% of the classroom meetings that they attend.

PUNCTUALITY - ASSESSMENT INSTRUMENT

Assessment Instrument:

- 1B Punctuality: Attendance and punctuality will be assessed with Blackboard Attendance Readers in all career courses and reported on the MGCCC Attendance by Curriculum Subject Report.

REPORTING THE PUNCTUALITY DATA

Reference the 'MGCCC Attendance by Curriculum Subject Report' for your course-level attendance & punctuality data. This information is provided to our team of Communication Specialists at the end of the term.

A. Number of students who were on-time to 95% or more class meetings

B. Number of students enrolled in the course:

C. Percentage of students who successfully demonstrated competency [A. # successfully met /B. # assessed]

Did you meet the expected outcome?

- Yes - Met or exceed expected outcome
- No - Fell short of expected outcome

ATTENDANCE & PUNCTUALITY - APPLICATION OF RESULTS FOR CONTINUAL IMPROVEMENT

Please take your time when responding to the last two items and provide detailed feedback. This information will be considered when making improvements to the QEP in subsequent terms.

Based off your personal observations, the QEP student activities and interventions introduced in the classroom this term were highly effective in developing students in this essential skill.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Use of Results for Continuous Improvement

The Good: Reflecting on the QEP attendance and punctuality activities that were introduced within this course, what activities did students benefit most from? Please be detailed and justify your response.

Use of Results for Continuous Improvement

Areas of Opportunity: Reflecting on the QEP attendance and punctuality activities that were introduced within this course, what could be improved upon for the subsequent QEP cohorts? Please be detailed and justify your response.

Continue

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QEP Embracing Essential Skills - Student Learning Outcome Submission Form

1 > 2 > 3 > 4 > 5 > 6
Contact Information > Course Details > Attendance > Punctuality > **Listening** > Speaking

LISTENING



LISTENING - STUDENT LEARNING OUTCOME OBJECTIVE

Student Learning Objective:

- 2A Listening: Non-Verbals - 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.
- 2B Listening: Workplace - By the end of semester two, students will successfully demonstrate the ability to summarize proficiently the request made by a customer or co-worker.
- 2C Listening: Situational - 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.
- 2D Listening: Presentation - By the end of semester four, students will successfully demonstrate the ability to identify relevant content given during a presentation.

LISTENING - STUDENT SCENARIO FOR OBSERVATION

Student Scenario for Observation:

- 2A Listening: Non-Verbals - 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.
- 2B Listening: Workplace - 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.
- 2C Listening: Situational - 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.
- 2D Listening: Presentation - 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.

LISTENING - EXPECTED OUTCOME

Expected Outcome:

- 2A Listening: Non-Verbals - 82% of students will exhibit physical behaviors that support active listening by scoring 3-Effective or 4-Exemplary on a 4-point rubric.
- 2B Listening: 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.
- 2C Listening: Situational - 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.
- 2D Listening: Presentation -61% of students will identify relevant information given during a presentation by scoring 3-Effective or 4-Exemplary on a 4-point rubric.

LISTENING - ASSESSMENT INSTRUMENT

Assessment Instrument:

- 2A Listening: Non-Verbals - Communication specialists will observe and assess a standard activity in week 15 using 2A (Nonverbal) of the QEP Listening Rubric.
- 2B Listening: Workplace - Communication specialists will observe and assess a standard activity in week 15 using 2B (Summarization) of the QEP Listening Rubric.
- 2C Listening: Situational -Communication specialists will observe and assess a standard activity in week 15 using 2C (Identifying Follow-up Questions) of the QEP Listening Rubric.
- 2D Listening: Presentation - Communication specialists will observe and assess a standard activity in week 15 using 2D (Listening to a Presentation) of the QEP Listening Rubric.

LISTENING - REPORTING THE RESULTS

A. Total number of students who successfully demonstrated competency thereby earning a mark of a 3 (effective) or 4 (exemplary) on the standardized rubric

B. Total number of career students who were assessed in the course

C. Percentage of students who successfully demonstrated competency [A. # successfully met /B. # assessed]

Did you meet the expected outcome?

- Yes - Met or exceed expected outcome
- No - Fell short of expected outcome

LISTENING - APPLICATION OF RESULTS FOR CONTINUAL IMPROVEMENT

Please take your time when responding to the last two items and provide detailed feedback. This information will be considered when making improvements to the QEP in subsequent terms.

Based off your personal observations, the QEP student activities and interventions introduced in the classroom this term were highly effective in developing students in this essential skill.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Use of Results for Continuous Improvement

The Good: Reflecting on the QEP essential skills activities that were introduced within this course, what activities did students benefit most from? Please be detailed and justify your response.

Use of Results for Continuous Improvement

Areas of Opportunity: Reflecting on the QEP listening activities that were introduced within this course, what could be improved upon for the subsequent QEP cohorts? Please be detailed and justify your response.

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QEP Embracing Essential Skills - Student Learning Outcome Submission Form

1 > 2 > 3 > 4 > 5 > 6
Contact Information > Course Details > Attendance > Punctuality > Listening > **Speaking**

SPEAKING



SPEAKING - STUDENT LEARNING OUTCOME OBJECTIVE

Student Learning Objective:

- 3A Speaking: Non-Verbals - 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.
- 3B Speaking: Workplace - By the end of semester two, students will demonstrate the ability to use pronunciation, grammar, vocabulary, and articulation appropriate to the audience.
- 3C Speaking: Situational - 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.
- 3D Speaking: Presentation - By the end of semester four, students will demonstrate the ability to identify, organize, and integrate relevant content into a presentation.

SPEAKING - STUDENT SCENARIO FOR OBSERVATION

Student Scenario for Observation:

- 3A Speaking: Non-Verbals - 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.
- 3B Speaking: Workplace - 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.
- 3C Speaking: Situational - 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.
- 3D Speaking: Presentation - 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.

SPEAKING - EXPECTED OUTCOME

Expected Outcome:

- 3A Speaking: Non-Verbals - 85% of students will exhibit physical behaviors that support the verbal message by scoring 3-Effective or 4-Exemplary on a 4-point rubric.
- 3B Speaking: Workplace - 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.
- 3C Speaking: Situational -75% of students will speak effectively across a variety of workplace contexts by scoring 3-Effective or 4-Exemplary on a 4-point rubric.
- 3D Speaking: Presentation - 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

SPEAKING - ASSESSMENT INSTRUMENT

Expected Outcome:

- 3A Speaking: Non-Verbals - Communication specialists will observe and assess a standard activity in week 15 using line 3A (Nonverbal) of the QEP Speaking Rubric.
- 3B Speaking: Workplace - Communication specialists will observe and assess a standard activity in week 15 using line 3B (Use of Language) of the QEP Speaking Rubric.
- 3C Speaking: Situational -Communication specialists will observe and assess a standard activity in week 15 using line 3C (Content) of the QEP Speaking Rubric.
- 3D Speaking: Presentation - Communication specialists will observe and assess a standard activity in week 15 using line 3D (Public Speaking) of the QEP Speaking Rubric.

SPEAKING - REPORTING THE RESULTS

A. Total number of students who successfully demonstrated competency thereby earning a mark of a 3 (effective) or 4 (exemplary) on the standardized rubric

B. Total number of career students who were assessed in the course

C. Percentage of students who successfully demonstrated competency [A. # successfully met /B. # assessed]

Did you meet the expected outcome?

- Yes - Met or exceed expected outcome
- No - Fell short of expected outcome

SPEAKING - APPLICATION OF RESULTS FOR CONTINUAL IMPROVEMENT

Please take your time when responding to the last two items and provide detailed feedback. This information will be considered when making improvements to the QEP in subsequent terms.

Based off your personal observations, the QEP student activities and interventions introduced in the classroom this term were highly effective in developing students in this essential skill.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Use of Results for Continuous Improvement

The Good: Reflecting on the QEP essential skills activities that were introduced within this

course, what activities did students benefit most from? Please be detailed and justify your response.

Use of Results for Continuous Improvement

Areas of Opportunity: Reflecting on the QEP speaking activities that were introduced within this course, what could be improved upon for the subsequent QEP cohorts? Please be detailed and justify your response.

Submit

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QEP Essential Skills Employee Survey

Welcome



Dear Career Faculty & Public Speaking Faculty -

As you are aware, every 10 years MGCCC has the opportunity to develop a new Quality Enhancement Plan (QEP) to improve an area of student learning or student success in a significant way through a college-wide, multi-year initiative. Feedback was collected and analyzed from students, employees, employers and community partners and the data indicated that more work could be done to educate students on job essential skills.

The institution worked to develop a four term QEP program designed for career students, to promote development in the following three essential skills:

- (1) attendance & punctuality
- (2) listening skills
- (3) speaking skills

I would like to thank you for playing such a significant role in the program and for the time you have spent thus far in implementing the QEP Essential Skills Program. Striving for excellence and continual improvement is a core value. At this time we invite you to provide open and honest feedback regarding your experience with the QEP Essential Skills Program this academic year. The time you take to provide detailed, constructive, and candid responses is greatly appreciated, and the information will be used to improve upon the program.

The online survey system will record that we have received a response from your e-mail address in order to send follow-up reminders, but it does not link your completed questionnaire to any identifying information. If you have any questions please contact Dr. Brad Bailey, QEP Director, at Brad.Bailey@mgccc.edu.

Survey

By completing this survey you will automatically be entered into a drawing for a chance to win one of two \$50 Amazon gift cards. The winners of the raffle will be selected by using a computer randomization software and the winners will be notified via e-mail within two weeks following the close of the survey.

Thank you again for providing valuable feedback!



Demographic

QEP Role

Public Speaking Faculty

Career Faculty

Campus

Jackson County Campus

George County Center

Jefferson Davis Campus

West Harrison Center

Perkinson Campus

How do you prefer to receive QEP updates and communication?

- Electronic Communication: Send an e-mail or newsletter with the information I need to know
- Face-To-Face Meetings: Schedule a face-to-face meeting on a recurring basis to relay information
- Electronic Communication & Face-to-Face Meeting: I prefer a combination of receiving electronic communication and engaging in face-to-face meetings.
- No preference

Training

Organization and Effectiveness of the Training Model for Career Instructors & Public Speaking Instructors

Evaluate the following statements and rate the extent to which you agree:

| | Strongly Disagree | Disagree | Agree | Strongly Agree | NA - No observation |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am satisfied with the level of communication by the QEP Director leading up to QEP Training. | <input type="radio"/> |
| The QEP training sessions that I participated in this year were well organized. | <input type="radio"/> |

| | Strongly Disagree | Disagree | Agree | Strongly Agree | NA - No observation |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The QEP training sessions that I participated in this year were interactive and engaging. | <input type="radio"/> |
| I found the training materials to be helpful. | <input type="radio"/> |
| I left the QEP training having a clear understanding of the student activities / modules that would be implemented in the classroom. | <input type="radio"/> |
| I left the QEP training having a clear understanding of the student learning outcomes that would be assessed in the program. | <input type="radio"/> |
| I left the QEP training with a clear understanding of my individual role and responsibilities within the program. | <input type="radio"/> |
| I left the QEP training with a clear understanding of how the QEP student learning outcome data would be collected in the classroom. | <input type="radio"/> |

Overall, I am satisfied with the quality of QEP training that I received this year. The training taught me everything that I needed to know to successfully implement the QEP in the course.

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------------|
| Strongly Disagree | Disagree | Agree | Strongly Agree | NA - No Basis for Observation |
| <input type="radio"/> |

The amount of time spent in QEP training was:

| | | |
|-----------------------------------|-----------------------|--|
| Too Short - We need more training | Just Right | Too Long - Training was too time consuming / redundant |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

QEP Training Model for Career Instructors & Public Speaking Instructors - Written Feedback

What did you like most about the QEP training that you received this year? What worked well? (Optional)

Do you have any suggestions that can improve upon our QEP Essential Skills Training in the future? What was missing from training? We are open to any and all feedback! (Optional)

Public Speaking Faculty

The Public Speaking Instructor Experience

Evaluate the following statements and rate the extent to which you agree:

| | Strongly Disagree | Disagree | Agree | Strongly Agree | NA - No observation |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The QEP Director maintained open lines of communication with me leading up to and during implementation. | <input type="radio"/> |
| I maintained open lines of communication with the Career Instructor(s) throughout the implementation. | <input type="radio"/> |
| The Career instructor that I worked with this year was highly engaged. | <input type="radio"/> |
| I was provided adequate resources from the institution to successfully fulfill my responsibilities and implement the QEP in the classroom. | <input type="radio"/> |
| I felt supported and valued by the Career Instructor(s). | <input type="radio"/> |
| I felt supported and valued by the QEP Director. | <input type="radio"/> |
| Overall, I had a positive experience working on the QEP this year. | <input type="radio"/> |

The amount of outside of the classroom prep time I invested into the QEP this year was:

Less than what I expected

What I expected

More than I expected

The amount of time dedicated to QEP lessons and activities within the classroom was:

Less than what I expected

What I expected

More than I expected

Public Speaking Instructor - Written Feedback

What did you enjoy most about your experience working as a Public Speaking Instructor? What is working? (Optional)

Do you have any suggestions that can improve upon the QEP Public Speaking Instructor experience? What can be improved upon? We are open to any and all feedback! (Optional)

Do you have any suggestions on how to improve upon the listening and/or speaking rubrics? (Optional)

Career Instructors

The QEP Career Instructor Experience

Evaluate the following statements and rate the extent to which you agree:

| | Strongly Disagree | Disagree | Agree | Strongly Agree | NA - No observation |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The QEP Director maintained open lines of communication with me leading up to and during implementation. | <input type="radio"/> |
| I maintained open lines of communication with the Public Speaking Instructor(s) throughout the implementation. | <input type="radio"/> |
| The Public Speaking Instructor(s) that I worked with this year was highly engaged. | <input type="radio"/> |
| I was provided adequate resources from the institution to successfully fulfill my responsibilities and implement the QEP in the classroom. | <input type="radio"/> |
| I felt supported and valued by the Public Speaking Instructors. | <input type="radio"/> |
| I felt supported and valued by the QEP Director. | <input type="radio"/> |
| Overall, I had a positive experience working on the QEP this year. | <input type="radio"/> |

The amount of outside of the classroom prep time I invested into the QEP this year was:

| | | |
|---------------------------|-----------------------|-----------------------|
| Less than what I expected | What I expected | More than I expected |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

The amount of time dedicated to QEP lessons and activities within the classroom was:

| | | |
|---------------------------|-----------------------|-----------------------|
| Less than what I expected | What I expected | More than I expected |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

QEP Career Instructors - Written Feedback

What did you enjoy most about your experience working as a Career Instructor? What is working? (Optional)

Do you have any suggestions that can improve upon the Career Instructor experience? What can be improved upon? We are open to any and all feedback! (Optional)

QEP Model

Select the QEP implementation term(s) that you assisted with during this academic year:

- Term 1 Implementation:** AEL 1118, ABT 1313, ATT 1811, CRM 1114, COV 1122, ELT 1233, ACT 1003, MEC 1113, MST 1412, WLT 1173
- Term 2 Implementation:** ABT 1323, ATT 1134, CRM 1223, COV 1722, ELT 1113, ACT 1214, MGT 1263, MEC 1115, MST 1263, WLT 1135
- Term 3 Implementation:** ABT 1223, ATT 2112, CRM 1714, COV 1443, ELT 2423, ACT 2324, MST 2542, WLT 1915
- Term 4 Implementation:** SPT 1113

TERM 1

Term #1: Evaluating the Effectiveness of QEP Classroom Activities and Lessons

--TERM #1: ATTENDANCE & PUNCTUALITY--

Overall, the student activities / lessons relating to attendance and punctuality were highly effective in developing students in this essential skill.

