



**SPARTANBURG
COMMUNITY
COLLEGE**

Quality Enhancement Plan
Revised

2009/2010 Annual Report

Spartanburg Community College
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2009-2010 QEP Annual Report

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Introduction

Development, implementation, and evaluation of an acceptable Quality Enhancement Plan (QEP) is a major requirement for reaffirmation of accreditation by the Southern Association of Colleges and Schools/Commission on Colleges (SACS/COC). The QEP provides a viable approach for enhancing an important aspect of a college related to student learning. All units of a college have an impact on students and student learning; therefore, it is critical that the QEP actively involve the entire college community.

Based on these concepts Spartanburg Community College (SCC) developed, revised, implemented, evaluated, and used the results to improve its QEP through a process that involved faculty, staff, students, administrators, commissioners, and other interested parties. As a part of the on-going process of implementing, evaluating, and improving its QEP the College, during 2006-2007, responded to SACS/COC requests for additional clarification of certain aspects of Core Requirement 2.12 (QEP). The College submitted a *Revised Quality Enhancement Plan* to SACS/COC in March 2006. The College then submitted its *First Monitoring Report* to SACS/COC in September 2006. A *Second Monitoring Report* was submitted to SACS/COC in April 2007 that addressed additional concerns. These three documents, included in this report, provide an overview of the requirements by which the College manages and implements its QEP:

- The **Executive Summary of the Revised Quality Enhancement Plan** is taken from the *Revised Quality Enhancement Plan* submitted to SACS in March 2006.
- The College's first clarification response to Core Requirement 2.12 (QEP) is taken from the **First Monitoring Report** submitted to SACS in September 2006.
- The College's second clarification response to Core Requirement 2.12 (QEP) is taken from the **Second Monitoring Report** submitted to SACS in April 2007.

Based upon the details outlined in the above documents and the results of 2006-2007, 2007-2008 and 2008-2009 QEP activities, the College identified, developed, and implemented its QEP activities for 2009-2010. This report includes a summary of the major QEP-related activities that were implemented and evaluated during academic year 2009-2010. It also includes recommendations for continuous improvement of the College's QEP activities.

The **2009-2010 QEP Accomplishments** section provides a brief description of the major accomplishments related to the College's QEP during 2009-2010.

The **Revised QEP Implementation Plan and Evaluation Plan** section provides information that describes in detail the Actual Outcomes and Use of Results for the major QEP Tasks and Activities for 2009-2010. The following charts and documents are included in this section:

- 2009-2010 QEP Plan (Revised 8/4/09)
- 2009-2010 QEP Implementation & Evaluation Plans (Updated 8/23/09)
- Communication Skills Outcomes Chart (Revised 6/15/10)

The **List of Recommended Modifications to the QEP for Continuous Improvement** section is a summary of the improvements recommended for the College's QEP during and beyond 2010- 2011.

The **2009-2010 QEP Teams** section provides a list of persons who represented College areas on various QEP teams. The QEP Implementation Plan calls for the College to replace some existing team members with new members each year. This rotation process helps involve more College employees directly in the QEP and those new members tend to bring "fresh" ideas to the process.

Executive Summary of the Revised Quality Enhancement Plan

TOPIC:

Improving Students' Workforce Readiness

FOCUS:

Spartanburg Community College's Quality Enhancement Plan (QEP) will strengthen the institution's commitment to improve students' workforce readiness. The focus of the QEP is to enhance students' knowledge of workplace expectations. The goal of the QEP is to enhance students' ability to communicate effectively as members of the workforce.

RATIONALE:

The QEP specifically addresses the College's commitment to student learning as it strives to improve the process by which students acquire the skills, knowledge, and attributes needed to complete collegiate goals, pursue careers, and become lifelong learners and responsible citizens. The strategies selected for the QEP will enhance students' ability to acquire such skills, knowledge, and attributes.

The topic deals with a core concept of the College's mission: "advancing economic development of the region through programs that address emerging and continuing employment needs..." The foundation of the College's mission is its commitment to providing the best trained workforce for the Upstate of South Carolina.

Reviews of publications point to specific skills, knowledge, and attributes which, if improved, could enhance the employability of graduates. The enhancement of those skills, knowledge, and attributes is incorporated into the College's QEP.

The College involved the entire campus community in the identification and selection of the QEP topic via meetings, focus groups, sessions with the College president, and other means. Representatives of the broad campus community and the private sector were actively involved in the development of the QEP.

The QEP is thoroughly integrated into the College's on-going planning and evaluation process through ties to the College's mission statement as well as to a number of major College goals. In addition, implementation of the QEP is expected to enhance College units' planning and evaluation processes.

The College will use its findings to make improvements within the QEP itself. As QEP implementation progresses, the College expects positive results to further enhance student learning in other areas of workforce readiness.

First Monitoring Report

(1) Core Requirement 2.12

On-Site Committee Report:

Recommendation 1: The Committee recommends that the college develop a detailed implementation plan for its QEP that adequately addresses the committee's concerns about:

1. Student learning outcomes
2. Assessment strategies, and
3. Capacity to initiate and continue the plan

(2) Brief History of Response Report submitted March 2006

Spartanburg Community College (formerly Spartanburg Technical College) studied the Recommendation and the specific concerns of the On-Site Committee and revised the QEP into an updated, detailed plan of action. The College incorporated the Committee's concerns and suggestions into specific actions that address student learning outcomes, assessment strategies, and the capacity to initiate and continue the plan.

Every section of the Plan was revised to address the recommendation and concerns of the On-Site Committee. Several sections of the Plan, such as the Implementation Plan and the Evaluation Plan, were totally re-written.

(3) The current request of the Commission that is related to the recommendation as cited in the letter from the President of the Commission on Colleges to Dr. Dan L. Terhune on July 7, 2006.

“CR 2.12 (Quality Enhancement Plan), Recommendation 1

Clearly define the meaning of “work-ready communication skills,” establish relevant outcomes including threshold achievement levels, and identify how the outcomes will be assessed so that success or the need for improvement is apparent to students and to the institution.”

(4) Response to the Recommendation

Spartanburg Community College (formerly Spartanburg Technical College) **defines** “work-ready communication skills” as the “exchanging of ideas and information in oral, written, electronic, and/or discipline specific form with peers, teachers, supervisors, and others.”

“Work-ready” is defined as the entry level communication skills needed by graduates of each program when they enter the workforce. As explained in the

Revised QEP, work-ready communication skills for each program will be identified, defined, and reviewed by the College and external sources (advisory committees and/or others as appropriate) during the first and second years of the QEP project. The completion date for this activity is scheduled for November 2006.

During the second year of the QEP, these identified communication skills will be used to develop new and/or enhanced **measurable student outcomes** for each program. SCC will utilize the North Carolina State University guidelines for writing outcomes. Draft outcomes will be evaluated against these guidelines to determine acceptability. During the second and third years of the QEP these new and/or enhanced outcomes will be implemented and evaluated in each program.

The College utilized the results of its 2004 Community College Survey of Student Engagement (CCSSE) as one of a variety of means for determining its QEP topic. The results of that survey indicated that SCC students were below the comparison group (Small Colleges) in Active and Collaborative Learning. Since the area of Active and Collaborative Learning incorporates a number of related communication skills, the College will use its result (48.4) on the 2004 Survey as a **benchmark**. As one means to help determine the impact of its QEP activities on student learning, the College will administer the CCSSE in 2008 and 2010. The College expects its QEP activities to have a positive impact on this CCSSE indicator. The College has set the **threshold achievement level** of 49.0 on Active and Collaborative Learning for the 2008 CCSSE. The College expects, as a result of QEP activities, to increase its score on Active and Collaborative Learning to the average for comparable size colleges on the 2010 CCSSE.

Each program is expected to **assess** its students and graduates during the second year of the QEP project to determine additional baseline data. Assessment methods will include both direct measures such as capstone course results and indirect measures such as graduate and employer surveys. Once baseline data is known, each program will establish threshold achievement levels for its communication skills outcomes. After new and/or enhanced student program outcomes are developed, implemented, and evaluated, programs will use the same or similar assessment instruments to determine their impact on student achievement.

Results of these local assessments and of the 2008 and 2010 CCSSE will be used to make improvements in teaching-learning strategies, assessment instruments and processes, and revisions to program outcomes. **Successes and the need for improvements** will be shared through each program's annual planning process and in the QEP Annual Report. The QEP Annual Report will be posted on the College's website with printed copies made available in the College library, student services center, and faculty/staff areas.

