

## VHCC Response to SACSCOC On-Site Reaffirmation Committee Recommendations for the QEP

February 6, 2018

### 3.3.2 Quality Enhancement Plan

**Recommendation:** The On-Site Reaffirmation Committee recommends that the institution revise its QEP in order to demonstrate that it has the capability to initiate, implement, and sustain the project.

**VHCC Response:** In response to this recommendation and suggestions for improvement provided by the SACSCOC on-site committee, the college has taken the following actions:

1. Reduced the number of QEP documented soft skills activities from one graded activity in every course to only four graded activities in four predetermined courses for each associate degree and certificate program. Each of the four activities will reinforce one of the four required soft skills of communication, professionalism, problem-solving, and teamwork.
2. Required ENG 111 English Composition I, ENG 115 Technical Writing and CST 100 Principles of Public Speaking courses to include a documented soft skill activity in the area of communication.
3. Required all Math courses (excluding developmental math) to include a documented soft skill activity in the area of problem-solving.
4. Removed the True Colors personality assessment from the QEP.

The impact of the above actions is two-fold. Limiting the documented soft skill activities to four activities per academic program reduces the amount of faculty-generated Soft Skill Assessment Framework reports by 80%. While these QEP changes represent a significant reduction in the volume of data generated by faculty, compiled by the QEP director and analyzed/reported by institutional research... we feel confident that the QEP has retained the needed assessment required to determine the success of the project.

Requiring selected English, Public Speaking and Math courses to include documented soft skills activities focused on communication and problem solving both reduces the workload of program coordinators and provides instructional continuity in terms of inter-rater reliability (IRR). The college held a faculty workshop on IRR in the fall and will schedule future IRR workshops as part of the QEP. Under the new implementation plan a program coordinator whose program includes the selected English/Public Speaking and Math courses would only be responsible for identifying two program-specific courses that will provide documented soft skill activities focused on professionalism and teamwork. Program coordinators have updated Soft Skills Verification Checklists for each of their programs and submitted the forms to the QEP director to reflect these changes to the QEP. (See Attached)

**Recommendation:** The On-Site Reaffirmation Committee recommends that the institution demonstrate that it identifies appropriate goals and has developed a sustainable plan to assess their achievement.

**VHCC Response:** In response to this recommendation and suggestions for improvement provided by the SACSCOC on-site committee, the college has taken the following actions:

1. In the original QEP, one of the college's goals involved assessing individual student performance in at least one soft skill activity in every course offered by the college. The On-Site Reaffirmation Committee questioned the sustainability of such a high volume of data gathering due to human resource limitations. The college has reduced the number of individual soft skill assessments to four soft skill activities distributed across four courses in each degree and certificate program. The result is an 80% decrease in data being gathered, analyzed and reported as part of the QEP.
2. The True Color's Personality Assessment has been removed from the QEP.
3. The Community College Survey of Student Engagement (CSSEE), and VHCC Graduate and Alumni Survey data has been removed from the QEP.

The impact of the above actions has resulted in a narrowing of the QEP focus in terms of data collection, and human resources required. This reduction in data collection has created a more sustainable QEP implementation plan while maintaining the overall scope of the project: Developing student's soft skills (communication, professionalism, problem solving and teamwork) through experiential Learning.

VHCC's SACSCOC Leadership Team formulated the proposed changes to the QEP during meetings held on October 16, 18, and 27, 2017. The college president presented the QEP recommendations to a faculty focus group on November 7, 2017, for their input and approval. The QEP Director presented the QEP changes to the QEP Steering Committee on November 16, 2017. The QEP changes were subsequently announced in a college-wide email sent on November 27, 2017, which was followed up by a college-wide meeting on December 11, 2017. The QEP changes were implemented at the start of the 2018 Spring Semester on January 8, 2018.

With the aforementioned changes to VHCC's QEP, we feel confident that we have adequately addressed the SACSCOC On-Site Reaffirmation Committee's recommendations in a comprehensive manner. The implementation of these actions brings our QEP into compliance, enhances its sustainability and improves the overall quality of the project moving forward.