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly disagree | Disagree | Agree | Strongly agree | NA - No observation |
| <input type="radio"/> |

The Good: Which 'attendance and punctuality' classroom activities / lessons that were introduced in the classroom were highly effective? What worked?

Area of Opportunity: Which 'attendance and punctuality' classroom activities / lessons that were introduced in the classroom were not effective? Provide feedback regarding how we can improve upon the classroom lessons/activities to develop students in this essential skill.

Establishing the Expectation for Essential Skills - "Must Be Present to Win"

- In the first week of the semester, the instructor spoke to students about the expectations regarding attendance and promptness. The instructor gave real-world examples about how attendance and promptness are essential skills in the working world. The instructor established the expectation that students be present 91% of class time and on time for 95% of the class meetings attended. The expectations for promptness and attendance were reinforced by an oral discussion and a quiz on the subject matter. Attendance and promptness records were kept throughout the semester. Throughout the semester, the instructor gave regular feedback on the class's performance on promptness and attendance.

This student activity / lesson substantially contributed to student development and reinforced the 'attendance' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

---TERM #1: LISTENING [Nonverbal]---

Overall, the student activities / lessons relating to 'listening' were highly effective in developing students in this essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

The Good: Which 'listening skills' classroom activities / lessons that were introduced in the classroom were highly effective? What worked?

Area of Opportunity: Which 'listening skills' classroom activities / lessons that were introduced in the classroom were not effective? Provide feedback regarding how we can improve upon the classroom lessons/activities to develop students in this essential skill.

Establishing the Expectation for Essential Skills - "Beyond Words: Introduction"

- In the first week of the semester, the instructor discussed expectations regarding nonverbal behaviors associated with active listening as well as the importance of these skills in the workforce. During this discussion, the students' active listening skills were observed. Students were given feedback on nonverbal behaviors associated with active listening. In the first week of the semester, a public speaking instructor visited the classroom to discuss nonverbal behaviors associated with active listening (eye contact, facial expressions, gestures/body movement, posture, and mitigation of distractions). Students completed a quiz that covered the subject matter.

This student activity / lesson substantially contributed to student development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Embracing Essential Skills - "Beyond Words, Beyond the Classroom"

- During weeks 2-3 of the semester, a public speaking instructor visited the classroom and taught the standards for exhibiting effective nonverbal behaviors associated with active listening (eye contact, facial expressions, gestures/body movement, posture, and management of distractions).The instructor described a real-world scenario where active listening played a crucial role in success or failure in work performance in your career field. Students took part in a job interview activity where students practiced nonverbal behavior while acting in the role of both an interviewer and a job applicant. Students' nonverbal behaviors related to active listening were observed. Students received feedback on their nonverbal communication from the instructors. Students completed a quiz on Canvas that covers active listening.

This student activity / lesson substantially contributed to student development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Reinforcing Essential Skills - "Beyond Words: Virtual Training"

- During weeks 4-6 of the semester, students completed an online virtual training via Canvas and S2S that reinforced lessons learned regarding nonverbal behaviors associated with active listening. Students completed a quiz that covered nonverbal behaviors associated with active listening.

This student activity / lesson substantially contributed to student development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Practicing Essential Skills - "Beyond Words: The Championship"

- During weeks 7-8 of the semester, a public speaking instructor visited the classroom. Students were divided into groups and students played a game where nonverbal communication behaviors were critical to a team's success or failure in the game. During the game, students' nonverbal communication behaviors were observed and students were given feedback regarding the effectiveness of students' nonverbal behavior.

This student activity / lesson substantially contributed to student development and reinforced the the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

---TERM #1: SPEAKING [Nonverbal]---

Overall, the student activities / lessons relating to 'speaking' were highly effective in developing students in this essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

The Good: Which 'speaking skills' classroom activities / lessons that were introduced in the classroom were highly effective? What worked?

Area of Opportunity: Which 'listening skills' classroom activities / lessons that were introduced in the classroom were not effective? Provide feedback regarding how we can improve upon the classroom lessons/activities to develop students in this essential skill.

Establishing the Expectation for Essential Skills - "I See What You're Saying: Introduction"

- In the first week of the semester, the instructor had students stand up before the class and take 1-2 minutes to share their name, why they are in this program, and what they plan to do with their education when students leave MGCCC. During this exercise, students' performance was observed and students were given feedback on certain nonverbal behaviors associated with effective speaking (eye contact, facial expressions, gestures/body movement, posture, and attire appropriate to the situation). Students were given feedback on their nonverbal behaviors associated with effective speaking. Students took a quiz on the subject matter.

This student activity / lesson substantially contributed to student development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Embracing Essential Skills - "I See What You're Saying: Success in the Workplace"

- During weeks 2-3 of the semester, a public speaking instructor visited the classroom and taught the standards for exhibiting effective nonverbal behaviors associated with effective speaking (eye contact, facial expressions, gestures/body movement, posture, and attire appropriate to the situation). The instructor described a real-world scenario where effective speaking played a crucial role in success or failure in work performance in students' career field. Students took part in a job interview activity where they practiced nonverbal behavior while acting in the role of both an interviewer and a job applicant. Students' nonverbal behaviors related to effective speaking were observed. Students received feedback on their nonverbal communication from the instructors. Students completed a quiz on Canvas that covered nonverbal behaviors related to effective speaking.

This student activity / lesson substantially contributed to student development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Reinforcing Essential Skills - "I See What You're Saying: Virtual Training"

- During weeks 4-6 of the semester, students completed an online virtual training via Canvas and S2S that covered nonverbal communication in both speaking and listening. Students completed a quiz that covered nonverbal behaviors related to effective speaking.

This student activity / lesson substantially contributed to student development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Practicing Essential Skills - "I See What You're Saying: The Super Bowl of Nonverbal Communication"

- During weeks 7-8 of the semester, a public speaking instructor visited the classroom. Students were divided into groups and students played a game where nonverbal communication were critical to a team's success or failure in the game. During the game, students' nonverbal communication was observed and students were given feedback regarding the effectiveness of their nonverbal behavior.

This student activity / lesson substantially contributed to student development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Term 2

Term #2: Evaluating the Effectiveness of QEP Classroom Activities and Lessons

--TERM #2: ATTENDANCE & PUNCTUALITY--

Overall, the student activities / lessons relating to attendance and punctuality were highly effective in developing students in this essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

The Good: Which 'attendance and punctuality' classroom activities / lessons that were introduced in the classroom were highly effective? What worked?

Area of Opportunity: Which 'attendance and punctuality' classroom activities / lessons that were introduced in the classroom were not effective? Provide feedback regarding how we can improve upon the classroom lessons/activities to develop students in this essential skill.

Establishing the Expectation for Essential Skills - "Must Be Present to Win"

- In the first week of the semester, the instructor spoke to students about the expectations regarding attendance and promptness. The instructor gave real-world examples about how attendance and promptness are essential skills in the working world. The instructor established the expectation that students be present 91% of class time and on time

for 95% of the class meetings attended. The expectations for promptness and attendance were reinforced by an oral discussion and a quiz on the subject matter. Attendance and promptness records were kept throughout the semester. Throughout the semester, the instructor gave regular feedback on the class's performance on promptness and attendance.

This student activity / lesson substantially contributed to student development and reinforced the 'attendance' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

---TERM #2: LISTENING [SUMMARIZATION]---

Overall, the student activities / lessons relating to 'listening' were highly effective in developing students in this essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

The Good: Which 'listening skills' classroom activities / lessons that were introduced in the classroom were highly effective? What worked?

Area of Opportunity: Which listening skills' classroom activities / lessons that were introduced in the classroom were not effective? Provide feedback regarding how we can improve upon the classroom lessons/activities to develop students in this essential skill.

Establishing the Expectation for Essential Skills - "You Can Say That Again: Introduction"

- In the first week of the semester, the instructor reviewed what was taught in previous semesters regarding active listening: nonverbal behaviors associated with active listening. The instructor then introduced a higher-level active listening skill: summarization. The instructor established expectations regarding students' ability to summarize a realistic work-related request as well as the importance of these skills in the workforce. The instructor described a real-world scenario where summarization played a crucial role in success or failure in work performance in their career field. Students completed a quiz that covered the subject matter.

This student activity / lesson substantially contributed to student development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Embracing Essential Skills - "You Can Say That Again"

- During weeks 2-4 of the semester, a public speaking instructor visited the classroom and taught the standards for proficiently summarizing a realistic, work-related request. Students took part in a small group activity where a partner shared realistic, work-related requests and students practiced summarization skills. Students' summarization skills were observed. Students received feedback on their nonverbal communication from the instructors. Students completed a quiz on Canvas that covered the subject matter.

This student activity / lesson substantially contributed to student development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Reinforcing Essential Skills - "You Can Say That Again: Virtual Training"

- During weeks 5-7 of the semester, students completed an online module that reinforced the summarization skills that students learned in the first month of the semester. Students completed a quiz that covered the subject matter.

This student activity / lesson substantially contributed to student development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Practicing Essential Skills - "You Can Say That Again: The Company's Core Values"

- During weeks 9-11 of the semester, a public speaking instructor and a learning lab instructor visited the classroom and introduced an activity that would take the form of a one-on-one mock job interview. The instructors prepared students for the job interview activity. Students scheduled a time to visit the learning lab for a mock job interview. In the mock job interview the interviewer began by talking about the company's core values, then asked students to summarize what students understood about the company's core values. The interviewer then asked students standard job interview questions. During the interview, students' nonverbal behaviors related to active listening and students' summarization skills were observed. Students were given feedback regarding their use of these skills.

This student activity / lesson substantially contributed to student development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

---TERM #2: SPEAKING [USE OF LANGUAGE]---

Overall, the student activities / lessons relating to 'listening' were highly effective in developing students in this essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

The Good: Which 'speaking skills' classroom activities / lessons that were introduced in the classroom were highly effective? What worked?

Area of Opportunity: Which 'listening skills' classroom activities / lessons that were introduced in the classroom were not effective? Provide feedback regarding how we can improve upon the classroom lessons/activities to develop students in this essential skill.

Establishing the Expectation for Essential Skills - "Who Are You Talking To?: Introduction"

- In the first week of the semester, the instructor reviewed skills taught in previous semesters: nonverbal behaviors associated with effective speaking. The instructor then introduced an additional speaking skill: use of language. The instructor established expectations regarding students' use of language that is appropriate to various workplace audiences as well as the importance of these skills in the workforce. The instructor described a real-world scenario where appropriate use of language played a crucial role in success or failure in work performance in students' career field. Students completed a quiz that covered the subject matter.

This student activity / lesson substantially contributed to student development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Embracing Essential Skills - "Who Are You Talking To?"

- During weeks 2-4 of the semester, a public speaking instructor visited the classroom and taught the standards for effective use of language in the workplace. These skills included grammar, pronunciation, vocabulary, and awareness of the audience. Students took part in a small group activity where a partner acted as a customer, a co-worker and a boss and students practiced their ability to adapt language to the specific type of audience. Students' use of language skills will be observed. Students received feedback on use of language from the instructors.

This student activity / lesson substantially contributed to student development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Reinforcing Essential Skills - "Who Are You Talking To?: Virtual Training"

- During weeks 5-7 of the semester, students completed an online module that covered the use of language skills that students learned in the first month of the semester. Students completed a quiz that covered use of language.

This student activity / lesson substantially contributed to student development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Practicing Essential Skills - "Who Are You Talking To?: All the Right Answers"

- During weeks 9-11 of the semester, a public speaking instructor and a learning lab instructor visited the classroom and introduced an activity that would take the form of a one-on-one mock job interview. The instructors prepared students for the job interview activity. Students scheduled a time to visit the learning lab for a mock job interview. The interviewer asked students standard job interview questions. During the interview, students' nonverbal behaviors

related to effective speaking and students' use of language skills were observed. Students were given feedback regarding their use of these skills.

This student activity / lesson substantially contributed to student development and reinforced the 'speaking' essential skill.

Strongly disagree



Disagree



Agree



Strongly agree



NA - No observation



Term 3

Term #3: Evaluating the Effectiveness of QEP Classroom Activities and Lessons

--TERM #3: ATTENDANCE & PUNCTUALITY--

Overall, the student activities / lessons relating to attendance and punctuality were highly effective in developing students in this essential skill.

Strongly disagree



Disagree



Agree



Strongly agree



NA - No observation



The Good: Which 'attendance and punctuality' classroom activities / lessons that were introduced in the classroom were highly effective? What worked?

Area of Opportunity: Which 'speaking skills' classroom activities / lessons that were introduced in the classroom were not effective? Provide feedback regarding how we can improve upon the classroom lessons/activities to develop students in this essential skill.