Second Monitoring Report

(1) Core Requirement 2.12

On-Site Committee Report:

“Recommendation 1: The Committee recommends that the college develop a detailed implementation plan for its QEP that adequately addresses the committee’s concerns about:

1. Student learning outcomes
2. Assessment strategies, and
3. Capacity to initiate and continue the plan”

(2) Brief History of Response Report submitted March 2006

Spartanburg Community College studied the Recommendation and the specific concerns of the On-Site Committee and revised the QEP into an updated, detailed plan of action. The College incorporated the Committee’s concerns and suggestions into specific actions that address student learning outcomes, assessment strategies, and the capacity to initiate and continue the plan.

Every section of the Plan was revised to address the recommendation and concerns of the On-Site Committee. Several sections of the Plan, such as the Implementation Plan and the Evaluation Plan, were totally re-written.

(3) The request of the Commission that is related to the recommendation as cited in the letter from the President of the Commission on Colleges to Dr. Dan L. Terhune on July 7, 2006.

“CR 2.12 (Quality Enhancement Plan), Recommendation 1

Clearly define the meaning of “work-ready communication skills,” establish relevant outcomes including threshold achievement levels, and identify how the outcomes will be assessed so that success or the need for improvement is apparent to students and to the institution.”

(4) Brief History of Monitoring Report submitted September 2006

Spartanburg Community College carefully reviewed the Commission’s request and addressed the concerns by providing additional details and explanations. The College clarified the definition of certain terms, identified relevant program outcomes, and established threshold achievement levels using CCSSE data. As a part of its response, the College also described assessment processes and explained how the results of the assessments would be used and shared with students, faculty, and the public.

(5) The current request of the Commission that is related to the recommendation as cited in the letter from the President of the Commission on Colleges to Dr. Dan L. Terhune on January 9, 2007.

CR 2.12 (Quality Enhancement Plan), Recommendation 1

“The institution should demonstrate relevant outcomes, including threshold achievement levels, to be used in measuring results of the Quality Enhancement Plan; how the outcomes will be assessed so that success or the need for improvement is apparent to students and to the institution; and if student opinions reported in CCSSE surveys are to be used as “*one of a variety of means*” for evaluating the impact of the Quality Enhancement Plan, then there should be a justification of a meaningful gain in the percentage of CCSSE respondents who express affirmative opinions on the 2008 CCSSE, regarding “Active and Collaborative Learning” in their classes, appropriate to the multi-year QEP effort by the institution.”

(6) Response to the Recommendation:

The overall goal of the Spartanburg Community College (SCC) QEP, to improve students’ [work ready] ability to communicate effectively in the workplace, is the result of the collective input and involvement of the broad College community and the College’s published Student Outcomes. The College defined work ready communication skills as the “[effective] exchanging of ideas and information in oral [verbal/non-verbal], written, electronic, and/or discipline specific form with peers, teachers, supervisors, and others.” Work-ready was defined as the “entry level communication skills” needed by graduates of each program when they enter the workforce.

Each academic program, during the Fall Semester of 2006, determined which of the four (see box below) QEP related outcomes (outcome is defined as the [measurable] result or consequence of the College carrying out some action or program) is most relevant for its students during the first QEP implementation cycle.

<p style="text-align: center;"><u>SCC QEP Communication Skills Outcomes</u></p> <ul style="list-style-type: none">• To effectively communicate using oral [verbal/non-verbal] means.• To effectively communicate using written means.• To effectively communicate using electronic means.• To effectively communicate using discipline specific means.
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Each academic program is assessing its 2006-07 students on its selected outcome using existing assessment and evaluation instruments. Those assessments will establish each program’s baseline for its selected outcome. These will establish threshold achievement levels for 2008 and 2010. By August

2007, each academic program will use the results from the assessment processes to identify teaching strategies.

As explained in its first Monitoring Report, the College is using the Community College Survey of Student Engagement (CCSSE) as another means to determine the effectiveness of its QEP activities. Since the results of the 2004 CCSSE showed that SCC was below (48.4 vs. 50.8) its “Small Colleges” comparison group for “Active and Collaborative Learning,” the College is actively addressing several of the communication skills listed in that section. Using input from academic programs’ advisory committees and the 2004 CCSSE results, the Academic Affairs area is addressing strategies to 1) involve more students in class presentations, 2) encourage greater interaction among students on class projects, and 3) increase student participation in community-based projects. The College is confident that these and other endeavors it employs will result in students improving their communication skills and the College achieving its established threshold achievement levels for “Active and Collaborative Learning” on the 2008 and 2010 CCSSE.

The College determined that all areas of the institution would be involved in QEP implementation and evaluation. That decision was based on the belief that all activities, processes, and employees of the College have an impact on students. Therefore, the College also established QEP related outcomes for its full-time faculty and staff and for each College unit. Faculty and staff have been charged to serve as role models by improving their communication skills. Starting with the 2006-07 cycle, all full-time employees have at least one QEP related objective included on their annual performance plans. Faculty and staff members are to accomplish their individual QEP related objectives by incorporating more effective communication skills and/or processes into their professional responsibilities and duties. All individual QEP related objectives were reviewed by Planning and Information staff to be sure they were written properly and could be assessed at the end of the performance cycle.

Each College *unit* (operation having its own budget) is to have a QEP related outcome that is appropriate to its mission and goals. Each unit participated in the College’s Annual Planning Process during fall 2006 and was required to include at least one QEP related outcome in their plans for the up-coming cycle. Each unit is to develop and implement at least one new or enhanced QEP related process or activity designed to improve the effectiveness of its ongoing institutional responsibilities. Units’ QEP related outcomes were reviewed by the Institutional Effectiveness Council to be sure they were properly written and could be assessed.

In the spring of 2008, students in each academic program will be assessed on its selected outcome using the same or similar assessment and evaluation instruments used during 2006-07. Students are to receive timely feedback on the results of the 2008 assessment. They will be informed that the assessment

results are to be used to determine the level of improvement that occurred as a result of the strategies carried out during the 2007-08 academic year. Academic programs will evaluate these results and the strategies employed to determine which were successful and which need to be improved or enhanced during the next academic year. The results of this evaluation process will be used to revise and/or expand related academic processes (syllabi, etc.), academic support services, program facilities, and/or faculty members' annual performance objectives.

Employee performance is evaluated annually against predetermined criteria by supervisors and reviewed by second level reviewers. All full-time employees' first QEP related objective will be evaluated during their 2006-07 performance evaluation beginning in March of 2007. Employees are expected to demonstrate that the activities they engaged in during the year improved their communication skills and/or processes. The results of this first annual evaluation of QEP related objectives will be used to develop more meaningful objectives for the upcoming performance cycle, improve the annual employee performance planning and evaluation process, and/or revise and improve the QEP implementation and evaluation processes.

Each College unit's QEP related outcome will be evaluated against pre-established criteria as a part of the next Annual Planning Process to determine its success. Units are expected to provide evidence that the QEP related activities and/or processes they implemented improved the effectiveness of their operations. The results of these evaluations will help establish more appropriate QEP related outcomes for the next cycle, make adjustments to the unit's on-going operational activities, and/or improve the unit's planning and evaluation processes.

All of these results (except for employees' annual performance evaluations) will be made available to SCC employees, students, and/or the public through such means as the College website, the annual planning documents, and the QEP Annual Report.

As a result of the implementation of QEP related activities (employee performance objectives, each unit's planning goals & objectives, and each academic program's outcomes) the College expects to show a meaningful gain (from 48.4 to 49.0 in 2008 and to the national average in 2010) on the "Active and Collaborative Learning" section of the CCSSE. The College expects its QEP related activities to impact students' affirmative opinions on this section of the 2008 and 2010 CCSSE. The College anticipates that strategies incorporated into the academic programs will impact students' positive response to certain items (class presentations, interaction among students, and participation in community projects) in that section of the CCSSE. This direct impact should come as a result of students 1) gaining a greater awareness of the importance of effective communication skills, and 2) improving their ability to effectively interact and

communicate with others. The College expects items included on employees' annual performance plans and on units' annual planning documents to indirectly impact students' positive responses. This indirect impact should come as a result of employees modeling more effective communication skills as they interact with students, other employees, and the public. As noted above, the College expects employees and units, at the end of each implementation and evaluation cycle, to use the results to improve and/or enhance processes during the up-coming cycle.

Due to the broad involvement of the College community in the implementation and evaluation of its QEP, the College anticipates observing greater improvements in communication skills in certain areas than in other areas. These differences in the degree of improvement will most likely be related to: 1) the amount of improvement needed by different areas, 2) the unit's level of involvement in implementing their related activities, and/or 3) the importance of the activity as envisioned by that unit. As these differences are noted, the College will take appropriate action, such as recommending additional professional development activities or restructuring of priorities.

