

Desired Student Learning Outcomes and Actions to be Implemented

Over the course of 2016 and 2017, the QEP Development and Research Team worked to transition from the working title of the plan, “Building Soft Skills through Experiential Learning,” to the formal marketable theme of the plan, **LearningPlus+**. As a result of the team’s extensive work, this QEP plan has one broad goal with five objectives, several strategies, and specific student and faculty outcomes. Table 3 and Table 4 outline the goals, objectives, strategies, and student learning outcomes.

Table 3		
Goal: To build students’ soft skills through experiential learning opportunities		
<p>Student Learning Objective 1 (SLO1)</p> <p>Develop communication skills and apply those skills through the high-impact practice of experiential learning</p> <p>Student Learning Objective 2 (SLO2)</p> <p>Develop professionalism skills and apply those skills through the high-impact practice of experiential learning</p> <p>Student Learning Objective 3 (SLO 3)</p> <p>Develop problem-solving skills and apply those skills through the high-impact practice of experiential learning</p> <p>Student Learning Objective 4 (SLO 4)</p> <p>Develop teamwork skills and apply those</p>	<p>Strategies:</p> <ol style="list-style-type: none"> 1. Soft skills will be evaluated upon entry with a pre-assessment conducted in either the Student Development Course (SDV 101) for Associate degree-seeking and Certificate-seeking students or in the first content-specific course for a Career Studies Certificate-seeking student. 2. After pre-assessment has been completed, students will receive initial direct instruction on soft skills using the Soft Skills for Workplace Success objectives. (See Appendix B.) This initial direct instruction will be conducted in either the Student Development Course (SDV 101) for Associate degree-seeking and Certificate-seeking students or in the first content-specific course for a Career Studies Certificate-seeking students. 3. Students will complete at least one soft skills assignment in a predetermined course selected by the program coordinator. 4. Faculty will use the VHCC Assessment Framework to prepare students for the assignment, “grade” the assignment, and debrief with the 	<p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Communication: Students will maintain open, effective, and professional communications. <ul style="list-style-type: none"> • Listening: Students will consider the viewpoints of others demonstrated through verbal and non-verbal behaviors • Speaking: Students will share information and understanding verbally in a clear and coherent manner appropriate for various audiences and consistent with workplace expectations • Self-management: Students will maintain composure and a positive attitude even in difficult situations 2. Professionalism: Students will demonstrate appropriate workplace demeanor and behavior. <ul style="list-style-type: none"> • Punctuality/Reliability: Students will fulfill work obligations in a reliable manner

skills through the high-impact practice of experiential learning

student to review after the assignment has been completed. Program coordinators and lead faculty will coordinate departmental workgroups to submit a plan documenting that all four objective areas: communication, professionalism, teamwork, and problem-solving, are addressed in these “graded” assignments throughout the degree progress. (See Appendix O.)

5. During their degree progress, students will be given at least one opportunity to demonstrate soft-skills through an experiential learning opportunity. To ensure this strategy, each program coordinator will identify a **Capstone Experience** in their program of study. In this experience, the post-assessment will be conducted and a culminating soft skills experience will be implemented. Again, this experience will be referenced, “graded,” and debriefed using the same **VHCC Assessment Framework**.

- Attendance: Students will fulfill obligations in compliance with your employer’s policies and work schedule
 - Appearance: Students will present themselves in work-appropriate dress with attention to personal hygiene
 - Work Ethic/Integrity: Students will interact with their employer and others with honesty and personal responsibility
 - Organization: Students will approach work and workspace efficiently and systematically
 - Time Management: Students will effectively set goals and priorities and manage deadlines
3. **Problem-solving**: Students will demonstrate flexibility, desire to meet challenges, and ability to find solutions.
 - Problem Identification: Students will recognize and articulate challenges
 - Adaptability: Students will recognize and embrace new approaches to address challenges
 - Solution Development: Students will identify multiple possible responses to identified challenges
 4. **Teamwork**: Students will develop and maintain constructive working relationships.
 - Interpersonal Skills: Students will apply verbal and non-verbal communication skills in a manner appropriate

		<p>to create and maintain workplace relationships</p> <ul style="list-style-type: none">• Enthusiasm/Attitude: Students will demonstrate a personal responsibility and dedication to advancing organization goals• Respect/Civility: Students will demonstrate an open-minded and flexible attitude towards perspectives and approaches that derive from diverse backgrounds• Collaboration: Students will demonstrate willingness to contribute of colleagues
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