Establishing the Expectation for Essential Skills - "Must Be Present to Win"

- In the first week of the semester, the instructor spoke to students about the expectations regarding attendance and promptness. The instructor gave real-world examples about how attendance and promptness are essential skills in the working world. The instructor established the expectation that students be present 91% of class time and on time for 95% of the class meetings attended. The expectations for promptness and attendance were reinforced by an oral discussion and a quiz on the subject matter. Attendance and promptness records were kept throughout the semester. Throughout the semester, the instructor gave regular feedback on the class's performance on promptness and attendance.

This student activity / lesson substantially contributed to student development and reinforced the 'attendance' essential skill.

Strongly disagree



Disagree



Agree



Strongly agree



NA - No observation



---TERM #3: LISTENING [FOLLOW-UP QUESTIONS]---

Overall, the student activities / lessons relating to 'listening' were highly effective in developing students in this essential skill.

Strongly disagree



Disagree



Agree



Strongly agree



NA - No observation



The Good: Which 'listening skills' classroom activities / lessons that were introduced in the classroom were highly effective? What worked?

Area of Opportunity: Which 'listening skills' classroom activities / lessons that were introduced in the classroom were not effective? Provide feedback regarding how we can improve upon the classroom lessons/activities to develop students in this essential skill.

Establishing the Expectation for Essential Skills - "Asking the Right Questions: Introduction"

- In the first week of the semester, the instructor reviewed what was taught in previous semesters regarding active listening: nonverbal behaviors associated with active listening and summarization. The instructor then introduced a higher-level active listening skill: asking follow-up questions. The instructor established expectations regarding students' ability to identify appropriate follow-up questions to a request made by a customer or co-worker. The instructor described a real-world scenario where asking appropriate follow-up questions played a crucial role in success or failure in work performance in students' career field. Students completed a quiz that covered the subject matter.

This student activity / lesson substantially contributed to student development and reinforced the 'listening' essential skill.

Strongly disagree



Disagree



Agree



Strongly agree



NA - No observation



Embracing Essential Skills - "Asking the Right Questions"

- During weeks 2-4 of the semester, a public speaking instructor visited the classroom and taught the standards for identifying appropriate follow-up questions. Students took part in a small group activity where a partner shared realistic, work-related requests and students practiced identifying appropriate follow-up questions that would lead to a deep understanding of the problem so that the request can be satisfied. Students' summarization skills were observed. Students received feedback on their identification of follow-up questions from the instructors. Students took a quiz on Canvas that covers the subject matter.

This student activity / lesson substantially contributed to student development and reinforced the 'listening' essential skill.

Strongly disagree



Disagree



Agree



Strongly agree



NA - No observation



Reinforcing Essential Skills - "Asking the Right Questions: Virtual Training"

- During weeks 5-7 of the semester, students completed an online module that covers the summarization skills that students learned in the first month of the semester. Students completed a quiz that covers summarization.

This student activity / lesson substantially contributed to student development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Practicing Essential Skills - "Asking the Right Questions: The Interview"

- During weeks 9-11 of the semester, a public speaking instructor and a learning lab instructor visited the classroom and introduced an activity that would take the form of a more sophisticated and in-depth mock job interview. The instructors prepared students for the job interview activity. Students scheduled a time to visit the learning lab for a mock job interview. The interviewer asked students experiential questions, which required students to share how students would react to different problems in the workplace. The interviewer invited students to ask as many follow-up questions as needed in order to understand the problem. During the interview, students' nonverbal behaviors related to active listening, students' summarization skills, and students' ability to identify follow-up questions were observed. Students were given feedback regarding their use of these skills.

This student activity / lesson substantially contributed to student development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

---TERM #3: SPEAKING [CONTENT]---

Overall, the student activities / lessons relating to 'speaking' were highly effective in developing students in this essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

The Good: Which 'speaking skills' classroom activities / lessons that were introduced in the classroom were highly effective? What worked?

Area of Opportunity: Which 'speaking skills' classroom activities / lessons that were introduced in the classroom were not effective? Provide feedback regarding how we can improve upon the classroom lessons/activities to develop students in this essential skill.

Establishing the Expectation for Essential Skills - "Say What? Introduction"

- In the first week of the semester, the instructor reviewed what was taught in previous semesters: nonverbal behaviors associated with effective speaking and appropriate use of language. The instructor then introduced the additional speaking skill: speaking effectively across a variety of contexts. The instructor established expectations regarding adjusting the content of students' speech to the context as the importance of this skill in the workforce. The instructor will give a real-world scenario where speaking in the appropriate context played a crucial role in success or failure in work performance in their career field. Students will take a quiz that covers the subject matter.

This student activity / lesson substantially contributed to student development and reinforced the the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Embracing Essential Skills - "Say What?"

- During weeks 2-4 of the semester, a public speaking instructor visited the classroom and taught the standards for effective understanding and speaking across contexts in the workplace. These skills included awareness of context, employing suitable delivery skills, and adaptation of vocal variety and style. Students took part in a small group activity where a partner supplied realistic workplace contexts and students practiced adapting their situational workplace speaking. Students' adaptation to context will be observed and students received feedback on the use of this skill from the instructors. Students will take a quiz on Canvas that covers the subject matter.

This student activity / lesson substantially contributed to student development and reinforced the the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Reinforcing Essential Skills - "Say What? Virtual Training"

- During weeks 5-7 of the semester, students completed an online module that covered the skill of adaptation to various workplace contexts that students learned in the first month of the semester. Students completed a quiz that covered the subject matter.

This student activity / lesson substantially contributed to student development and reinforced the the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Practicing Essential Skills – "Say What? The Interview"

- During weeks 9-11 of the semester, a public speaking instructor and a learning lab instructor visited the classroom and introduced an activity that would take the form of a more sophisticated and in-depth mock job interview. The instructors prepared students for the job interview activity. Students scheduled a time to visit the learning lab for a mock job interview. The interviewer asked students scenario-based job interview questions that force students to adapt to various contexts. During the interview, students' nonverbal behaviors related to effective speaking, use of language, and ability to adapt speech to context were observed. Students were given feedback regarding their use of these skills.

This student activity / lesson substantially contributed to student development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Term 4

Term #4: Evaluating the Effectiveness of QEP Classroom Activities and Lessons

--TERM #4: ATTENDANCE & PUNCTUALITY--

Overall, the student activities / lessons relating to attendance and punctuality were highly effective in developing students in this essential skill.

Strongly disagree



Disagree



Agree



Strongly agree



NA - No observation



The Good: Which 'attendance and punctuality' classroom activities / lessons that were introduced in the classroom were highly effective? What worked?

Area of Opportunity: Which 'speaking skills' classroom activities / lessons that were introduced in the classroom were not effective? Provide feedback regarding how we can improve upon the classroom lessons/activities to develop students in this essential skill.

Establishing the Expectation for Essential Skills - "Must Be Present to Win"

- In the first week of the semester, the instructor spoke to students about the expectations regarding attendance and promptness. The instructor gave real-world examples about how attendance and promptness are essential skills in the working world. The instructor established the expectation that students be present 91% of class time and on time for 95% of the class meetings attended. The expectations for promptness and attendance were reinforced by an oral discussion and a quiz on the subject matter. Attendance and promptness records were kept throughout the semester. Throughout the semester, the instructor gave regular feedback on the class's performance on promptness and attendance.

This student activity / lesson substantially contributed to student development and reinforced the 'attendance' essential skill.

Strongly disagree



Disagree



Agree



Strongly agree



NA - No observation



---TERM #4: LISTENING [PRESENTATION LISTENING]---

Overall, the student activities / lessons relating to 'listening' were highly effective in developing students in this essential skill.

Strongly disagree



Disagree



Agree



Strongly agree



NA - No observation



The Good: Which 'listening skills' classroom activities / lessons that were introduced in the classroom were highly effective? What worked?

Area of Opportunity: Which 'speaking skills' classroom activities / lessons that were introduced in the classroom were not effective? Provide feedback regarding how we can improve upon the classroom lessons/activities to develop students in this essential skill.

Reviewing Active Listening Skills – “Seek First to Understand, Then be Understood”

- In the first week of the semester, the public speaking instructor reviewed all QEP Listening SLOs (nonverbal, summarization, and follow-up questions). Students engaged in a listening self-evaluation in order to become aware of bad listening habits in order to reduce them.

This student activity / lesson substantially contributed to student development and reinforced the the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Virtual Training – “Seek First to Understand, Then be Understood”

- During week 2, students engaged in an online module on active listening and take a quiz on the subject matter.

This student activity / lesson substantially contributed to student development and reinforced the the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Reinforcing Active Listening Skills – “Seek First to Understand, Then be Understood”: Preparing to Listen

- During weeks 3-4, all active listening skills taught throughout the QEP were reinforced via applied listening exercises related to preparation for the informative speech (an assignment which is standard in all SPT 1113 sections). Students were given feedback regarding their active listening skills.

This student activity / lesson substantially contributed to student development and reinforced the the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Embracing Essential Skills– “Seek First to Understand, Then be Understood”: Analyzing a Message

- During week 5, as part of the unit preparing for the informative speech (an assignment which is standard in all SPT 1113 sections), students were taught to analyze a message to identify relevant information during a presentation. This skill was practiced while evaluating peers informative speeches. Feedback was given by the instructor regarding presentation listening skills.

This student activity / lesson substantially contributed to student development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Prove Your Active Listening Skills – “Seek First to Understand, Then be Understood”

- Near the end of the semester, during the delivery of peers’ persuasive speeches, students will prove that they are active listeners by displaying nonverbal behaviors associated with active listening, summarizing key points of each informative speech on a peer evaluation form, and formulate follow-up questions that will improve their understanding of what the speaker was asking them to do/feel/think/believe in their persuasive speech.

This student activity / lesson substantially contributed to student development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

---TERM #4: SPEAKING [PUBLIC SPEAKING]---

Overall, the student activities / lessons relating to 'speaking' were highly effective in developing students in this essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

The Good: Which 'speaking skills' classroom activities / lessons that were introduced in the classroom were highly effective? What worked?

Area of Opportunity: Which 'speaking skills' classroom activities / lessons that were introduced in the classroom were not effective? Provide feedback regarding how we can improve upon the classroom lessons/activities to develop students in this essential skill.

Establishing the Expectation for Essential Skills - “An Hour of Preparation for Each Minute of Presentation”

- In the first week of the semester, the public speaking instructor reviewed all QEP Speaking SLOs (nonverbal, use of language, and content). In this small group exercise, students delivered famous quotes related to essential skills and

gave a simple summary of the quotes' meaning, giving the students a chance to practice their nonverbal, use of language, and content skills.

This student activity / lesson substantially contributed to student development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Embracing Essential Skills - "An Hour of Preparation for Each Minute of Presentation": Relevant to Whom?

- During weeks 2-3, students were taught to identify relevant information and integrate the information logically into a presentation. The lesson was reinforced by the students engaging in an audience analysis to learn what information would be relevant to their audience. The students were then led through a brainstorming exercise where they were forced to integrate the relevant information into a logical sequence in preparation for their informative speech (an assignment which is standard in all SPT 1113 sections).

This student activity / lesson substantially contributed to student development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Reinforcing Essential Skills - "An Hour of Preparation for Each Minute of Presentation": Preparing to Speak

- During weeks 5-7, all speaking skills taught throughout the QEP were reinforced via applied speaking exercises related to preparation for the informative speech (an assignment which is standard in all SPT 1113 sections). Students were given feedback regarding their speaking skills.

This student activity / lesson substantially contributed to student development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Virtual Training - "An Hour of Preparation for Each Minute of Presentation"

- During weeks 6-8, students will engage in an online module on effective speaking and complete an activity to practice effective speaking.

This student activity / lesson substantially contributed to student development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Proving the Power of Public Speaking - "An Hour of Preparation for Each Minute of Presentation"

- Near the end of the semester, during the delivery of peers' persuasive speeches, students proved that they are effective presenters by integrating relevant information logically in their persuasive speech (an assignment which is standard in all SPT 1113 sections).

This student activity / lesson substantially contributed to student development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

**EMPLOYER
FEEDBACK**
(Indirect)

**STUDENT
FEEDBACK**
(Indirect)

**EMPLOYEE
FEEDBACK**
(Indirect)

**INSTITUTIONAL
ANNUAL
REVIEW**
(Direct & Indirect)

QEP #2

QEP #2

QEP #2

QEP #3

QEP #1
(Direct)

SLO 1 • SLO 2 • SLO 3
ATTENDANCE LISTENING SPEAKING

Section I: Employer Demographics & Background

Mississippi Gulf Coast Community College Employer Survey

10/18/2019

Dear Employer:

We are passionate about serving students and in an effort to continually improve upon the quality of education that we offer to our students, we are interested in hearing your feedback. The data collected from this employer survey will provide administrators and faculty with valuable information that can be used to guide decisions and improve our programs.

The survey should take no longer than ten minutes to complete. Your honest feedback is valued.

Thank you for your time and valuable feedback!