The College will use the results from all of its QEP related activities to improve its programs, services, and processes (planning, implementation, assessment, evaluation, and use of results). The College plans to use this QEP as a model for addressing other aspects of the institution needing improvement.

Major 2009-2010 SCC QEP Accomplishments

(Revised June 16, 2009)

This section provides a brief description of the **major QEP accomplishments** of the College that occurred during 2009-2010.

Produced 2008/09 QEP Annual Report

In accordance with the requirements of the College's Revised QEP, the third QEP Annual Report was developed, approved, published, and distributed in September 2009. The Annual QEP Report informs the College community of the activities, outcomes, and use of results that occur each QEP Year.

Used 2008/09 Results to Revise QEP for 2009/10

As required by the College's Revised QEP, the results of activities for Year III (2008-2009) were incorporated into the QEP for Year IV (2009-2010). Those results from Year III ("Recommended Modifications for 2009-2010") were the basis for development and implementation of the Developed (Prioritized) 2009-2010 QEP Plan of Action Chart (See Page 29) which included these major activities:

- Incorporated the "Recommended Modifications for 2009-2010" into the Plan (Source: *2008/09 Annual Report*)
- Identified and implemented Professional Development Activities (See Page 12 in this section for details)
- Revised FS-3 Charts (See Page 39)
- Implemented and evaluated new/enhanced communication skills in academic programs (See "Further Expanded..." below for details)

Further Expanded the Program Assessment Process

As outlined in the College's Revised QEP and detailed in the 2nd Monitoring Report, academic programs assessed their students' communication skills (as identified on the FS 4 Charts), established baseline data for 2007, projected threshold achievement levels for 2008 and 2010, and identified means to enhance their students' communication skills. During the 2009-2010 year, academic programs denote actual results to maintain direction and focus.

- Developed Communication Skills Outcomes Chart (See Page 31 for details)

In addition, the Career Planning and Placement office conducted several activities in support of the QEP. These activities were aimed at exposing students to various ways they communicate in preparation of joining the workforce. The activities included:

- A campus-wide workshop series on Resume Writing, Dress for Success, and Job Search/Interviewing Skills co-sponsored with the Aim Center and Success Network.

- Seminars on Resume Writing, Job Search and Interviewing Skills presented to students in more than 21 academic classes (242 students) conducted by the Career Planning and Placement Director.
- Mock job interviews for students participating in the professional development portion of their academic classes.

Attended 2009 SACS/COC Annual Meeting

As a part of the College's on-going commitment to improve faculty and staff's knowledge of SACS processes, six (6) SCC personnel attended the 2009 SACS/COC Annual Meeting in Atlanta, GA in December 2009. Information gained at the Annual Meeting was used to improve the College's continuing accreditation compliance processes and to stay abreast of regional and national accreditation issues, as well as best practice sites and activities.

Addressed Professional Development Activities

In order to address the expectations outlined in the Revised QEP, a number of professional development activities were developed and presented. Those included, but were not limited to, Faculty/Staff Development (FSD) planned activities, QEP developed activities, meetings and institutes, and individual-initiated activities. Major professional development activities provided during 2009-2010 are explained in greater detail below:

- American Sign Language (ASL) Some Assembly Required Seminar:
 - Purpose: To provide faculty and staff with interesting facts and information about ASL and Deaf culture. It also provided information about how to relate and communicate better with the deaf and hard of hearing...
 - Developed & Presented by the ASL/ITP Program Coordinator
 - Results: Seventeen (17) attendees; average rating of "Extremely Useful" on the FSD Evaluation Form (9.5 on a 10 point scale).
- Email Etiquette Seminar:
 - Purpose: To provide faculty and staff with knowledge and information about what is acceptable and unacceptable email behavior...
 - Developed & Presented by AOT Program Faculty
 - Results: Five (5) attendees to this workshop that has been conducted several times over the past 3-4 years; average rating of "Extremely Useful" on the FSD Evaluation Form (9.8 on a 10 point scale).
- Social Skills Workshop:
 - Purpose: To enhance faculty/staff's knowledge of social skills and their importance. To provide faculty with some techniques for teaching and assessing social skills. To provide students with social skills that better prepare them for the workforce...
 - Developed & Presented by the Social Sciences Department
 - Results: Fifty-nine (59) attendees; average rating of "Extremely Useful" on the FSD Evaluation Form (8.8 on a 10 point scale).

- PowerPoint Presentation Seminar:
 - Purpose: To enhance faculty/staff's knowledge of how to use PowerPoint to enhance the effectiveness of their presentations.
 - Developed & Presented by Business Division's Department Chair
 - Results: Twenty-nine (29) attendees; average rating of "Extremely Useful" on the FSD Evaluation Form (26 of 29 rated the seminar extremely useful).

Expanded Awareness of the QEP

The QEP Teams focused on activities designed to expand the awareness of the QEP within the College community. One of the activities in which the SACS Liaison participated was the College President's monthly Extended Executive Council meetings.

Administered the 2010 CCSSE

As discussed in the 1st and 2nd Monitoring Reports, the College administered the CCSSE (Community College Survey of Student Engagement) in the spring of 2010 as another means to determine the effectiveness of its QEP activities. The results of the 2010 CCSSE will be compared against the College's 2004 and 2008 results and against national norms to determine student improvement levels.

- CCSSE data and comparison information on the following can be found in the Appendix:
 - CCSSE 2010 Benchmark Summary Table – All Students (See page 44)
 - Active and Collaborative Learning Benchmark Item Composition – All Students (See page 45)
 - Results of College Survey Questions (See page 46)
- Conclusions and Recommendations:
 - A comparison of results from the 2004, 2008 and 2010 CCSSE "Active and Collaborative Learning" shows a 0.9 overall gain from 2008 – the College in the Second Monitoring Report had projected a gain to the national average which is 50% for SCC's CCSSE Cohort in 2010. (The college showed 48.4 in 2004, 48.5 in 2008 and 49.4 in 2010 for an overall gain of 1%).
 - Students' opinion of their ability levels on five locally developed communication skills related questions were very positive (88.1% to 97% on the combined scores of Strongly Agree and Agree).
 - Based on these CCSSE results, as well as results from other sources, the following observations and recommendations are made:
 - Continue to emphasize communication skills in all programs
 - Continue current assessment practices, investigate means to expand assessment activities, and use the results to make enhancements
 - Continue to monitor QEP related processes

Held Regular QEP IP- and EP-Teams Joint Meetings

The joint QEP Implementation Plan (IP-) and Evaluation Plan (EP-) Teams held regular meetings throughout the 2009-2010 year. Membership on these two teams represents all major units of the College. Outcomes from the meetings were used to modify and strengthen the QEP, to ensure implementation of QEP-related activities, and to maintain a campus-wide focus on the QEP implementation and evaluation processes. A number of QEP Team members are replaced each year in order to give more faculty and staff the opportunity to serve and to bring different input into the QEP process.

Provided Periodic Updates

The College community received periodic updates on QEP-related developments, SACS accreditation news, the Substantive Change process, and other activities related to the accreditation process through briefings, email, the Human Resource Newsletter, etc.

QEP Implementation Plan and Evaluation Plan

Explanation of Charts

The **2009-2010 QEP Chart** (Updated August 4, 2009) (see page 17) provides a summary of the overall focus of the College's QEP, the two major QEP objectives, and QEP related activities, timeframe, expected outcomes, actual outcomes, and use of results.

The **(Prioritized) 2009– 2010 QEP Implementation & Evaluation Plans Chart** (Updated 8/23/09) (see page 29) shows the QEP activities as prioritized by the QEP Teams for 2009-2010. The QEP Teams identified specific activities to be accomplished during 2009-2010 for each QEP Task or Activity (FS-1 thru FS-11 and S-1 thru S-4). In addition, the QEP Teams identified proposed responsible parties, timeframes, and expected outcomes for each of the specific activities.

The **Communication Skills Outcomes Chart** (See page 31) provides a summary of the information that was provided by programs on their **FS-4 Charts** and their **S-3 Charts**. The **Communication Skills Outcomes Chart** has five (5) major columns:

- **Academic Programs**
- **FS-4 Chart** (see details below)
- **S-3 Chart** (see details below)
- **Achievement Levels**
- **Measurable Outcomes**

The **Achievement Levels** column includes five sub-columns:

- 2007 Baseline (a score established by each program after assessing their students in 2006-2007),
- 2008 Projected (projected score for students after programs implement communication skills enhancements),
- 2008 Actual (actual score for students assessed during Spring Semester 2008 as recorded on the **S 3 Charts**),
- 2009 Actual (actual score for students assessed during Spring Semester 2009 as recorded on the **S 3 Charts**),
- 2010 Projected (projected score of students after two additional years of implemented enhancements), and
- 2010 Actual (actual score for students assessed during Spring Semester 2010 as recorded on the **S 3 Charts**).