Name of Company/Organization

Size of Organization

Less than 100 employees

100-500 employees

501-1000 employees

1000 + employees

5,000+ employees

Unsure

Industry Sector

Agriculture

Construction

Educational Service; Private

Federal Government

Financial Services

Health Care and Social Assistance

Information

Leisure & Hospitality

Manufacturing

Mining

Other Services

Professional & Business Services

Retail Trade

State & Local Government

Transportation & Warehousing

Utilities

Wholesale Trade

Other:

Employer Location:

City:

State:

ZIP:

Select the area in which you have hired MGCCC graduates:

Academic Programs

Career and Technical Programs

Healthcare - Nursing & Allied Health Programs

Select the program(s) of your hired MGCCC graduate(s):

- | | | |
|---|--|---|
| <input type="checkbox"/> Architecture | <input type="checkbox"/> Health and Physical Education | <input type="checkbox"/> Pre- Medical |
| <input type="checkbox"/> Art | <input type="checkbox"/> Industrial Engineering Technology | <input type="checkbox"/> Pre- Medical Record Administration |
| <input type="checkbox"/> Art Education | <input type="checkbox"/> Marine Science | <input type="checkbox"/> Pre- Medical Technology |
| <input type="checkbox"/> Computer Science | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Pre- Occupational Therapy |
| <input type="checkbox"/> Criminal Justice | <input type="checkbox"/> Music | <input type="checkbox"/> Pre- Optometry |
| <input type="checkbox"/> Elementary Education | <input type="checkbox"/> Music Education | <input type="checkbox"/> Pre- Pharmacy |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Pre- B.S. Nursing | <input type="checkbox"/> Pre- Physical Therapy |
| <input type="checkbox"/> General Studies | <input type="checkbox"/> Pre- Dental | <input type="checkbox"/> Pre- Veterinary Science |

Select the program(s) of your hired MGCCC graduate(s):

- | | | |
|--|--|---|
| <input type="checkbox"/> 3D Modeling and Design Technology | <input type="checkbox"/> Construction Engineering Technology | <input type="checkbox"/> Interpreter Training Technology |
| <input type="checkbox"/> Accounting Technology | <input type="checkbox"/> Cosmetology | <input type="checkbox"/> IT Specialist Technology |
| <input type="checkbox"/> Administrative Office Technology | <input type="checkbox"/> Criminal Justice Technology | <input type="checkbox"/> Marine Pipefitting Technology |
| <input type="checkbox"/> Apprentice Electric Lineman | <input type="checkbox"/> Culinary Arts Technology | <input type="checkbox"/> Maritime Shipfitting Technology |
| <input type="checkbox"/> Auto Collision Repair Technology | <input type="checkbox"/> Database Administration Technology | <input type="checkbox"/> Massage Therapy |
| <input type="checkbox"/> Automotive Light Duty Diesel Technology | <input type="checkbox"/> Early Childhood Education Technology | <input type="checkbox"/> Mechanical Maintenance Technology |
| <input type="checkbox"/> Automotive Technology | <input type="checkbox"/> Electrical Technology | <input type="checkbox"/> Medical Office Technology |
| <input type="checkbox"/> Automation/Mechatronics Technology | <input type="checkbox"/> Electronics Technology | <input type="checkbox"/> Network Security Technology |
| <input type="checkbox"/> Baking and Pastry Arts Technology | <input type="checkbox"/> Funeral Service Technology | <input type="checkbox"/> Paralegal Technology |
| <input type="checkbox"/> Banquet and Catering Service Technology | <input type="checkbox"/> Graphic Design Technology | <input type="checkbox"/> Precision Manufacturing and Machining Technology |
| <input type="checkbox"/> Business Marketing Management Tech | <input type="checkbox"/> Heating, Air Conditioning, and Refrigeration Technology | <input type="checkbox"/> Process Operations Technology |
| <input type="checkbox"/> Business Management Technology | <input type="checkbox"/> Hotel and Restaurant Management Technology | <input type="checkbox"/> Travel and Tourism Management Technology |

- Commercial/Residential Maintenance
- Computer Networking Technology
- Computer Programming Technology
- Human Services
- Instrumentation and Control Technology
- Web Development Technology
- Welding Technology

Select the program(s) of your hired MGCCC graduate(s):

- Associate Degree Nursing
- Emergency Medical Sciences Paramedic
- Emergency Medical Science - EMT Basic
- Health Care Assistant
- Health Information Technology
- Medical Assisting Technology
- Medical Laboratory Technology
- Physical Therapy Assisting
- Practical Nursing
- Radiological Technology
- Respiratory Care Technology
- Surgical Technology

Section 1 of 3: Knowledge, Skills and Ability & Career Soft Skills

Knowledge, Skills and Ability & Essential Skills of Recently Hired Graduates



Employer Satisfaction with the Essential Skills of Recently Hired MGCCC Graduates

The college is currently working on a strategic initiative to promote student development in the following areas: (1) Punctuality & Attendance, (2) Listening Skills and (3) Speaking Skills.

"The MGCCC graduate(s) that we hired have demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree | NA -Not observed |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Punctuality/Attendance - MGCCC graduates are punctual and report to work on-time, each and every day, as scheduled. | <input type="radio"/> |
| Listening Skills - MGCCC graduates demonstrate excellent listening skills with customers, co-workers, and supervisors. | <input type="radio"/> |
| Speaking Skills - MGCCC graduates demonstrate excellent speaking skills and communicate effectively with customers, co-workers and supervisors. | <input type="radio"/> |

Punctuality/Attendance - Do you have any general feedback or comments regarding the punctuality / attendance of your newly hired MGCCC graduates?

Listening Skills - Do you have any general feedback or comments regarding the listening skills of your newly hired MGCCC graduates?

Speaking Skills - Do you have any general feedback or comments regarding the speaking skills of your newly hired MGCCC graduates?

Employer Satisfaction with Knowledge, Skills and Abilities

"The MGCCC graduate(s) that we hired have demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree | NA - Not Observed |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Knowledge base in the field of study | <input type="radio"/> |
| Technical skills required for the job | <input type="radio"/> |
| Ability to work well on teams and with people from different backgrounds | <input type="radio"/> |
| Awareness/ experience of diverse cultures in US | <input type="radio"/> |
| Making ethical judgments and decision making | <input type="radio"/> |
| Working with numbers and statistics | <input type="radio"/> |
| Analyzing and solving problems | <input type="radio"/> |
| Productivity and work ethic | <input type="radio"/> |
| Organization and project management skills | <input type="radio"/> |
| Professionalism | <input type="radio"/> |
| Leadership Skills | <input type="radio"/> |

General Education Student Learning Outcomes



General Education



General Education

Mississippi Gulf Coast Community College sets a goal to promote student development in the five general education areas. Please read the following statement and rate each general education skill below.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree | NA - Not Observed |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Exceptional written communication skills | <input type="radio"/> |
| Exceptional mathematical problem solving skills | <input type="radio"/> |
| Exceptional oral communication skills | <input type="radio"/> |
| Exceptional critical thinking skills | <input type="radio"/> |
| Exceptional use and interaction with technology | <input type="radio"/> |

Written Comments and Feedback



Employer Written Comments and Feedback

Strengths: What positive feedback can you provide us as it relates to MGCCC graduate(s) that your hired? What skills does the graduate perform well? Please do not write in not write the name of the graduate or include any personable identifiable information in your response.

Areas of Opportunity: What suggestions do you have to improve the education and training at the college? How can we better prepare students for your specific business or organization?

CTE Program Learning Outcomes



Program-Level Student Learning Outcomes



Accounting Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Computerized accounting system | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Functional spreadsheet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Preparation of business documents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Communicating with diverse workforce and international audiences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Computerized payroll records | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Apprentice Electric Lineman

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Hydraulic Systems (Derrick and Bucket Trucks) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Performance of Banking and Rigging | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tric Inspection Components | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Customer Service | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Safety | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Auto Collision Repair Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Service of automotive carpets | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Service of door glass | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Plasma and arc cutting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Color matching techniques | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sheet metal repair | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Automotive Technology/Automotive Light Duty Diesel Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Tire Tread Wear Patterns and Alignment Corrections | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Service of Air Condition System | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Electrical Circuit Diagnostics and Repair | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Evaluation and Repair Brake System Performance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Manual Transmission Components | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Baking and Pastry Arts Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Knowledge of Sanitation and Safety | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of Baking Science | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mise En Place Skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Baking Techniques | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Selection and Procurement of Food and Non-Food Items | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Business Management Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Computerized Accounting System | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Functional Spreadsheet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Preparation of Business Documents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Communicating with Diverse Workforce and International Audiences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Heating, Air Conditioning, and Refrigeration Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Safety and OSHA procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Proper use of equipment (tools/meters) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Read and analyze blueprints | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recovery of refrigerant | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Troubleshooting HVAC systems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Banquet and Catering Service Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Knowledge of Sanitation and Safety | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knife Techniques | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mise En Place Skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cooking Techniques | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Selection and Procurement of Food and Non-food Items | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Business Marketing Management Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Preparation of advertising layouts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State and federal regulations governing human resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Computerized Accounting System | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Functional Spreadsheet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Communicating with Diverse Workforce and International Audiences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Graphic Design Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Applications of rendering and illustration media | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Project requirements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Appropriate design concepts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Typography characteristics and specifications | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Raster and vector software | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Early Childhood Development Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Safety and Health Standards in MSDH Regulations Manual | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Health and Safety Conditions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Atypical Conditions in Child Care | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Desired Pattern of Behavior | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Computer Networking Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|-----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Examine the OSI and TCP/IP Models | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Network Wiring Design and Pricing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Solve Design Cases | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wireless 802.11 Standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Implement a Network Solution | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Construction Engineering Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Safety Standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identify Construction Materials and Architectural Symbols | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Construction Methods of Residential, Commercial, and Heavy Structures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Site Preparation and Foundation Work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Managing a Construction Project | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Cosmetology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Nail services in a safe environment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physical properties of hair | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Selection, adaption, and execution of hairstyles | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Consultation and application techniques of cosmetics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State board rules and regulations of cosmetology | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Computer Programming Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Dangers of viruses and malicious code | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| High-level programming language | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Perform calculations within programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Looping structures in program design | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Design and structure of a program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Criminal Justice Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Criminological theory involving social contracts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Uniform crime reports (crime rate) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Perform calculations within Grant opportunities to law enforcement agencies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Differentiate between felony and misdemeanor | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of jurisdiction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Unreasonable searches and seizures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Crime and classifications | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parens Patriae philosophy of justice court system | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Commercial Residential Maintenance Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Housekeeping skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Installation/Repair of building components | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Following of general safety standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Familiarity with basic building codes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Refrigeration system repair | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

IT Specialist Technician Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Safety standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Voltage, current, and resistance in DC circuit | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| System disassembly and inspection | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Software in relation to different platforms | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understanding and monitoring system performance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Database Administration Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Table normalization | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Construct queries in database | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Command line interface | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Architectural components of large scale database | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Create objects in large scale database | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Culinary Art Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-------------------|----------|-------|----------------|
|--|-------------------|----------|-------|----------------|

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Knowledge of sanitation and safety | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knife techniques | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mise en place skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cooking techniques | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Selection and procurement of food and non-food items | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3D Modeling and Design Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Measure and locate information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Safety rules and regulations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Proper dimension techniques | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working drawings for residential structure | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Plan view and profile of road section | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physical properties of materials | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Electronics Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Series-parallel circuit | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| RLC non-resonant and resonant circuits | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Logic gates | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Electrical circuits | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sine wave | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Electrical Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree

with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Safety | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Proper use of tools, equipment, and references | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of schematics and switching circuits | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identification and use of proper materials | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Troubleshooting electrical circuits for repair | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Funeral Services Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Anatomical features as related to head and face | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Embalming hazards and sanitation procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Legal aspects of licensed funeral director/embalmer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Psychosocial aspect of death and dying | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interpersonal skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Religious or cultural funeral practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Travel and Tourism Management Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ServSAFE certified | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Develop a marketing plan | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Proper cooking procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Written occupational objectives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Role of housekeeping department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Hotel and Restaurant Management Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ServSAFE Certified | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Develop a Marketing Plan | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Proper Cooking Procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Written Occupational Objectives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Role of Housekeeping Department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Human Services Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Written reports using guidelines | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Apply professional ethics and responsibilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Active listening skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Intervention strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identify demographic information relevant to population | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Differentiate and categorize community resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Confidentiality when discussing client information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Interpreter Training Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Code of professional conduct | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Application of ASL | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ASL linguists translation excercises | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Syntax errors relating to linguistic structure | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Instrumentation and Controls Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Analyze parameters of sensors and transmitters | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Correctly tune instrument control loops | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Classify and explain the functions of transmitters, controllers, and final control elements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understands pressure, level, flow, and analytical variables | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Construct, calibrate, and tune an example control loop | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Paralegal Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Word processing skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Retrieval and citation of legal authority | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Knowledge of Mississippi and federal court systems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Construction of basic legal documents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Business letters/correspondence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Mechanical Maintenance Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Safety procedures during job performance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Proper usage of tools | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Troubleshooting of mechanical moving equipment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mechanical maintenance operation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Medical Office Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Computerized accounting systems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Design and format of functional spreadsheets | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Resume construction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Communication with a diverse workforce and/or international audience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Marine Pipe Fitting Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| General safety procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Proper use of tools, equipment, and references | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Isometrics and pipe fitting design | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Selection of proper materials for a project | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pipe fab designs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Precision Manufacturing and Machining Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Lathe operations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Perform milling and drilling operations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| CNC programming and procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Measurement instruments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Read and interpret blueprints | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Machine shop safety | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Network Security Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Hidden files | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Create password policies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Analyze security services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Analyze network attacks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Security best practices | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Design security topologies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Administrative Office Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Bank reconciliation and journal entries | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Design and format functional spreadsheet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mail merge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Business letter writing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Database/Data manipulation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Process Operations Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Safety procedures/process plant hazards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Rotating equipment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of process control | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of gas treatment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Troubleshoot process problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Web Development Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Programming skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Website security/security of client data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Install and configure software | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Applications using server-side technologies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Website design - General | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Website design - E-commerce | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Welding Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Shielded metal arc | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gas Tungsten arc | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Flux core arc | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Oxyfuel cutting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gas metal arc | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Health Sciences

Associate Degree Nursing

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| The graduate practices nursing that is client centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The graduate collaborates with members of the interdisciplinary health care team to promote continuity of client care. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The graduate use research as a basis for evidence based nursing practice and clinical judgment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| The graduate promotes quality improvement by participating in the development and implementation of organizational and care related plans for improving health care services. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The graduate provide a safe environment for clients, self and others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The graduate integrates information technology resources into the provision of client care. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The graduate provides health-related education to restore health and promote optimal wellness. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The graduate practices nursing in a professional, ethical, and legal manner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Emergency Medical Sciences EMT/Paramedic

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Possess an awareness of the importance of safety considerations for self, patient, bystanders and other responders in all patient assessment and management decisions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates the steps and priorities in order to formulate a plan for caring for a patient in cardiac arrest. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Integrates pathophysiologic principles of pharmacology and assessment findings to formulate a field impression and implement a pharmacologic management plan. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Opens and maintain a patent airway in an adult patient using manual, basic and advanced methods. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Performs confidently and effectively as an entry-level paramedic. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Health Care Assistant