The **Measurable Outcomes** column provides a brief description of the enhancements each program implemented to improve its students' communication skills during 2009-2010.

The **S-3 Charts** (see samples on pages 34 and 37) were updated by each academic program after the spring semester 2010 to include the results of the assessment of that program's students' communication skills. That updated information was then transferred to the 2010 Actual column of the **Communication Skills Outcomes Chart**.

The **FS-3 Charts** (see pages 39 and 40) were developed by the College to serve two purposes: to define "communication" and to provide examples of the different means of communication. These charts were reviewed during the fall of 2009 and updated by the QEP Team.

Updated 8/4/09

Title: Improve Students' Workplace Readiness					
Focus: Enhance Students' Knowledge of Workplace Expectations					
Goal: To improve students' work ready ability to communicate effectively as members of the workforce.					
Objective # 1: Students will demonstrate work ready communication skills (written, oral <u>verbal/non-verbal</u>, electronic and/or discipline specific) to achieve identified (desired) learning outcomes.					
Objective # 2: Full-time employees will demonstrate knowledge and skills needed to incorporate enhanced effective communication skills as identified in College Values and Student [learning] Outcomes (STC SCC Catalog).					
Implementation Plan					
				2009-10 QEP Plan	
Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	Actual Outcome(s)
					Use of Results
FS1. Determine authority, structure/systems, and personnel needed to revise, implement, and evaluate the QEP.	Leadership, QEP IP Team and PC	Completed by July 2006 Review annually		<ul style="list-style-type: none"> • Leadership Team revised. • QEP Coordinator, QEP IP Team, and QEP Evaluation Team memberships and authority are defined. • See 2005-06 QEP Annual Report: Use of Results • Increase SCC employees' emphasis on implementation of QEP concepts ¹ • Utilize reliable, accurate data and information resources ¹ • See 2006-07 QEP Annual Report: Use of Results • See 2007-08 QEP Annual Report: Use of Results • See 2008-09 QEP Annual Report: Use of Results 	<ul style="list-style-type: none"> • 1st Monitoring Report (M/R) written and submitted to SACS on September 1, 2006 • Membership rotation implemented • Membership represents all major SCC areas. • 2nd Monitoring Report written and submitted to SACS on 4/13/07 • Awareness activities implemented • Professional development activities developed and provided • Three (3) QEP Implementation and Evaluation Team members replaced this year. • Four (4) QEP Implementation and Evaluation Team members replaced this year.
					<ul style="list-style-type: none"> • Modifications outlined in 1st Monitoring Report incorporated into Plan. • 2nd Monitoring Report recommendations incorporated into QEP • Fifth-Year Interim Report due 2011: Address CR 2.12 (QEP) as per July 6, 2007 letter from SACS. • More members of the college receive an opportunity to be part of the QEP teams.

**2009-10
QEP Plan**

Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	Actual Outcome(s)
					Use of Results
FS2. Integrate the QEP into the College's ongoing planning, evaluation and budgetary processes.	Leadership, QEP IP Team and PC	Complete in 2006 then annually	1st M/R: CCSSE in 2008 & 2010	<ul style="list-style-type: none"> QEP included in and supported by College's planning and evaluation processes and included as a priority in the annual budgetary process. See 2005-06 QEP Annual Report: Use of Results CCSSE costs added to 07-08 budget Increase SCC employees' emphasis on implementation of QEP concepts¹ Utilize reliable, accurate data and information resources¹ See 2006-07 QEP Annual Report: Use of Results See 2007-08 QEP Annual Report: Use of Results See 2008-09 QEP Annual Report: Use of Results 	<ul style="list-style-type: none"> QEP: President's # 1 Initiative for 07-08 CCSSE costs included in 07-08 Plans SCC QEP 2007-08 [Academic] Time Line developed Units assessed last year's QEP outcome
					<ul style="list-style-type: none"> Units included QEP related outcome in 07-08 plans as per President's # 1 Initiative for 07-08 Academic areas followed 2007-08 Time Line to complete tasks. CCSSE to be administered Spring 2008. All units included a new QEP related outcome in 08-09 plans CCSSE to be administered Spring 2010 All units included a new QEP related outcome in 09-10 plans
FS3. Define work ready communication skills (written, oral <u>verbal/nonverbal</u> , electronic and/or discipline specific).	Academic Affairs, Cont. Ed. and Admin. areas	Complete by August, 2006; review annually	Faculty/Staff Time	<ul style="list-style-type: none"> The College will define communication skills (oral <u>verbal/nonverbal</u>, written, electronic, and/or discipline specific). See 2005-06 QEP Annual Report: Use of Results See 2006-07 QEP Annual Report: Use of Results See 2007-08 QEP Annual Report: Use of Results See 2008-09 QEP Annual Report: Use of Results 	<ul style="list-style-type: none"> "Oral" changed to "verbal/nonverbal" Definition reviewed and re-approved by QEP Teams.
					<ul style="list-style-type: none"> Oral [verbal/nonverbal] incorporated into QEP verbiage. Common language/definition for QEP related processes

**2009-10
QEP Plan**

Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	Actual Outcome(s)
					Use of Results
FS4. Involve external sources in a review of communication skills (oral verbal/nonverbal, written, electronic, and discipline specific) needed by graduates of continuing education and academic programs.	Academic Affairs Continuing Education Areas	Complete by November 2006. Review annually each fall	Faculty Time; External sources; Cont. Ed. time	<ul style="list-style-type: none"> All academic and continuing education programs will identify the (oral verbal/nonverbal, written, electronic, and/or discipline specific) communication skills needed by graduates of their program including external source input. All program revisions will include measurable student outcomes in these areas. Utilize reliable, accurate data and information resources ¹ Consistency, appropriateness and buy-in of defined communication skills from multiple college stakeholders. 	<ul style="list-style-type: none"> Coordinators trained on 8/9/06. FS4 Charts completed 12/15/06 FS4 Charts tied to QEP Outcomes in 2nd Monitoring Report FS4 Charts reviewed, discussed at division meetings, to be revised if needed, and re-submitted if revised by 2/28/07. Charts reviewed/revised as needed Academic programs reviewed communication skills information with their Advisory Committees.
S1. Evaluate current <u>STC SCC</u> communication skills entrance requirements by program.	Academic Affairs, Student Services, Cont. Ed.	Complete by July, 2006; review annually each spring	Faculty/Staff Time	<ul style="list-style-type: none"> Program communication skills validated and results published. See 2005-06 QEP Annual Report: Use of Results See 2006-07 QEP Annual Report: Use of Results See 2007-08 QEP Annual Report: Use of Results See 2008-09 QEP Annual Report: Use of Results 	<ul style="list-style-type: none"> Divisions reviewed & approved skills as of 1/23/07 Entrance requirement information reviewed.
					<ul style="list-style-type: none"> Admissions Office to use approved skills requirements for incoming students beginning spring 2007. Admissions Office continues to use approved skills requirements for incoming students.

**2009-10
QEP Plan**

Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	Actual Outcome(s)
					Use of Results
S2. Evaluate current <u>STC SCC</u> instruments and processes for assessing students' communication skills.	Student Services Acad. Affairs Cont. Ed.	Complete by July, 2006; review annually	Faculty/Staff Time	<ul style="list-style-type: none"> • STC SCC instruments and processes validated and/or modified or developed/obtained <u>evaluated and recommendations made for improvement and/or development.</u> • 1st M/R: 2004 CCSSE evaluated and results used to set benchmark and threshold achievement levels for College. • See 2005-06 QEP Annual Report: Use of Results • Utilize reliable, accurate data and information resources ¹ • Identify, research, and utilize best practice sites' resources ¹ • See 2006-07 QEP Annual Report: Use of Results • See 2007-08 QEP Annual Report: Use of Results • See 2008-09 QEP Annual Report: Use of Results 	<ul style="list-style-type: none"> • 2004 CCSSE data evaluated. • “Active and Collaborative Learning” benchmark set at 48.4 for SCC. • Threshold achievement level for 2008 CCSSE set at 49.0 for SCC. • Achievement level for 2010 CCSSE set at “average for Small Colleges” for SCC. • S2 re-written in 2006-07 QEP revisions. • 2nd Monitoring Report includes CCSSE justifications... • During FS 4 review, program assessment instruments and processes were evaluated. • Professional development activities developed and provided • 2008 CCSSE achievement level 48.5 did not meet expected threshold of 49.0. • Programs reviewed and evaluated their assessment tools. • 2010 CCSSE achievement level 49.4 did not meet expected threshold of 50.0 for cohort average. However, it does show continuous improvement over six years
					<ul style="list-style-type: none"> • Assessment training provided by CETL • Identified academic units used assessment evaluation information to develop or revise processes (See S 3) • Learning Evidence Committee reviewed CCSSE results and provided recommendations to program and areas. • Programs made revisions to assessment tools as needed.

**2008-09
QEP Plan**

Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	Actual Outcome(s)
					Use of Results
S3. Modify <u>and/or develop, as needed, and implement</u> (students') communication skills assessment processes, if needed.	Student Services Acad. Affairs Cont. Ed.	Begin fall 2006 and continue 1st M/R: CCSSE in 2008 & 2010	Faculty/Staff Time	<ul style="list-style-type: none"> • Appropriate assessment instruments/processes implemented in Student Services and, if appropriate, Academic Affairs and Cont. Ed. • 1st M/R: Each program to assess students and set baseline data and threshold achievement levels by May, 2007. • 1st M/R: SCC students will meet established 2008 and 2010 CCSSE achievement levels (see S2). • See 2005-06 QEP Annual Report: Use of Results • Identify, research, and utilize best practice sites' resources ¹ • See 2006-07 QEP Annual Report: Use of Results • See 2007-08 QEP Annual Report: Use of Results • See 2008-09 QEP Annual Report: Use of Results 	<ul style="list-style-type: none"> • S3 re-written in 2006-07 QEP revisions. • 2004 CCSSE data provided. • S3 Chart developed & approved • 1st Monitoring Report includes baseline, threshold achievement level, and CCSSE references. • Assessment training session(s) and assistance provided to faculty (See S2). • S3 charts up-dated with actual 2009 results. • Students assessed as outlined on S3 Charts.
					<ul style="list-style-type: none"> • 1st Monitoring Report recommendations incorporated into QEP • Academic programs developed or revised appropriate assessment instruments & processes, as needed (See S2) • Programs' students assessed as outlined on S 3 Charts. • Programs, using S 3 Charts established benchmarks, threshold achievement levels for 2008 & 2010, and activities to improve students' communication skills. • Additional assessment training sessions to be provided as needed. • S 3 Charts up-dated &/or revised 2008 &/or 2010 projections, as needed. • Academic programs revised or maintained the communications skills being assessed and/or the assessment being used.

**2009-10
QEP Plan**

Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	Actual Outcome(s)
					Use of Results
FS5. Provide performance review (E/FPMS) training for supervisors in developing objectives.	Human Resources and QEP IP-Team	By fall 2006 Review annually	Time	<ul style="list-style-type: none"> • All supervisors of full time employees will attend performance review training. • See 2005-06 QEP Annual Report: Use of Results • Identify and provide appropriate professional development activities ¹ • See 2006-07 QEP Annual Report: Use of Results • See 2007-08 QEP Annual Report: Use of Results • See 2008-09 QEP Annual Report: Use of Results 	<ul style="list-style-type: none"> • HR/QEP training completed August 2006 • HR Review session held 2/9/07 • Performance review training provided as needed.
					<ul style="list-style-type: none"> • Supervisors began performance review process in March 2007 (See FS 6) • Employee EPMS/FPMS planning objectives now include a QEP objective and success criteria from the unit's operational plan.

**2009-10
QEP Plan**

Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	Actual Outcome(s)	
					Use of Results	
FS6. Include “effective communication” skills objectives in all full time employees’ annual review (EPMS or FPMS) process.	Human Resources and Supervisors	Complete by end of 2006-07 E/FPMS cycle and continue annually	Time	<ul style="list-style-type: none"> • All full time faculty and staff will have a reviewable measurable objective related to effective communication skills included on their E/FPMS. • See 2005-06 QEP Annual Report: Use of Results • Utilize reliable, accurate data and information resources ¹ • Identify, research, and utilize best practice sites’ resources ¹ • See 2006-07 QEP Annual Report: Use of Results • See 2007-08 QEP Annual Report: Use of Results • See 2008-09 QEP Annual Report: Use of Results 	<ul style="list-style-type: none"> • FPMS objectives added by 9/15/06 • EPMS objectives to be added by 12/16/06 • 2nd Monitoring Report includes references to E/FPMS objectives, evaluation, & use of results. • Professional development activities developed and provided. • All full-time employees evaluated on previous QEP objective • Process continued with a new QEP objective included in employees’ EPMS/FPMS 	<ul style="list-style-type: none"> • E/FPMS evaluations began March 2007 • E/FPMS evaluation results used to develop enhanced objectives for next cycle. • 96 % faculty & staff evaluated (March – June) completed their QEP related objective successfully. • New QEP Objective Form developed for use beginning July, 2007. • 97% rated by June 30, 2008 • 97.3% rated by June 30, 2009 • 99% rated by Sep 30, 2010

**2009-10
QEP Plan**

Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	Actual Outcome(s)
					Use of Results
FS7. Provide professional development activities for faculty and staff related to utilizing and evaluating “effective communication” skills/processes.	QEP IP-Team and Human Resources	Begin in 2006 Continue annually		<ul style="list-style-type: none"> • Full time faculty and staff will attend annual QEP professional development activities as needed. • See 2005-06 QEP Annual Report: Use of Results • Identify and provide appropriate professional development activities ¹ • See 2006-07 QEP Annual Report: Use of Results • See 2007-08 QEP Annual Report: Use of Results • See 2008-09 QEP Annual Report: Use of Results 	<ul style="list-style-type: none"> • SACS Quality Institute (3 attended) • Training for SCC Planning process provided to supervisors • HR/QEP training schedule developed • Communication skills workshop held 1/12/07 • See FS 4, S 2, and S 3 above. • Four major professional development activities developed and provided • 6 SCC personnel attended the SACS Annual Conference • Several professional development activities conducted by at the college (see page 13-14) • 6 SCC personnel attended the SACS Annual Conference • Several professional development activities conducted by the college (see page 12-13)
					<ul style="list-style-type: none"> • Additional professional development to be incorporated in the next cycle and/or provided as needed.

**2009-10
QEP Plan**

Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	Actual Outcome(s)
					Use of Results
FS8. Develop or enhance annual measurable “effective communication” skills outcome(s) for each continuing education and academic program.	Academic Affairs Cont. Ed. Institutional Effectiveness assists	By the end of May 2007; repeat annually	Faculty Time	<ul style="list-style-type: none"> • All academic and continuing education programs will develop or enhance annual measurable effective communication skills outcome(s). • 1st M/R: Guidelines (standards) for writing measurable outcomes will be identified and incorporated into the process. • Utilize reliable, accurate data and information resources ¹ • Identify, research, and utilize best practice sites’ resources ¹ • See 2007-08 QEP Annual Report: Use of Results • See 2008-09 QEP Annual Report: Use of Results 	<ul style="list-style-type: none"> • Supervisors attended planning training • All units included QEP related outcomes as a part of their fall 2006 Annual Planning Process. • Academic programs developed strategies to enhance students’ communication skills (See S 3 Chart) • S3 Charts submitted. • Programs revised or maintained strategies as needed.
					<ul style="list-style-type: none"> • S 3 Charts w/strategies submitted and revised as needed (See S 3 above) • Programs began development of new or improved strategies • Assistance with strategies development (and implementation) to be provided as needed. • Enhance communication skills of students

**2009-10
QEP Plan**

Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	Actual Outcome(s)	
					Use of Results	
FS9. Develop or enhance annual measurable “effective communication” skills outcome(s) for each administrative unit.	Admin. Units Institutional Effectiveness assists	By the end of May 2007; repeat annually	Staff Time	<ul style="list-style-type: none"> • All administrative units will develop or enhance annual measurable effective communication skills outcome(s). • Utilize reliable, accurate data and information resources ¹ • Identify, research, and utilize best practice sites’ resources ¹ • See 2007-08 QEP Annual Report: Use of Results • Enhance the communication effort of the administrative units • See 2008-09 QEP Annual Report: Use of Results 	<ul style="list-style-type: none"> • Supervisors attended planning training • All units included QEP related outcome in their 07-08 plans • QEP related outcomes included in unit plans 	<ul style="list-style-type: none"> • Assistance with strategies development (and implementation) to be provided as needed. • QEP related outcomes included in unit plans are assessed during the operational planning process end-of-year closeout.