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Practices nursing care that is client centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Communicates with members of the interdisciplinary health care team to promote continuity of client care. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Health Information Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Effectively applies integrity and ethical behavior as appropriate for a medical office/facility and team-based environment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understands the importance of proper coding in order to enhance cash flow in the medical office and accurate charting of diagnoses. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Understands how to assign CPT codes in order to acquire reimbursement for medical services rendered and assure accurate medical records. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Effectively demonstrates the successful use of computers, office equipment and different types of EMR and informatics software | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Is equipped with knowledge and experience of how the electronic medical records and informatics provide a better view of the patients' total health, allows for better diagnosing , and reduces the chance of medical errors. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Correlates how Informatics improves accessibility making it easier to gather info to help control the spread of disease and improve preparedness during an outbreak, such as with the flu or a food-borne illness. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Medical Assisting Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Able to function as an entry-level clinical medical assisting. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Utilizes EMR and Medisoft software for technology usage for a medical office | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Effectively utilizes EMR and Medisoft software for technology usage for a medical office | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Demonstrates the ability to work within a health care facility as an entry-level medical assistant. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates learned ethical and legal manners | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Medical Laboratory Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Assesses test results of immunological procedures with clinical conditions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identifies normal blood cell lines within a human specimen. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identifies organisms of medical importance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates and recommends currently approved laboratory safety procedures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Perform basic procedures used in a blood bank laboratory. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Practical Nursing

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| The graduate practices Nursing that is client centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The graduate serves as a member of the interdisciplinary health care team to promote continuity of client care. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| The graduate uses current evidence from scientific and other credible sources as a basis for nursing practice and clinical judgment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The graduate promotes quality improvement by contributing to the implementation of care-related plans to improve health care services. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The graduate provides a safe environment for clients, self and others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The graduate uses information technology in the provision of client care. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The graduate provides selected health-related education with guidance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The graduate practices nursing in a professional, ethical, and legal manner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Radiologic Technology (Radiography)

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Performs routine radiographic examinations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Able to position the patient and medical imaging system to perform examinations and procedures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Has the knowledge to be able to describe various grid artifacts. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Medical Laboratory Technology | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The graduate is willing to learn how to educate the public for radiation protection and demonstrate acquired skills in the laboratory setting. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Respiratory Care Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| The graduate demonstrates competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The graduate is knowledgeable, clinically competent, and skilled in taking care of cardiopulmonary patients as performed by registered respiratory therapists. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The graduate demonstrates the ability to think abstractly, reason logically, and apply problem-solving skills in the practice of respiratory care. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Surgical Technology

In an effort to provide holistic student development, all educational programs write out program-level student learning outcomes. Please read the following statement and rate the degree to which you agree with each program-level student learning outcome.

"The MGCCC graduate(s) that we hired has demonstrated..."

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| The graduate is able to define and pronounce medical terms associated with surgical technology. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The graduate identifies and practices safety methods which protect the technician from microbes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The graduate demonstrates the correct sequence of procedures in general surgery | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Strongly
Disagree

Disagree

Agree

Strongly Agree

The graduate demonstrates principles of asepsis in preoperative environment.

The graduate demonstrates correct labeling and identification of all medications/solutions used on the sterile field during mock general surgery procedure setup.



**EMPLOYEE
FEEDBACK**
(Indirect)

**EMPLOYER
FEEDBACK**
(Indirect)

**STUDENT
FEEDBACK**
(Indirect)

**INSTITUTIONAL
ANNUAL
REVIEW**
(Direct & Indirect)

QEP #2

QEP #2

QEP #2

QEP #3

QEP #1
(Direct)

SLO 1 • SLO 2 • SLO 3
ATTENDANCE LISTENING SPEAKING

QEP Embracing Essential Skills Student Survey

Welcome



Dear Career Students - Every 10 years, MGCCC has the opportunity to develop a new Quality Enhancement Plan (QEP) to improve an area of student learning or student success in a significant way through a college-wide, multi-year initiative. Feedback was collected and analyzed from students, employees, employers and community partners and the data indicated that more work could be done to educate students on job essential skills. The Quality Enhancement Plan was designed to develop student competencies in the following areas:

- (1) emphasis of attendance & punctuality in the workforce
- (2) listening skills
- (3) speaking skills

The time you take to provide detailed, constructive, and candid responses is greatly appreciated and the information is used. The online survey system will record that we have received a response from your e-mail address in order to send follow-up reminders, but it does not link your completed questionnaire to any identifying information. If you have any questions, please contact Dr. Brad Bailey, the QEP Director, at Brad.Bailey@mgccc.edu.

Survey

By completing this survey you will automatically be entered into a drawing for a chance to win one of eight \$50 Amazon Gift Card. The winners of the raffle will be selected by using a computer randomization software and the winners will be notified via e-mail within two weeks following the close of the survey.

Thank you again for providing valuable feedback.



Demographic

Campus

- Jackson County Campus
- Jefferson Davis Campus
- Perkinston Campus
- George County Center
- West Harrison Center

Semester:

- Fall 2019
- Spring 2020
- Fall 2020
- Spring 2021
- Fall 2021
- Spring 2022

Course CRN

Course:

- ABT 1223-Non-Struct Analy & Dmg Rep
- ABT 1313-Refinishing
- ABT 1323-Refinishing II
- ACT 1003-Intro to Heating & Air Conditioning
- ACT 1214-Controls
- ACT 2324-Commercial Refrigeration
- AEL 1118-Electric Lineman I
- ATT 1134-Advanced Elect/Electronic Sys
- ATT 1811-Intro, Safety, & Employ Skills
- ATT 2112-Intro to Light Duty
- COV 1122-Cosmetology Orientation
- COV 1443-Hair Care III
- COV 1722-Salon Business I
- CRM 1114-Fundamentals of Main Serv
- CRM 1223-Surface Finishes
- CRM 1714-Special Problems in Welding
- ELT 1113-Residential Wiring
- ELT 1233-Fund of Electric Const Manufacturing
- ELT 2423-Solid State Moter Control
- MEC 1113-Mechanical
- MEC 1115-Mechanical Maintenance V
- MGT 1263-Massage Ther Clinical Lab II
- MST 1263-Milling Machine Operations
- MST 1412-Blueprint Reading
- MST 2542-Gear Types & Manufacturing
- SPT 1113-Public Speaking I
- WLT 1135-Gas Tungsten Arc Welding
- WLT 1173-Intro to Welding and Safety
- WLT 1915-Special Problems in Weld/Cut/T

Select the QEP implementation term(s) that you assisted with during this academic year:

- Term 1 Implementation:** AEL 1118, ABT 1313, ATT 1811, CRM 1114, COV 1122, ELT 1233, ACT 1003, MEC 1113, MST 1412, WLT 1173
- Term 2 Implementation:** ABT 1323, ATT 1134, CRM 1223, COV 1722, ELT 1113, ACT 1214, MGT 1263, MEC 1115, MST 1263, WLT 1135
- Term 3 Implementation:** ABT 1223, ATT 2112, CRM 1714, COV 1443, ELT 2423, ACT 2324, MST 2542, WLT 1915
- Term 4 Implementation:** SPT 1113

Student Demographics

Gender:

Male

Female

Race/ Ethnicity:

- Asian
- American Indian / Alaska Native
- Black / African American
- Hispanic / Latino
- Native Hawaiian / Other Pacific Islander
- White / Caucasian
- Two or more races

Age:

Under 18

18-24

25-39

40 and above

Organization and Effectiveness of the QEP Essential Skills Classroom Activities and Lessons

Evaluate the following statements and rate the extent to which you agree:

| | Strongly Disagree | Disagree | Agree | Strongly Agree | NA - No observation |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The QEP Essential Skills activities and lesson were well organized. | <input type="radio"/> |
| The QEP Essential Skills activities and lessons were interactive and engaging. | <input type="radio"/> |
| I found the QEP Essential Skills activities and lessons to be practical and relevant to my career needs. | <input type="radio"/> |
| Overall, I am satisfied with the quality of instruction that I received from the QEP Essential Skills Program. | <input type="radio"/> |

The amount of time spent in the classroom on the QEP Embracing Essential Skills classroom activities and lessons was:

Too Short

Just Right

Too Long

General Student Feedback

What did you like most about the QEP Embracing Essential Skills lessons and activities that were offered this semester? (Optional)

What suggestions can you offer to improve upon our QEP Essential Skills lesson and activities in the future? (Optional)

TERM 1

Term #1: Evaluating the Effectiveness of QEP Classroom Activities and Lessons

--TERM #1: ATTENDANCE

Overall, the student activities and lessons related to the essential skill, *attendance*, substantially contributed to my development.

Strongly disagree

Disagree

Agree

Strongly agree

NA - No observation

--TERM #1: PUNCTUALITY--

Overall, the student activities and lessons related to the essential skill, *punctuality*, substantially contributed to my development.

Strongly disagree

Disagree

Agree

Strongly agree

NA - No observation

The Good: Which 'attendance and punctuality' classroom activities / lessons that were introduced in the classroom were most effective? What worked?

Area of Opportunity: Which 'attendance and punctuality' classroom activities / lessons that were introduced in the classroom were not effective?

- In the first week of the semester, the instructor spoke to students about the expectations regarding attendance and promptness. The instructor gave real-world examples about how attendance and promptness are essential skills in the working world. The instructor established the expectation that students be present 91% of class time and on time for 95% of the class meetings attended. The expectations for promptness and attendance were reinforced by an oral discussion and a quiz on the subject matter. Attendance and promptness records were kept throughout the semester. Throughout the semester, the instructor gave regular feedback on the class's performance on promptness and attendance.

This student activity / lesson substantially contributed to my development and reinforced the 'attendance' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

---TERM #1: LISTENING [Nonverbal]---

Overall, the student activities and lessons related to the essential skill, *listening*, substantially contributed to my development.

Strongly disagree Disagree Agree Strongly agree NA - No observation

The Good: Which 'listening skills' classroom activities / lessons that were introduced in the classroom were most effective? What worked?

Area of Opportunity: Which 'listening skills' classroom activities / lessons that were introduced in the classroom were not effective?

Establishing the Expectation for Essential Skills - "Beyond Words: Introduction"

- In the first week of the semester, the instructor discussed expectations regarding nonverbal behaviors associated with active listening as well as the importance of these skills in the workforce. During this discussion, the students' active listening skills were observed. Students were given feedback on nonverbal behaviors associated with active listening. In the first week of the semester, a public speaking instructor visited the classroom to discuss nonverbal behaviors associated with active listening (eye contact, facial expressions, gestures/body movement, posture, and mitigation of distractions). Students completed a quiz that covered the subject matter.

This student activity / lesson substantially contributed to my development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Embracing Essential Skills - "Beyond Words, Beyond the Classroom"

- During weeks 2-3 of the semester, a public speaking instructor visited the classroom and taught the standards for exhibiting effective nonverbal behaviors associated with active listening (eye contact, facial expressions, gestures/body movement, posture, and management of distractions). The instructor described a real-world scenario where active listening played a crucial role in success or failure in work performance in your career field. Students took part in a job interview activity where students practiced nonverbal behavior while acting in the role of both an interviewer and a job applicant. Students' nonverbal behaviors related to active listening were observed. Students received feedback on their nonverbal communication from the instructors. Students completed a quiz on Canvas that covers active listening.

This student activity / lesson substantially contributed to my development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Reinforcing Essential Skills - "Beyond Words: Virtual Training"

- During weeks 4-6 of the semester, students completed an online virtual training via Canvas and S2S that reinforced lessons learned regarding nonverbal behaviors associated with active listening. Students completed a quiz that covered nonverbal behaviors associated with active listening.

This student activity / lesson substantially contributed to my development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Practicing Essential Skills - "Beyond Words: The Championship"

- During weeks 7-8 of the semester, a public speaking instructor visited the classroom. Students were divided into groups and students played a game where nonverbal communication behaviors were critical to a team's success or failure in the game. During the game, students' nonverbal communication behaviors were observed and students were given feedback regarding the effectiveness of students' nonverbal behavior.

This student activity / lesson substantially contributed to my development and reinforced the the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

---TERM #1: SPEAKING [Nonverbal]---

Overall, the student activities and lessons related to the essential skill, *speaking*, substantially contributed to my development.

Strongly disagree Disagree Agree Strongly agree NA - No observation

The Good: Which 'speaking skills' classroom activities / lessons that were introduced in the classroom were most effective? What worked?

Area of Opportunity: Which 'listening skills' classroom activities / lessons that were introduced in the classroom were not effective?

Establishing the Expectation for Essential Skills - "I See What You're Saying: Introduction"

- In the first week of the semester, the instructor had students stand up before the class and take 1-2 minutes to share their name, why they are in this program, and what they plan to do with their education when students leave MGCCC. During this exercise, students' performance was observed and students were given feedback on certain nonverbal behaviors associated with effective speaking (eye contact, facial expressions, gestures/body movement, posture, and attire appropriate to the situation). Students were given feedback on their nonverbal behaviors associated with effective speaking. Students took a quiz on the subject matter.

This student activity / lesson substantially contributed to my development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Embracing Essential Skills - "I See What You're Saying: Success in the Workplace"

- During weeks 2-3 of the semester, a public speaking instructor visited the classroom and taught the standards for exhibiting effective nonverbal behaviors associated with effective speaking (eye contact, facial expressions, gestures/body movement, posture, and attire appropriate to the situation). The instructor described a real-world scenario where effective speaking played a crucial role in success or failure in work performance in students' career field. Students took part in a job interview activity where they practiced nonverbal behavior while acting in the role of both an interviewer and a job applicant. Students' nonverbal behaviors related to effective speaking were observed. Students received feedback on their nonverbal communication from the instructors. Students completed a quiz on Canvas that covered nonverbal behaviors related to effective speaking.

This student activity / lesson substantially contributed to my development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Reinforcing Essential Skills - "I See What You're Saying: Virtual Training"

- During weeks 4-6 of the semester, students completed an online virtual training via Canvas and S2S that covered nonverbal communication in both speaking and listening. Students completed a quiz that covered nonverbal behaviors related to effective speaking.

This student activity / lesson substantially contributed to my development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Practicing Essential Skills - "I See What You're Saying: The Super Bowl of Nonverbal Communication"

- During weeks 7-8 of the semester, a public speaking instructor visited the classroom. Students were divided into groups and students played a game where nonverbal communication were critical to a team's success or failure in the game. During the game, students' nonverbal communication was observed and students were given feedback regarding the effectiveness of their nonverbal behavior.

This student activity / lesson substantially contributed to my development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Term 2

Term #2: Evaluating the Effectiveness of QEP Classroom Activities and Lessons

--TERM #2: ATTENDANCE & PUNCTUALITY--

Overall, the student activities and lessons related to the essential skill, *attendance*, substantially contributed to my development.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Overall, the classroom activities and lessons related to the essential skill, *punctuality*, substantially contributed to my development.

Strongly disagree Disagree Agree Strongly agree NA - No observation

The Good: Which 'attendance and punctuality' classroom activities / lessons that were introduced in the classroom were most effective? What worked?

Area of Opportunity: Which 'attendance and punctuality' classroom activities / lessons that were introduced in the classroom were not effective?

Establishing the Expectation for Essential Skills - "Must Be Present to Win"

- In the first week of the semester, the instructor spoke to students about the expectations regarding attendance and promptness. The instructor gave real-world examples about how attendance and promptness are essential skills in

the working world. The instructor established the expectation that students be present 91% of class time and on time for 95% of the class meetings attended. The expectations for promptness and attendance were reinforced by an oral discussion and a quiz on the subject matter. Attendance and promptness records were kept throughout the semester. Throughout the semester, the instructor gave regular feedback on the class's performance on promptness and attendance.

This student activity / lesson substantially contributed to my development and reinforced the 'attendance' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

---TERM #2: LISTENING [SUMMARIZATION]---

Overall, the student activities and lessons related to the essential skill, *listening*, substantially contributed to my development.

Strongly disagree Disagree Agree Strongly agree NA - No observation

The Good: Which 'listening skills' classroom activities / lessons that were introduced in the classroom were most effective? What worked?

Area of Opportunity: Which listening skills' classroom activities / lessons that were introduced in the classroom were not effective?

Establishing the Expectation for Essential Skills - "You Can Say That Again: Introduction"

- In the first week of the semester, the instructor reviewed what was taught in previous semesters regarding active listening: nonverbal behaviors associated with active listening. The instructor then introduced a higher-level active listening skill: summarization. The instructor established expectations regarding students' ability to summarize a realistic work-related request as well as the importance of these skills in the workforce. The instructor described a real-world scenario where summarization played a crucial role in success or failure in work performance in their career field. Students completed a quiz that covered the subject matter.

This student activity / lesson substantially contributed to my development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Embracing Essential Skills - "You Can Say That Again"

- During weeks 2-4 of the semester, a public speaking instructor visited the classroom and taught the standards for proficiently summarizing a realistic, work-related request. Students took part in a small group activity where a partner shared realistic, work-related requests and students practiced summarization skills. Students' summarization skills were observed. Students received feedback on their nonverbal communication from the instructors. Students completed a quiz on Canvas that covered the subject matter.

This student activity / lesson substantially contributed to my development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Reinforcing Essential Skills - "You Can Say That Again: Virtual Training"

- During weeks 5-7 of the semester, students completed an online module that reinforced the summarization skills that students learned in the first month of the semester. Students completed a quiz that covered the subject matter.

This student activity / lesson substantially contributed to my development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Practicing Essential Skills - "You Can Say That Again: The Company's Core Values"

- During weeks 9-11 of the semester, a public speaking instructor and a learning lab instructor visited the classroom and introduced an activity that would take the form of a one-on-one mock job interview. The instructors prepared students for the job interview activity. Students scheduled a time to visit the learning lab for a mock job interview. In the mock job interview the interviewer began by talking about the company's core values, then asked students to summarize what students understood about the company's core values. The interviewer then asked students standard job interview questions. During the interview, students' nonverbal behaviors related to active listening and students' summarization skills were observed. Students were given feedback regarding their use of these skills.

This student activity / lesson substantially contributed to my development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

---TERM #2: SPEAKING [USE OF LANGUAGE]---

Overall, the classroom activities and lessons related to the essential skill, *speaking*, substantially contributed to my development.

Strongly disagree Disagree Agree Strongly agree NA - No observation

The Good: Which 'speaking skills' classroom activities / lessons that were introduced in the classroom were most effective? What worked?

Area of Opportunity: Which 'listening skills' classroom activities / lessons that were introduced in the classroom were not effective?

Establishing the Expectation for Essential Skills - "Who Are You Talking To?: Introduction"

- In the first week of the semester, the instructor reviewed skills taught in previous semesters: nonverbal behaviors associated with effective speaking. The instructor then introduced an additional speaking skill: use of language. The instructor established expectations regarding students' use of language that is appropriate to various workplace audiences as well as the importance of these skills in the workforce. The instructor described a real-world scenario where appropriate use of language played a crucial role in success or failure in work performance in students' career field. Students completed a quiz that covered the subject matter.

This student activity / lesson substantially contributed to my development and reinforced the 'speaking' essential skill.

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly disagree | Disagree | Agree | Strongly agree | NA - No observation |
| <input type="radio"/> |

Embracing Essential Skills - "Who Are You Talking To?"

- During weeks 2-4 of the semester, a public speaking instructor visited the classroom and taught the standards for effective use of language in the workplace. These skills included grammar, pronunciation, vocabulary, and awareness of the audience. Students took part in a small group activity where a partner acted as a customer, a co-worker and a boss and students practiced their ability to adapt language to the specific type of audience. Students' use of language skills will be observed. Students received feedback on use of language from the instructors.

This student activity / lesson substantially contributed to my development and reinforced the 'speaking' essential skill.

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly disagree | Disagree | Agree | Strongly agree | NA - No observation |
| <input type="radio"/> |

Reinforcing Essential Skills - "Who Are You Talking To?: Virtual Training"

- During weeks 5-7 of the semester, students completed an online module that covered the use of language skills that students learned in the first month of the semester. Students completed a quiz that covered use of language.

This student activity / lesson substantially contributed to my development and reinforced the 'speaking' essential skill.

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly disagree | Disagree | Agree | Strongly agree | NA - No observation |
| <input type="radio"/> |

Practicing Essential Skills - "Who Are You Talking To?: All the Right Answers"

- During weeks 9-11 of the semester, a public speaking instructor and a learning lab instructor visited the classroom and introduced an activity that would take the form of a one-on-one mock job interview. The instructors prepared students for the job interview activity. Students scheduled a time to visit the learning lab for a mock job interview. The interviewer asked students standard job interview questions. During the interview, students' nonverbal behaviors

related to effective speaking and students' use of language skills were observed. Students were given feedback regarding their use of these skills.

This student activity / lesson substantially contributed to my development and reinforced the 'speaking' essential skill.

Strongly disagree

Disagree

Agree

Strongly agree

NA - No observation

Term 3

Term #3: Evaluating the Effectiveness of QEP Classroom Activities and Lessons

--TERM #3: ATTENDANCE & PUNCTUALITY--

Overall, the classroom activities and lessons related to the essential skill, *attendance*, substantially contributed to my development.

Strongly disagree

Disagree

Agree

Strongly agree

NA - No observation

Overall, the student activities and lessons related to the essential skill, *punctuality*, substantially contributed to my development.

Strongly disagree

Disagree

Agree

Strongly agree

NA - No observation

The Good: Which 'attendance and punctuality' classroom activities / lessons that were introduced in the classroom were most effective? What worked?

Area of Opportunity: Which 'speaking skills' classroom activities / lessons that were introduced in the classroom were not effective?

Establishing the Expectation for Essential Skills - "Must Be Present to Win"

- In the first week of the semester, the instructor spoke to students about the expectations regarding attendance and promptness. The instructor gave real-world examples about how attendance and promptness are essential skills in the working world. The instructor established the expectation that students be present 91% of class time and on time for 95% of the class meetings attended. The expectations for promptness and attendance were reinforced by an oral discussion and a quiz on the subject matter. Attendance and promptness records were kept throughout the semester. Throughout the semester, the instructor gave regular feedback on the class's performance on promptness and attendance.

This student activity / lesson substantially contributed to my development and reinforced the 'attendance' essential skill.

Strongly disagree



Disagree



Agree



Strongly agree



NA - No observation



---TERM #3: LISTENING [FOLLOW-UP QUESTIONS]---

Overall, the classroom activities and lessons related to the essential skill, *listening*, substantially contributed to my development.

Strongly disagree



Disagree



Agree



Strongly agree



NA - No observation



The Good: Which 'listening skills' classroom activities / lessons that were introduced in the classroom were most effective? What worked?

Area of Opportunity: Which 'listening skills' classroom activities / lessons that were introduced in the classroom were not effective?

Establishing the Expectation for Essential Skills - "Asking the Right Questions: Introduction"

- In the first week of the semester, the instructor reviewed what was taught in previous semesters regarding active listening: nonverbal behaviors associated with active listening and summarization. The instructor then introduced a higher-level active listening skill: asking follow-up questions. The instructor established expectations regarding students' ability to identify appropriate follow-up questions to a request made by a customer or co-worker. The instructor described a real-world scenario where asking appropriate follow-up questions played a crucial role in success or failure in work performance in students' career field. Students completed a quiz that covered the subject matter.

This student activity / lesson substantially contributed to my development and reinforced the 'listening' essential skill.

Strongly disagree



Disagree



Agree



Strongly agree



NA - No observation



Embracing Essential Skills - "Asking the Right Questions"

- During weeks 2-4 of the semester, a public speaking instructor visited the classroom and taught the standards for identifying appropriate follow-up questions. Students took part in a small group activity where a partner shared realistic, work-related requests and students practiced identifying appropriate follow-up questions that would lead to a deep understanding of the problem so that the request can be satisfied. Students' summarization skills were observed. Students received feedback on their identification of follow-up questions from the instructors. Students took a quiz on Canvas that covers the subject matter.

This student activity / lesson substantially contributed to my development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Reinforcing Essential Skills - "Asking the Right Questions: Virtual Training"

- During weeks 5-7 of the semester, students completed an online module that covers the summarization skills that students learned in the first month of the semester. Students completed a quiz that covers summarization.

This student activity / lesson substantially contributed to my development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Practicing Essential Skills - "Asking the Right Questions: The Interview"

- During weeks 9-11 of the semester, a public speaking instructor and a learning lab instructor visited the classroom and introduced an activity that would take the form of a more sophisticated and in-depth mock job interview. The instructors prepared students for the job interview activity. Students scheduled a time to visit the learning lab for a mock job interview. The interviewer asked students experiential questions, which required students to share how students would react to different problems in the workplace. The interviewer invited students to ask as many follow-up questions as needed in order to understand the problem. During the interview, students' nonverbal behaviors related to active listening, students' summarization skills, and students' ability to identify follow-up questions were observed. Students were given feedback regarding their use of these skills.

This student activity / lesson substantially contributed to my development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

---TERM #3: SPEAKING [CONTENT]---

Overall, the classroom activities and lessons related to the essential skill, *speaking*, substantially contributed to my development.

Strongly disagree Disagree Agree Strongly agree NA - No observation

The Good: Which 'speaking skills' classroom activities / lessons that were introduced in the classroom were most effective? What worked?

Area of Opportunity: Which 'speaking skills' classroom activities / lessons that were introduced in the classroom were not effective?

Establishing the Expectation for Essential Skills - "Say What? Introduction"

- In the first week of the semester, the instructor reviewed what was taught in previous semesters: nonverbal behaviors associated with effective speaking and appropriate use of language. The instructor then introduced the additional speaking skill: speaking effectively across a variety of contexts. The instructor established expectations regarding adjusting the content of students' speech to the context as the importance of this skill in the workforce. The instructor will give a real-world scenario where speaking in the appropriate context played a crucial role in success or failure in work performance in their career field. Students will take a quiz that covers the subject matter.

This student activity / lesson substantially contributed to my development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Embracing Essential Skills - "Say What?"

- During weeks 2-4 of the semester, a public speaking instructor visited the classroom and taught the standards for effective understanding and speaking across contexts in the workplace. These skills included awareness of context, employing suitable delivery skills, and adaptation of vocal variety and style. Students took part in a small group activity where a partner supplied realistic workplace contexts and students practiced adapting their situational workplace speaking. Students' adaptation to context will be observed and students received feedback on the use of this skill from the instructors. Students will take a quiz on Canvas that covers the subject matter.

This student activity / lesson substantially contributed to my development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Reinforcing Essential Skills - "Say What? Virtual Training"

- During weeks 5-7 of the semester, students completed an online module that covered the skill of adaptation to various workplace contexts that students learned in the first month of the semester. Students completed a quiz that covered the subject matter.

This student activity / lesson substantially contributed to my development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Practicing Essential Skills - "Say What? The Interview"

- During weeks 9-11 of the semester, a public speaking instructor and a learning lab instructor visited the classroom and introduced an activity that would take the form of a more sophisticated and in-depth mock job interview. The instructors prepared students for the job interview activity. Students scheduled a time to visit the learning lab for a mock job interview. The interviewer asked students scenario-based job interview questions that force students to adapt to various contexts. During the interview, students' nonverbal behaviors related to effective speaking, use of

language, and ability to adapt speech to context were observed. Students were given feedback regarding their use of these skills.

This student activity / lesson substantially contributed to my development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Term 4

Term #4: Evaluating the Effectiveness of QEP Classroom Activities and Lessons

--TERM #4: ATTENDANCE & PUNCTUALITY--

Overall, the classroom activities and lessons related to the essential skill, *attendance*, substantially contributed to my development.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Overall, the classroom activities and lessons related to the essential skill, *punctuality*, substantially contributed to my development.

Strongly disagree Disagree Agree Strongly agree NA - No observation

The Good: Which 'attendance and punctuality' classroom activities / lessons that were introduced in the classroom were most effective? What worked?

Area of Opportunity: Which 'speaking skills' classroom activities / lessons that were introduced in the classroom were not effective?

Establishing the Expectation for Essential Skills - "Must Be Present to Win"

- In the first week of the semester, the instructor spoke to students about the expectations regarding attendance and promptness. The instructor gave real-world examples about how attendance and promptness are essential skills in the working world. The instructor established the expectation that students be present 91% of class time and on time for 95% of the class meetings attended. The expectations for promptness and attendance were reinforced by an oral discussion and a quiz on the subject matter. Attendance and promptness records were kept throughout the semester. Throughout the semester, the instructor gave regular feedback on the class's performance on promptness and attendance.