**2009-10
QEP Plan**

Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	Actual Outcome(s)
					Use of Results
FS10 and S4. Academic and continuing education programs begin to implement new or enhanced measurable student outcome(s) in oral <u>verbal/nonverbal</u> , written, electronic, and/or discipline specific communication skills.	Academic Affairs Cont. Ed.	Begin by August 2007 Repeat annually	Faculty Time	<ul style="list-style-type: none"> All academic and continuing education programs will evaluate oral <u>verbal/nonverbal</u>, written, electronic, and/or discipline specific communication skills student outcomes identified. Students in each academic and continuing education program will demonstrate work ready effective communication skills (oral <u>verbal/nonverbal</u>, written, electronic and/or discipline specific) at a minimum level as defined by the College and discipline specific program outcomes. See 1st & 2nd M/R and S2 and S3. See 2007-08 QEP Annual Report: Use of Results See 2008-09 QEP Annual Report: Use of Results 	<ul style="list-style-type: none"> Implementation & evaluation of new or enhanced measurable outcomes (See S 3 Charts) to begin no later than fall semester 2007 Minimum levels were defined by the academic units using the S 3 Charts. A 2009 assessment result was added to the S3 chart to capture yearly data
					<ul style="list-style-type: none"> S 3 Charts' 2008 &/or 2010 projections revised as needed. S 3 Charts' 2008 &/or 2010 projections revised as needed. Programs maintain or adjust teaching strategies, assessment instruments or 2010 projections. S 3 Charts final actual performance figures compared to projections. Use of results recorded as QEP will continue as part of the College's normal processes.

Task or Activity	Responsible Party(*)	Timeframe	Resources Needed(**)	Expected Outcome(s)	2009-10 QEP Plan	Actual Outcome(s)
					Use of Results	
FS11. Begin to implement new or enhanced annual communication skills outcome(s) in each administrative unit.	Admin. Units Institutional Effectiveness assists	Begin by August 2007 and continue annually	Staff Time	<ul style="list-style-type: none"> All administrative units will implement and evaluate annual new or enhanced communication skills outcome(s). See 2007-08 QEP Annual Report: Use of Results See 2008-09 QEP Annual Report: Use of Results 	<ul style="list-style-type: none"> QEP related outcomes included in unit plans 	<ul style="list-style-type: none"> Administrative units assessed their communication skills outcome. QEP related outcomes included in unit plans are assessed during the operational planning process end-of-year closeout.

Crossed out (~~crossed-out~~) items denote revisions.

(*) Party listed first directs the activity/task. (**) See QEP Resources Plan for details.

Terminology:

“**Enhanced**” means revised, updated, expanded &/or improved to include College & external sources’ expectations/requirements.

“**S**” means Student oriented outcome—Objective # 1.

“**FS**” means Faculty/Staff oriented outcome—Objective # 2 (Staff = all non-teaching full-time employees).

“**M/R**” means **M**onitoring **R**eport. **1st** submitted September, 2006; **2nd** submitted April, 2007.

¹ See 2006/07 (QEP) Annual Report: **Recommended QEP Modifications for 2007-2008** for details.

The current year’s Expected Outcome(s) and Actual Outcome(s)/Use of Results information is identified in “**BOLD.**”

Ranked

Proposed 2009-2010 QEP Implementation & Evaluation Plans

Updated 8/23/09

Activity #		<u>Proposed</u> Activity	<u>Proposed</u> Responsible Party	<u>Proposed</u> Timeframe	<u>Proposed</u> Expected Outcome
Priority #		<u>Proposed</u> Plan of Action			
FS-3	1	Review/Re-approve Definitions	QEP Teams	Fall 09	Charts reviewed/revised, approved, & distributed
		Review FS-3 Charts/Modify/Approve	QEP Teams	Fall 09	Charts reviewed
FS-2	2	Incorporate a QEP objective in unit plans	Unit managers	Oct 09	Each College unit will enhance the QEP effort
		QEP objective selected by each unit		Jun 10	Objective evaluated during end of year assessment
		Conduct CCSSE	IE	Spring 10	CCSSE administered; SCC goal met
				Mar 10	CCSSE administered; goal not met 49.4not 50.0
FS-4	2	Possible E/FPMS QEP Related Objective	Supervisors	Planning Stage	Objective completed, evaluated, & rated
		Review w/Each Advisory Committee	Programs	Fall 09/Spring 10	In meeting minutes; Revised FS-4 Charts as needed
FS-7	4	ASL Workshop	ITP	Fall 09	Provide basic knowledge/skills of ASL
			Dr. Melton/Denise Huff	Sep 25	Activity held – outcome met
		Social Skills Workshop	Social Sciences	Fall 09	Provide info on student social skills college to work
			Melissa Morton	Dec 9	Activity held – outcome met
		Effective/Efficient Meeting Workshop	HR	Spring 10	Provide info on how to conduct better meetings
			Dr. Joe Sidlowski		Current College meetings practices demonstrate that this workshop is not needed. Activity deleted from activity list.
		Effective Presentation Skills Workshop	CETL	Spring 10	Provide effective presentation techniques
	Using PowerPoint Presentation	Karen Ravan	Mar 19	Activity held – outcome met	
	Email Etiquette	AOT	Fall 09	Provide info about acceptable and unacceptable email behavior	
		Karen Ravan/Renee Trammell	Nov 12	Activity held – outcome met	
	Quiz Show Teaching Technique	Math/Computer Technology	Spring 10	Provide info on how to use games/quiz shows, etc in teaching	
		Fredrick Cooper/Karen Ravan		Activity not held – delete from activity list	
	Staff members QEP presentations	Academics	09-10	Share QEP related successes and lessons learned	
		Dr. Melton/ Dr. Sidlowski Dr. Hagan		Activity not conducted -	
FS-1	5	Possible E/FPMS QEP Related Objective	Supervisors	Planning Stage	Objective completed, evaluated, & rated
		Supervisor to Determine if Appropriate...		Planning Stage	
S-2	5	Possible E/FPMS QEP Related Objective	Supervisors	Planning Stage	Objective completed, evaluated, & rated
		Dean to Determine if Appropriate...		Addendum?	
		Re-evaluate Instruments/Processes	Academic Affairs Depts.	09-10	Needed revisions identified & documented

		Re-evaluate & Enhance, as appropriate...		See S-3 Charts	Activity completed – See S-3 Charts
		Provide (Refresher) Training	CETL		Needs identified & training provided
FS-9	7	Possible E/FPMS QEP Related Objective	Supervisors	Planning Stage	Objective completed, evaluated, & rated
		Supervisor to Determine if Appropriate...		Planning Stage	
		Develop &/or Revise Outcome(s)	Admin. Units	Fall 09	Outcomes developed
		Related to use of data/info/resources		Fall 09	
		Provide Training/Assistance as Needed	Planning/ID	Ongoing	Needs identified and training provided
					Training provided for planning and end-of-year closeout.
S-3	8	Possible E/FPMS QEP Related Objective	Supervisors	Planning Stage	Objective completed, evaluated, & rated
		Supervisor to Determine if Appropriate...			
		Evaluate Processes: Develop/Revise if needed	Academic Affairs Depts.	Fall 09	Improvements made to process
				Academic Year	Forms are in the process of being collected
		Conduct CCSSE	IE	Spring 10	CCSSE administered; SCC goal met – Use results to make improvements
				Mar 10	CCSSE administered; goal not met 49.4 not 50.0
FS-6	9	QEP Related E/FPMS Objective for Employees	Supervisors	Planning Stage	Objective completed, evaluated, & rated
				09/10	Activity completed July 09
FS-8	10	Possible E/FPMS QEP Related Objective	Supervisors	Planning Stage	Objective completed, evaluated, & rated
		Supervisor to Determine if Appropriate...			
		Provide Training/Assistance as Needed	CETL/IE	09/10	Training provided, if needed
		Develop and/or Revise Outcome(s)	Academic Affairs Depts. & CCE	Fall 09	Outcomes included in syllabus
				Began Fall 09	Activity completed Spring Semester 10
S-1	11	Review Requirements	Student Serv. & Academic Affairs Depts.	Fall 09	Reviewed/revised, approved, & used
FS-10	12	Implement & Evaluate Outcome(s)	Academic Affairs Depts. & CCE	Fall 09	Assessed & compared against baseline data as well as local & national standards; Results used to make improvements
				Academic Year	Activity completed July 09
FS-5	13	Provide (Refresher) Training for Supervisors	HR	Fall 09	Training provided, if needed
		HR to determine need...Based on 08/09 Results			
S-4	14	Evaluate Students on Outcome(s)	Academic Affairs Depts. & CCE	By Spring 10	Results compared against local & national standards – Used to make improvements
				Academic Year	Activity completed July 09
FS-11	15	Implement & Evaluate Outcome(s)	Admin. Units	By Spring 10	Outcomes met units' projections