This student activity / lesson substantially contributed to my development and reinforced the 'attendance' essential skill.

Strongly disagree

Disagree

Agree

Strongly agree

NA - No observation

---TERM #4: LISTENING [PRESENTATION LISTENING]---

Overall, the classroom activities and lessons related to the essential skill, *listening*, substantially contributed to my development.

Strongly disagree

Disagree

Agree

Strongly agree

NA - No observation

The Good: Which 'listening skills' classroom activities / lessons that were introduced in the classroom were most effective? What worked?

Area of Opportunity: Which 'speaking skills' classroom activities / lessons that were introduced in the classroom were not effective?

Reviewing Active Listening Skills – “Seek First to Understand, Then be Understood”

- In the first week of the semester, the public speaking instructor reviewed all QEP Listening SLOs (nonverbal, summarization, and follow-up questions). Students engaged in a listening self-evaluation in order to become aware of bad listening habits in order to reduce them.

This student activity / lesson substantially contributed to my development and reinforced the 'listening' essential skill.

Strongly disagree

Disagree

Agree

Strongly agree

NA - No observation

Virtual Training – “Seek First to Understand, Then be Understood”

- During week 2, students engaged in an online module on active listening and take a quiz on the subject matter.

This student activity / lesson substantially contributed to my development and reinforced the 'listening' essential skill.

Strongly disagree

Disagree

Agree

Strongly agree

NA - No observation

Reinforcing Active Listening Skills – “Seek First to Understand, Then be Understood”: Preparing to Listen

- During weeks 3-4, all active listening skills taught throughout the QEP were reinforced via applied listening exercises related to preparation for the informative speech (an assignment which is standard in all SPT 1113 sections). Students were given feedback regarding their active listening skills.

This student activity / lesson substantially contributed to my development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Embracing Essential Skills– “Seek First to Understand, Then be Understood”: Analyzing a Message

- During week 5, as part of the unit preparing for the informative speech (an assignment which is standard in all SPT 1113 sections), students were taught to analyze a message to identify relevant information during a presentation. This skill was practiced while evaluating peers informative speeches. Feedback was given by the instructor regarding presentation listening skills.

This student activity / lesson substantially contributed to my development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Prove Your Active Listening Skills – “Seek First to Understand, Then be Understood”

- Near the end of the semester, during the delivery of peers’ persuasive speeches, students will prove that they are active listeners by displaying nonverbal behaviors associated with active listening, summarizing key points of each informative speech on a peer evaluation form, and formulate follow-up questions that will improve their understanding of what the speaker was asking them to do/feel/think/believe in their persuasive speech.

This student activity / lesson substantially contributed to my development and reinforced the 'listening' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

---TERM #4: SPEAKING [PUBLIC SPEAKING]---

Overall, the classroom activities and lessons related to the essential skill, *speaking*, substantially contributed to my development.

Strongly disagree Disagree Agree Strongly agree NA - No observation

The Good: Which 'speaking skills' classroom activities / lessons that were introduced in the classroom were most effective? What worked?

Area of Opportunity: Do you have any feedback or suggestions on how to improve the quality of instruction offered through QEP Essential Skills Program?

Establishing the Expectation for Essential Skills - "An Hour of Preparation for Each Minute of Presentation"

- In the first week of the semester, the public speaking instructor reviewed all QEP Speaking SLOs (nonverbal, use of language, and content). In this small group exercise, students delivered famous quotes related to essential skills and gave a simple summary of the quotes' meaning, giving the students a chance to practice their nonverbal, use of language, and content skills.

This student activity / lesson substantially contributed to my development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Embracing Essential Skills - "An Hour of Preparation for Each Minute of Presentation": Relevant to Whom?

- During weeks 2-3, students were taught to identify relevant information and integrate the information logically into a presentation. The lesson was reinforced by the students engaging in an audience analysis to learn what information would be relevant to their audience. The students were then led through a brainstorming exercise where they were forced to integrate the relevant information into a logical sequence in preparation for their informative speech (an assignment which is standard in all SPT 1113 sections).

This student activity / lesson substantially contributed to my development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Reinforcing Essential Skills - "An Hour of Preparation for Each Minute of Presentation": Preparing to Speak

- During weeks 5-7, all speaking skills taught throughout the QEP were reinforced via applied speaking exercises related to preparation for the informative speech (an assignment which is standard in all SPT 1113 sections). Students were given feedback regarding their speaking skills.

This student activity / lesson substantially contributed to my development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Virtual Training - "An Hour of Preparation for Each Minute of Presentation"

- During weeks 6-8, students will engage in an online module on effective speaking and complete an activity to practice effective speaking.

This student activity / lesson substantially contributed to my development and reinforced the 'speaking' essential skill.

Strongly disagree Disagree Agree Strongly agree NA - No observation

Proving the Power of Public Speaking - "An Hour of Preparation for Each Minute of Presentation"

- Near the end of the semester, during the delivery of peers' persuasive speeches, students proved that they are effective presenters by integrating relevant information logically in their persuasive speech (an assignment which is standard in all SPT 1113 sections).

This student activity / lesson substantially contributed to my development and reinforced the 'speaking' essential skill.

Strongly disagree

Disagree

Agree

Strongly agree

NA - No observation

Conclusion

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**EMPLOYEE
FEEDBACK**
(Indirect)

**EMPLOYER
FEEDBACK**
(Indirect)

**STUDENT
FEEDBACK**
(Indirect)

**INSTITUTIONAL
ANNUAL
REVIEW**
(Direct & Indirect)

QEP #2

QEP #2

QEP #2

QEP #3

QEP #1
(Direct)

SLO 1 • SLO 2 • SLO 3
ATTENDANCE LISTENING SPEAKING

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

I. ATTEND

| Effectiveness Indicator | 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>Justification: 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>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> <ul style="list-style-type: none"> Establishing the Expectation for Essential Skills - “Must Be Present to Win” | <p>Expected Outcome: Career students will attend a minimum of 91% of the class meetings.</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>Attendance and punctuality will be assessed with Blackboard Attendance Readers in all career courses and reported on the QEP Embracing Essential Skills Program: Attendance & Tardy Summary 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>Justification: 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>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> <ul style="list-style-type: none"> Establishing the Expectation for Essential Skills - “Must Be Present to Win” | <p>Expected Outcome: Career students will be on time for 95% of the classroom meetings that they attend.</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>Attendance and punctuality will be assessed with Blackboard Attendance Readers in all career courses and reported on the QEP Embracing Essential Skills Program: Attendance & Tardy Summary Report</p> | | |

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

II. LISTEN

| Effectiveness Indicator | 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>Justification: 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>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> <ul style="list-style-type: none"> • <i>Establishing the Expectation for Essential Skills - “Beyond Words: Introduction”</i> • <i>Embracing Essential Skills - “Beyond Words, Beyond the Classroom”</i> • <i>Reinforcing Essential Skills - “Beyond Words: Virtual Training”</i> • <i>Practicing Essential Skills - “Beyond Words: The Championship”</i> <p>End of Term Scenario for Observation: 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>Expected Outcome: 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>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>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>Justification: 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>Student Intervention: Students will be trained in effective summarization techniques to demonstrate active listening through an introduction, face-</p> | <p>Expected Outcome: 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>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>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</p> | | |

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| <p>to-face presentation, asynchronous module, application of summarization skills, and feedback on their ability to perform.</p> <ul style="list-style-type: none"> • <i>Establishing the Expectation for Essential Skills - "Summarize If You Hear Me: Introduction"</i> • <i>Embracing Essential Skills - "Summarize If You Hear Me"</i> • <i>Reinforcing Essential Skills - "Summarize If You Hear Me: Virtual Training"</i> • <i>Practicing Essential Skills - "Summarize If You Hear Me: The Company's Core Values"</i> <p>End of Term Scenario for Observation: 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> | | 3-effective + 4-exemplar / # of career students assessed | | |
| <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>Justification: 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>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> <ul style="list-style-type: none"> • <i>Establishing the Expectation for Essential Skills - "The Right Questions: Introduction"</i> • <i>Embracing Essential Skills - "The Right Questions"</i> • <i>Reinforcing Essential Skills</i> • <i>Practicing Essential Skills</i> <p>End of Term Scenario for Observation: 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>Expected Outcome: 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>Career Courses Assessed: ABT 1223, ATT 2112, CRM 1714, COV 1443, ELT 2423, ACT 2324, MST 2542, WLT 1915</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> | | |

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| <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>Justification: 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>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>End of Term Scenario for Observation: 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>Expected Outcome: 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>Career Courses Assessed: SPT 1113</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> | | |
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III. SPEAKING

| Effectiveness Indicator | Expected Outcome | Assessment Instrument | Results | Use of Results & Plan for Improvement |
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| <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>Justification: 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>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> <ul style="list-style-type: none"> • Establishing the Expectation for Essential Skills - “I See What You’re Saying: Introduction” • Embracing Essential Skills - “I See What You’re Saying: Success in the Workplace” • Reinforcing Essential Skills - “I See What You’re Saying: Virtual Training” • Practicing Essential Skills - “I See What You’re Saying: The Super Bowl of Nonverbal Communication” <p>End of Term Scenario for Observation: 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>Expected Outcome: 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>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>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>Justification: 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>Expected Outcome: 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>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>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</p> | | |

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| <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> <ul style="list-style-type: none"> • Establishing the Expectation for Essential Skills - “Who Are You Talking To?: Introduction” • Embracing Essential Skills - “Who Are You Talking To?” • Reinforcing Essential Skills - “Who Are You Talking To?: Virtual Training” • Practicing Essential Skills - “Who Are You Talking To?: All the Right Answers” <p>End of Term Scenario for Observation: 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> | | 3-effective + 4-exemplar / # of career students assessed | | |
| <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>Justification: 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>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> <ul style="list-style-type: none"> • Establishing the Expectation for Essential Skills - “Say What? Introduction” • Embracing Essential Skills - “Say What?” • Reinforcing Essential Skills - “Say What? Virtual Training” • Practicing Essential Skills <p>End of Term Scenario for Observation: 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>Expected Outcome: 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>Career Courses Assessed: ABT 1223, ATT 2112, CRM 1714, COV 1443, ELT 2423, ACT 2324, MST 2542, WLT 1915.</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> | | |

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| <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>Justification: 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>Student Intervention: Students will be trained to offer an effective presentation through an existing, redesigned public speaking course (SPT 1113).</p> <p>End of Term Scenario for Observation: 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>Expected Outcome: 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>Career Courses Assessed: SPT 1113.</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> | | |
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IV. INDIRECT ASSESSMENT

| Effectiveness Indicator | 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>Recruitment Methodology: 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>Recruitment Methodology: 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>Recruitment Methodology: 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</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> | | |

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| <p>e-mail through a survey software with a link to the survey and be asked to provide feedback.</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> | | |

Quality Enhancement Plan: Description of Student Interventions in Term #1

Term 1

--- ATTENDANCE: 1A – ATTENDANCE & 1B PUNCTUALITY [TERM 1]

Establishing the Expectation for Essential Skills - “Must Be Present to Win”

- In the first week of the semester, the instructor spoke to students about the expectations regarding attendance and promptness. The instructor gave real-world examples about how attendance and promptness are essential skills in the working world. The instructor established the expectation that students be present 91% of class time and on time for 95% of the class meetings attended. The expectations for promptness and attendance were reinforced by an oral discussion and a quiz on the subject matter. Attendance and promptness records were kept throughout the semester. Throughout the semester, the instructor gave regular feedback on the class’s performance on promptness and attendance.

--- LISTENING: 2A Listening, Nonverbal [TERM 1]

Establishing the Expectation for Essential Skills - “Beyond Words: Introduction”

- In the first week of the semester, the instructor discussed expectations regarding nonverbal behaviors associated with active listening as well as the importance of these skills in the workforce. During this discussion, the students’ active listening skills were observed. Students were given feedback on nonverbal behaviors associated with active listening. In the first week of the semester, a public speaking instructor visited the classroom to discuss nonverbal behaviors associated with active listening (eye contact, facial expressions, gestures/body movement, posture, and mitigation of distractions). Students completed a quiz that covered the subject matter.

Embracing Essential Skills - “Beyond Words, Beyond the Classroom”

- During weeks 2-3 of the semester, a public speaking instructor visited the classroom and taught the standards for exhibiting effective nonverbal behaviors associated with active listening (eye contact, facial expressions, gestures/body movement, posture, and management of distractions). The instructor described a real-world scenario where active listening played a crucial role in success or failure in work performance in your career field. Students took part in a job interview activity where students practiced nonverbal behavior while acting in the role of both an interviewer and a job applicant. Students’ nonverbal behaviors related to active listening were observed. Students received feedback on their nonverbal communication from the instructors. Students completed a quiz on Canvas that covers active listening.

Reinforcing Essential Skills - “Beyond Words: Virtual Training”

- During weeks 4-6 of the semester, students completed an online virtual training via Canvas and S2S that reinforced lessons learned regarding nonverbal behaviors associated with active listening. Students completed a quiz that covered nonverbal behaviors associated with active listening.

Practicing Essential Skills - “Beyond Words: The Championship”

- During weeks 7-8 of the semester, a public speaking instructor visited the classroom. Students were divided into groups and students played a game where nonverbal communication were critical to a team’s success or failure in the game. During the game, students’ nonverbal communication were observed and students were given feedback regarding the effectiveness of students’ nonverbal behavior.

---SPEAKING: 3A Speaking Nonverbal [TERM 1]

Establishing the Expectation for Essential Skills - “I See What You’re Saying: Introduction”

- In the first week of the semester, the instructor had students stand up before the class and take 1-2 minutes to share their name, why they are in this program, and what they plan to do with their education when students leave MGCCC. During this exercise, students’ performance was observed and students were given feedback on certain nonverbal behaviors associated with effective speaking (eye contact, facial expressions, gestures/body movement, posture, and attire appropriate to the situation). Students were given feedback on their nonverbal behaviors associated with effective speaking. Students will take a quiz on the subject matter.

Embracing Essential Skills - “I See What You’re Saying: Success in the Workplace”

- During weeks 2-3 of the semester, a public speaking instructor visited the classroom and taught the standards for exhibiting effective nonverbal behaviors associated with effective speaking (eye contact, facial expressions, gestures/body movement, posture, and attire appropriate to the situation). The instructor described a real-world scenario where effective speaking played a crucial role in success or failure in work performance in students’ career field. Students took part in a job interview activity where they practiced nonverbal behavior while acting in the role of both an interviewer and a job applicant. Students’ nonverbal behaviors related to effective speaking were observed. Students received feedback on their nonverbal communication from the instructors. Students completed a quiz on Canvas that covered nonverbal behaviors related to effective speaking.

Reinforcing Essential Skills - “I See What You’re Saying: Virtual Training”

- During weeks 4-6 of the semester, students completed an online virtual training via Canvas and S2S that covered nonverbal communication in both speaking and listening. Students completed a quiz that covered nonverbal behaviors related to effective speaking.

Practicing Essential Skills - “I See What You’re Saying: The Super Bowl of Nonverbal Communication”

- During weeks 7-8 of the semester, a public speaking instructor visited the classroom. Students were divided into groups and students played a game where nonverbal communication were critical to a team’s success or failure in the game. During the game, students’ nonverbal communication was observed and students were given feedback regarding the effectiveness of their nonverbal behavior.

Quality Enhancement Plan: Description of Student Interventions in Term #2

Term 2

--- ATTENDANCE: 1A – ATTENDANCE & 1B PUNCTUALITY [TERM 2]

Establishing the Expectation for Essential Skills - “Must Be Present to Win”

- In the first week of the semester, the instructor spoke to students about the expectations regarding attendance and promptness. The instructor gave real-world examples about how attendance and promptness are essential skills in the working world. The instructor established the expectation that students be present 91% of class time and on time for 95% of the class meetings attended. The expectations for promptness and attendance were reinforced by an oral discussion and a quiz on the subject matter. Attendance and promptness records were kept throughout the semester. Throughout the semester, the instructor gave regular feedback on the class’s performance on promptness and attendance.

--- LISTENING: 2B Listening, Summarization: Workplace [TERM 2]

Establishing the Expectation for Essential Skills - “You Can Say That Again: Introduction”

- In the first week of the semester, the instructor reviewed what was taught in previous semesters regarding active listening: nonverbal behaviors associated with active listening. The instructor then introduced a higher-level active listening skill: summarization. The instructor established expectations regarding students’ ability to summarize a realistic work-related request as well as the importance of these skills in the workforce. The instructor described give a real-world scenario where summarization played a crucial role in success or failure in work performance in their career field. Students completed a quiz that covered the subject matter.

Embracing Essential Skills - “You Can Say That Again”

- During weeks 2-4 of the semester, a public speaking instructor visited the classroom and taught the standards for proficiently summarizing a realistic, work-related request. Students took part in a small group activity where a partner shared realistic, work-related requests and students practiced summarization skills. Students’ summarization skills were observed. Students received feedback on their nonverbal communication from the instructors. Students completed a quiz on Canvas that covered the subject matter.

Reinforcing Essential Skills - “You Can Say That Again: Virtual Training”

- During weeks 5-7 of the semester, students completed an online module that reinforced the summarization skills that students learned in the first month of the semester. Students completed a quiz that covered the subject matter.

Practicing Essential Skills - “You Can Say That Again: The Company’s Core Values”

- During weeks 9-11 of the semester, a public speaking instructor and a learning lab instructor visited the classroom and introduced an activity that would take the form of a one-on-one mock job interview. The instructors prepared students for the job interview activity. Students scheduled a time to visit the learning lab for a mock job interview. In the mock job interview the interviewer began by talking about the company’s core values, then asked students to summarize what students understood about the company’s core values. The interviewer then asked students standard job interview questions. During the interview, students’ nonverbal behaviors related to active listening and students’ summarization skills were observed. Students were given feedback regarding their use of these skills.

---SPEAKING: 3B Speaking Use of Language: Workplace [TERM 2]

Establishing the Expectation for Essential Skills - “Who Are You Talking To?: Introduction”

- In the first week of the semester, the instructor reviewed skills taught in previous semesters: nonverbal behaviors associated with effective speaking. The instructor then introduced an additional speaking skill: use of language. The instructor established expectations regarding students’ use of language that is appropriate to various workplace audiences as well as the importance of these skills in the workforce. The instructor described a real-world scenario where appropriate use of language played a crucial role in success or failure in work performance in students’ career field. Students completed a quiz that covered the subject matter.

Embracing Essential Skills - “Who Are You Talking To?”

- During weeks 2-4 of the semester, a public speaking instructor visited the classroom and taught the standards for effective use of language in the workplace. These skills included grammar, pronunciation, vocabulary, and awareness of the audience. Students took part in a small group activity where a partner acted as a customer, a co-worker and a boss and students practiced their ability to adapt language to the specific type of audience. Students’ use of language skills will be observed. Students received feedback on use of language from the instructors.

Students will take a quiz on Canvas that covers the subject matter.

Reinforcing Essential Skills - “Who Are You Talking To?: Virtual Training”

- During weeks 5-7 of the semester, students completed an online module that covered the use of language skills that students learned in the first month of the semester. Students completed a quiz that covered use of language.

Practicing Essential Skills - “Who Are You Talking To?: All the Right Answers”

- During weeks 9-11 of the semester, a public speaking instructor and a learning lab instructor visited the classroom and introduced an activity that would take the form of a one-on-one mock job interview. The instructors prepared students for the job interview activity. Students scheduled a time to visit the learning lab for a mock job interview. The interviewer asked students standard job interview questions. During the interview, students’ nonverbal behaviors related to effective speaking and students’ use of language skills were observed. Students were given feedback regarding their use of these skills.

Quality Enhancement Plan: Description of Student Interventions in Term #3

Term 2

--- ATTENDANCE: 1A – ATTENDANCE & 1B PUNCTUALITY [TERM 3]

Establishing the Expectation for Essential Skills - “Must Be Present to Win”

- In the first week of the semester, the instructor spoke to students about the expectations regarding attendance and promptness. The instructor gave real-world examples about how attendance and promptness are essential skills in the working world. The instructor established the expectation that students be present 91% of class time and on time for 95% of the class meetings attended. The expectations for promptness and attendance were reinforced by an oral discussion and a quiz on the subject matter. Attendance and promptness records were kept throughout the semester. Throughout the semester, the instructor gave regular feedback on the class’s performance on promptness and attendance.

--- LISTENING: 2C Listening, Follow-Up Questions: Situational [TERM 3]

Establishing the Expectation for Essential Skills - “Asking the Right Questions: Introduction”

- In the first week of the semester, the instructor reviewed what was taught in previous semesters regarding active listening: nonverbal behaviors associated with active listening and summarization. The instructor then introduced a higher-level active listening skill: asking follow-up questions. The instructor established expectations regarding students’ ability to identify appropriate follow-up questions to a request made by a customer or co-worker. The instructor described a real-world scenario where asking appropriate follow-up questions played a crucial role in success or failure in work performance in students’ career field. Students completed a quiz that covered the subject matter.

Embracing Essential Skills - “Asking the Right Questions”

- During weeks 2-4 of the semester, a public speaking instructor visited the classroom and taught the standards for identifying appropriate follow-up questions. Students took part in a small group activity where a partner shared realistic, work-related requests and students practiced identifying appropriate follow-up questions that would lead to a deep understanding of the problem so that the request can be satisfied. Students’ summarization skills were observed. Students received feedback on their identification of follow-up questions from the instructors. Students will take a quiz on Canvas that covers the subject matter.

Reinforcing Essential Skills - “Asking the Right Questions: Virtual Training”

- During weeks 5-7 of the semester, students completed an online module that covers the summarization skills that students learned in the first month of the semester. Students completed a quiz that covers summarization.

Practicing Essential Skills - “Asking the Right Questions: The Interview”

- During weeks 9-11 of the semester, a public speaking instructor and a learning lab instructor visited the classroom and introduced an activity that would take the form of a more sophisticated and in-depth mock job interview. The instructors prepared students for the job interview activity. Students scheduled a time to visit the learning lab for a mock job interview. The interviewer asked students experiential questions, which required students to share how students would react to different problems in the workplace. The interviewer invited students to ask as many follow-up questions as needed in order to understand the problem. During the interview, students’ nonverbal behaviors related to active listening, students’ summarization skills, and students’ ability to identify follow-up questions were observed. Students will be given feedback regarding their use of these skills.

---SPEAKING: 3C Speaking Situational [Term 3]

Establishing the Expectation for Essential Skills - “Say What? Introduction”

- In the first week of the semester, the instructor reviewed what was taught in previous semesters: nonverbal behaviors associated with effective speaking and appropriate use of language. The instructor then introduced the additional speaking skill: speaking effectively across a variety of contexts. The instructor established expectations regarding adjusting the content of students’ speech to the context as the importance of this skill in the workforce. The instructor will give a real-world scenario where speaking in the appropriate context played a crucial role in success or failure in work performance in their career field. Students will take a quiz that covers the subject matter.

Embracing Essential Skills - “Say What?”

- During weeks 2-4 of the semester, a public speaking instructor visited the classroom and taught the standards for effective understanding and speaking across contexts in the workplace. These skills included awareness of context, employing suitable delivery skills, and adaptation of vocal variety and style. Students took part in a small group activity where a partner supplied realistic workplace contexts and students practiced adapting their situational workplace speaking. Students’ adaptation to context will be observed and students received feedback on the use of this skill from the instructors. Students will take a quiz on Canvas that covers the subject matter.

Reinforcing Essential Skills - “Say What? Virtual Training”

- During weeks 5-7 of the semester, students completed an online module that covered the skill of adaptation to various workplace contexts that students learned in the first month of the semester. Students completed a quiz that covered the subject matter.

Practicing Essential Skills – “Say What? The Interview”

- During weeks 9-11 of the semester, a public speaking instructor and a learning lab instructor visited the classroom and introduced an activity that would take the form of a more sophisticated and in-depth mock job interview. The instructors prepared students for the job interview activity. Students scheduled a time to visit the learning lab for a mock job interview. The interviewer asked students scenario-based job interview questions that force students to adapt to various contexts. During the interview, students’ nonverbal behaviors related to effective speaking, use of language, and ability to adapt speech to context were observed. Students were given feedback regarding their use of these skills.

Quality Enhancement Plan: Description of Student Interventions in Term #4

Term 4

--- ATTENDANCE: 1A – ATTENDANCE & 1B PUNCTUALITY [TERM 4]

Establishing the Expectation for Essential Skills - “Must Be Present to Win”

- In the first week of the semester, the instructor spoke to students about the expectations regarding attendance and promptness. The instructor gave real-world examples about how attendance and promptness are essential skills in the working world. The instructor established the expectation that students be present 91% of class time and on time for 95% of the class meetings attended. The expectations for promptness and attendance were reinforced by an oral discussion and a quiz on the subject matter. Attendance and promptness records were kept throughout the semester. Throughout the semester, the instructor gave regular feedback on the class’s performance on promptness and attendance.

--- LISTENING: Reviewing SLOs 2A, 2B, 2C & Introducing Presentation Listening & Introducing SLO 2D: Presentation Listening [TERM 4]

Reviewing Active Listening Skills – “Seek First to Understand, Then be Understood”

- In the first week of the semester, the public speaking instructor reviewed all QEP Listening SLOs (nonverbal, summarization, and follow-up questions). Students engaged in a listening self-evaluation in order to become aware of bad listening habits in order to reduce them.

Virtual Training – “Seek First to Understand, Then be Understood”

- During week 2, students engaged in an online module on active listening and take a quiz on the subject matter.

Reinforcing Active Listening Skills – “Seek First to Understand, Then be Understood”: Preparing to Listen

- During weeks 3-4, all active listening skills taught throughout the QEP were reinforced via applied listening exercises related to preparation for the informative speech (an assignment which is standard in all SPT 1113 sections). Students were given feedback regarding their active listening skills.

Embracing Essential Skills– “Seek First to Understand, Then be Understood”: Analyzing a Message

- During week 5, as part of the unit preparing for the informative speech (an assignment which is standard in all SPT 1113 sections), students were taught to analyze a message to identify relevant information during a presentation. This skill was practiced while evaluating peers informative speeches. Feedback was given by the instructor regarding presentation listening skills.

Prove Your Active Listening Skills – “Seek First to Understand, Then be Understood”

- Near the end of the semester, during the delivery of peers’ persuasive speeches, students will prove that they are active listeners by displaying nonverbal behaviors associated with active listening, summarizing key points of each informative speech on a peer evaluation form, and formulate follow-up questions that will improve their understanding of what the speaker was asking them to do/feel/think/believe in their persuasive speech.

---SPEAKING: Reviewing SLOs 3A, 3B, 3C & Introducing SLO 3D: Presentation Speaking [Term 4]

Establishing the Expectation for Essential Skills - “An Hour of Preparation for Each Minute of Presentation”

- In the first week of the semester, the public speaking instructor reviewed all QEP Speaking SLOs (nonverbal, use of language, and content). In this small group exercise, students delivered famous quotes related to essential skills and gave a simple summary of the quotes’ meaning, giving the students a chance to practice their nonverbal, use of language, and content skills.

Embracing Essential Skills - “An Hour of Preparation for Each Minute of Presentation”: Relevant to Whom?

- During weeks 2-3, students were taught to identify relevant information and integrate the information logically into a presentation. The lesson was reinforced by the students engaging in an audience analysis to learn what information would be relevant to their audience. The students were then led through a brainstorming exercise where they were forced to integrate the relevant information into a logical sequence in preparation for their informative speech (an assignment which is standard in all SPT 1113 sections).

Reinforcing Essential Skills - “An Hour of Preparation for Each Minute of Presentation”: Preparing to Speak

- During weeks 5-7, all speaking skills taught throughout the QEP were reinforced via applied speaking exercises related to preparation for the informative speech (an assignment which is standard in all SPT 1113 sections). Students were given feedback regarding their speaking skills.

Virtual Training - “An Hour of Preparation for Each Minute of Presentation”

- During weeks 6-8, students will engage in an online module on effective speaking and complete an activity to practice effective speaking.

Proving the Power of Public Speaking - “An Hour of Preparation for Each Minute of Presentation”

- Near the end of the semester, during the delivery of peers’ persuasive speeches, students proved that they are effective presenters by integrating relevant information logically in their persuasive speech (an assignment which is standard in all SPT 1113 sections).