Communication Skills Outcomes Chart
2009-2010 Report – Page 1 of 3 (Revised 6/15/10)

Academic Program	FS 4 Chart: 1 st Priority *				S3 Chart: Assessed *				Achievement Levels						Measurable Outcome
	W	V	E	D	W	V	E	D	2007	2008	2008	2009	2010	2010	
									Baseline	Projected	Actual	Actual	Projected	Actual	
AA/AS: H & L	X				X				78%	79%	79%	90%	80% 90%	90%	More vocabulary activities: See Chart
AA/AS: Math	X							X	65%	63%	73%	22.5%	59%	23.9%	Math terminology: See Chart
AA/AS: SS	X				X				38%	45%	61%	61%	48%	69%	Target high missed items: See Chart
AA/AS: Science									60%	64%	TBA	83.4%	70%	80.8%	Scientific Terminology
ADN				X				X	85%	=/>900	TBA	90.5%	=/>900	100%	See ADN S-3 Chart
Advising Center	X	X		X	X	X	X		See Chart	See Chart	TBA	See Chart	See Chart	See Chart	See Advising Center S-3 Chart
AMT				X				X	69.66%	80%	88.5%	93%	85% 95%	96%	Stress vocabulary
Bus. Admin. ACC	X				X				78%	81%	81.4%	82%	84%	84%	New writing assignment and newly developed rubric
CET	X				X				See Chart	See Chart	TBA	Closed			
Comm. Graphics		X				X			80%	82%	88%	83%	85%	85%	Add practice & rubric
Computer Tech.	X				X				69%	72%	78%	85%	75%	69%	Mini-research papers
Continuing Ed.				X				X	3.65/3.76	4.0/4.0	TBA	TBA	TBA		
Exp. Dental Assist.			X					X	85%	87%	92%	94%	89%	94%	Incorporate mock exercise
DL/SCCOnline AA			X		X				82%	85%	88%	88%	89%	90%	Add more activities: See Chart
DL/SCCOnline ITP			X		X				84%	86%	88.9%	No class	88%		Assessed as part of Interpreter Training
DL/SCCOnline Mgt			X		X				71%	80%	75%	89%	90%	83%	New rubric developed
Early Childhood	X	X			X				77.1%	78%	TBA	See Chart	80%	91%	Stress grammar, revise rubrics (See chart)

(*) W = Written, V = Verbal/Non-Verbal, E = Electronic, D = Discipline Specific.
 Crossed out items indicate a revision.

Communication Skills Outcomes Chart
2009-2010 Report – Page 2 of 3 (Revised 6/15/10)

Academic Program	FS 4 Chart: 1 st Priority *				S3 Chart: Assessed *				Achievement Levels						Measurable Outcome
	W	V	E	D	W	V	E	D	2007 Baseline	2008 Projected	2008 Actual	2009 Actual	2010 Projected	2010 Actual	
EET				X		X			75%	80%	89%	100%	85%	92%	Tech presentations using multimedia
Ford ASSET AUT		X				X			71%	78%	80%	84%	84%	87%	TBA
Health Unit Coord.	X		X		X				87%	88%	88.4%	88.5%	90%	94.4%	2 practice sessions added
HVAC	X				X				61%	68%	69.4%	71.4%	74%	86%	Assignments/use forms rubric
Horticulture				X		X			90.9%	92%	93.5%	94%	95%	93%	Projects, reports & presentations
Industrial Elect.		X				X			81.75%	88%	89.4%	90%	92%	92.8%	Continue demonstration assignments
Industrial Mech.				X			X		71%	80%	74.8%	92%	85% 95%	90%	Stress vocabulary
Interpreter Training				X			X		84%	90%/75%	89%	86%	90%/80%	92%	Additional fingerspelling exercises interaction with native users
Library				X											
Machine Tool	X			X			X		55%	63%	76%	86%	70%	75%	Increase Geo. Tolerance Exercises
MET (Closed)				X			X		7 & 5	50% Less	NA	Closed			
Medical Assisting			X	X			X		72.5%	75%	76%	80%	77.5%	100%	Mock teaching activity
Medical Lab Tech		X	X			X			75%	80%	88%	See Chart	85% 90%	94.4%	See MLT S-3 Chart
Medical Secretary				X		X			82%	84%	TBA	See AOT			Combined with AOT
OST-AOT		X	X	X		X			82%	84%	87%	75%	86%	86.8%	Improve interview skills
Pharmacy Tech			X				X		85%	88%	86.4%	95.7%	90%	95%	Incorporate more assignments

(*) W = Written, V = Verbal/Non-Verbal, E = Electronic, D = Discipline Specific.
 Crossed out items indicate a revision.

**Communication Skills Outcomes Chart
2009-2010 Report – Page 3 of 3 (Revised 6/15/10)**

Academic Program	FS 4 Chart: 1 st Priority *				S3 Chart: Assessed *				Achievement Levels						Measurable Outcome
	W	V	E	D	W	V	E	D	2007	2008	2008	2009	2010	2010	
									Baseline	Projected	Actual	Actual	Projected	Actual	
Phlebotomy		X				X			87%	89%	90.7%	90%	90%	88.7%	Add oral presentation assignments
Radiation Therapy		X				X			85	88	88%	Closed			
Radiography		X				X			82	85	88%	89%	88% 89%	91	Mock scenarios, role-play, case studies.
Respiratory Care		X				X			87%	90%	84%	84%	100%	84%	Focus on skills
Surgical Tech		X				X			40.8 of 43	41.5 of 43	42 of 43	42 of 43	42 of 43	42 of 43	Mock scenarios, role-play, case studies.
Therap. Massage		X				X			79%	88%	92%	91%	94%	96%	Interview forms completed at every practice/practical massage
Welding				X			X		60%	70%	89%	64%	75%	80%	Review work-team activities. Review written communication skills.

(*) W = Written, V = Verbal/Non-Verbal, E = Electronic, D = Discipline Specific.
Crossed out items indicate a revision.

Spartanburg Community College
Quality Enhancement Plan
Communication Skills Assessment Chart
 (Developed 1/9/07 & Revised 5/09)

The **STC SCC Monitoring Report** states that “Each program is expected to assess its students and graduates during the second year [2006-07] of the QEP project to determine additional baseline data. Once baseline data is known, each program will establish threshold achievement levels for its communication skills. After new and/or enhanced student program outcomes are developed, implemented, and evaluated, programs will use the same or similar assessment instruments to determine their impact on student achievement.”

Directions: List your program, complete the “Task Outcomes” section (see *), and submit to the Vice President of Academic Affairs, the division dean, and the accreditation liaison by the due dates.

Program: Social Sciences Department, A & S Division		
Tasks to be Completed:	*	Task Outcomes: Effective use of discipline-specific vocabulary terms
Communication Skill(s) Assessed:	1	Written
2007 Assessment Tool(s) Used:	1	Unit test/cumulative exam questions measuring discipline-specific terms corresponding to major course competencies.
Date of 2007 Assessment:	1	04/2007 PSY 201 classes
2007 Baseline Data:	1	38% scored 75 or higher on the common section of the PSY cumulative exam
Use of Results:	1	Test item analysis of the 32 behavioral science terms completed to identify questions missed by more than 50% of the students; instructional strategies implemented targeting those areas to increase the percentage of students achieving an overall score of 75 on the exam.
2008 Threshold Achievement Level:	1	PSY 201 – The percentage of students achieving an overall score of 75 on the common section of the cumulative exam will increase from 38% to 45%. Assessments added for HIS 102 and SOC 101 to establish baselines.
Date of 2008 Assessment:	2	11/2007 & 04/2008
2008 Assessment Tool(s) Used:	2	PSY 201 – Cumulative exam Added HIS 102 – 5 Unit Tests Added SOC 101 – Cumulative exam
2008 Assessment Results:	2	PSY 201 – The percentage of students achieving an overall score of 75 increased

		to 55% (fall) and 67% (spring) - an overall average of 61% for the academic year. The expected outcome was exceeded. HIS 102 – Baseline data established – 68% (fall) and 76% (spring) scored 75 or higher on the unit test measuring 50 western civilization terms/concepts - an overall average of 72% for the academic year. SOC 101 – Baseline data established – 89% (fall) and 84% (spring) scored 75 or higher on cumulative exam measuring 14 sociological terms/concepts - an overall average of 86.5% for the academic year.
Use of Results:	2	Test item analysis of the discipline-specific vocabulary terms completed to identify questions missed by more than 50% of the students; instructional strategies implemented targeting those areas to increase the percentage of students achieving an overall score of 75 on the exam.
Date of 2009 Assessment:	3	11/2008 & 04/2009
2009 Assessment Tool(s) Used:	3	PSY 201 – Cumulative exam HIS 102 – 5 Unit Tests SOC 101 – Cumulative exam Added PSC 201 – Cumulative exam
2009 Assessment Results:	3	PSY 201 – 63% (fall) and 59% (spring) scored 75 or higher on exam - an overall average of 61% for the academic year. The expected outcome was not met. HIS 102 – 72% (fall) and 73% (spring) scored 75 or higher on the unit tests - an overall average of 72.5% for the academic year. The expected outcome was not met. SOC 101 – 89% (fall) and 84% (spring) scored 75 or higher on cumulative exam - an overall average of 86.5% for the academic year. The expected outcome was not met. PSC 201 – Baseline established – 89% scored 75 or higher on the cumulative exam measuring 29 political science terms/concepts.
Use of Results:	3	Test item analysis of the discipline-specific vocabulary terms completed to identify questions missed by more than 50% of the

		students; instructional strategies implemented targeting those areas to increase the percentage of students achieving an overall score of 75 on the exam
2010 Threshold Achievement Level:	1	The percentage of students achieving an overall score of 75 or higher on an assessment measuring the effectiveness use of discipline-specific terms will increase by
Date of 2010 Assessment:	4	11/2009 & 04/2010
2010 Assessment Tool(s) Used:	4	PSY 201 – Cumulative exam HIS 102 – 5 Unit Tests SOC 101 – Cumulative exam PSC 201 – Cumulative exam
2010 Assessment Results:	4	PSY 201 – Overall average was 69% for the academic year. The expected outcome was exceeded. The percentage of students scoring at least 75% or higher on the cumulative exam of common term has increased from 38% in 2007 to 69% in 2010. HIS 102 – Overall average was 78% for the academic year. The expected outcome was not met. SOC 101 – Overall average was 86% for the academic year. The expected outcome was not met. PSC 201 – Overall average was 89% for the academic year. The expected outcome was not met.
Use of Results:	4	Test item analysis of the discipline-specific vocabulary terms completed to identify questions missed by more than 50% of the students; instructional strategies implemented targeting those areas to increase the percentage of students achieving an overall score of 75 on the exam.

Use of Results: List specific activities each program will employ to improve students' communication skills. (Expand chart as needed to include all information.)

(*) Complete and submit "Task Outcomes" for "1" by mid-June 2007, for "2" by mid-June 2008, for "3" by mid-June 2009 and for "4" by mid-June 2010 to the VP of Academic Affairs, division dean, and accreditation liaison.

Spartanburg Community College
Quality Enhancement Plan
Communication Skills Assessment Chart
(Developed 1/9/07 & Revised 5/09)

The **STC SCC Monitoring Report** states that “Each program is expected to assess its students and graduates during the second year [2006-07] of the QEP project to determine additional baseline data. Once baseline data is known, each program will establish threshold achievement levels for its communication skills. After new and/or enhanced student program outcomes are developed, implemented, and evaluated, programs will use the same or similar assessment instruments to determine their impact on student achievement.”

Directions: List your program, complete the “Task Outcomes” section (see *), and submit to the Vice President of Academic Affairs, the division dean, and the accreditation liaison by the due dates.

Program: Horticulture		
Tasks to be Completed:	*	Task Outcomes:
Communication Skill(s) Assessed:	1	Verbal communication
2007 Assessment Tool(s) Used:	1	Horticulture Department Professional Evaluation Form (Items 2, 6, & 7)
Date of 2007 Assessment:	1	4/23/2007
2007 Baseline Data:	1	90.9%
Use of Results:	1	Group Work Projects, Reports (written & oral), and Individual and/or group project presentations.
2008 Threshold Achievement Level:	1	92%
Date of 2008 Assessment:	2	4/28/2008
2008 Assessment Tool(s) Used:	2	Horticulture Department Professional Evaluation Form (Items 2, 6, & 7)
2008 Assessment Results:	2	93.5%
Use of Results:	2	Group Work Projects, Reports (written & oral), and Individual and/or group project presentations. In addition we will increase the content covered on this subject in our HRT 208 Horticulture Business course.
<i>Date of 2009 Assessment:</i>	3	4/27/2009
<i>2009 Assessment Tool(s) Used:</i>	3	Horticulture Department Professional Evaluation Form (Items 2, 6, & 7)
<i>2009 Assessment Results:</i>	3	94%
<i>Use of Results:</i>	3	Group Work Projects, Reports (written & oral), and Individual and/or group project presentations. Content covered on this subject has increased with coverage and assignments in our HRT 200 Horticulture Business Management course (formerly HRT 208 Horticulture Business).
2010 Threshold Achievement Level:	1	95%
Date of 2010 Assessment:	4	4/26/2010
2010 Assessment Tool(s) Used:	4	Group Work Projects, Reports (written & oral), and

		Individual and/or group project presentations. Class participation initiatives.
2010 Assessment Results:	4	93%
Use of Results:	4	New and ongoing efforts to improve students' communication skills have been productive. However, with a tremendous increase in enrollment this year the statistics were not as high even though we had some tremendously skilled students in communication.

Use of Results: List specific activities each program will employ to improve students' communication skills. (Expand chart as needed to include all information.)

(*) Complete and submit "Task Outcomes" for "1" by mid-June 2007, for "2" by mid-June 2008, for "3" by mid-June 2009 and for "4" by mid-June 2010 to the VP of Academic Affairs, division dean, and accreditation liaison.

Spartanburg Community College
FS3: Define Work Ready Communication Skills
 (Reviewed 2009)

Academic Programs Communication Skills (Student)			
Communication: Exchanging ideas and information in oral, written, electronic and/or discipline specific form with peers (students and/or coworkers), teachers, supervisors, and others. The chart gives <u>examples</u> of different means of communication under each heading. Means of communication such as these would be enhanced through the implementation of the QEP.			
Oral (Verbal/Non-verbal)	Written	Electronic	Discipline Specific
Speeches & Other Oral Presentations	Papers	Discussion Boards	Community Terminology
Role Playing	Journals	Email	Portfolios
Simulations: Mock Interviews, Exit Interviews, etc.	Exams: Essay, Short Answer, etc.	PowerPoint	Lab Reports
Discussions	Resumes & Letters	Instant Messaging	Clinical
Diversity (intercultural) (inter-generational)	Other Written Assignments	Online Courses	Collaborative/ Team Projects
One-on-One/Face-to-Face		Telephone	Interpretation
Listening		Media	Case Studies
Body Language: Gestures, Posture, Face & Eyes, Touch, etc.			Sign Language
Clothing			
Chronemics (how we use time)			
Voice: Tone, Pitch, Speed, Volume, Pauses, etc.			

Spartanburg Community College
FS3: Define Work Ready Communication Skills
 (Reviewed 2009)

Employee and/or Area Communication Skills			
Communication: Exchanging ideas and information in oral, written, electronic and/or discipline specific form with peers, supervisors, and internal and external customers. The chart gives <u>examples</u> of different means of communication under each heading. Means of communication such as these would be enhanced through the implementation of the QEP.			
Oral (Verbal/Non-verbal)	Written	Electronic	Area Specific
One-on-One/Face-to-Face	Memos	Email	EPMS/FPMS
Presentations	Letters	PowerPoint	Position Desc.
Meetings	Reports	Telephone	Area Mission, Goals, Objectives
Negotiations	Documents (minutes, manuals, etc.)	Web Page	Interpretation
Diversity (intercultural) (inter-generational)	Visuals (posters, diagrams, etc.)	FAX	Collaborative or Team Assignments
Interviews	Resume or Vita	Instant Messaging	Critical Thinking
Listening		Media	Adaptability
Body Language: Gestures, Posture, Face & Eyes, Touch, etc.			Portfolio
Clothing			
Chronemics (how we use time)			
Voice: Tone, Pitch, Speed, Volume, Pauses, etc.			

Recommended QEP Modifications for 2010-2011 and beyond (Revised October 2010)

An initial review of activities and results from the 2009-2010 QEP suggests the College continue with activities that support enhancing not only graduates workforce communications skills but also communications throughout the organization.

QEP related activities recommended to be continued are:

- Professional Development – writing, research, data/info sources, etc:
- QEP Awareness – involve more faculty, staff and students:
 - Completing the QEP Impact report
 - Continuous monitoring of current QEP processes
 - Determining the College's next QEP
- Unit Planning Activities – develop, implement, assess, use results
- Enhance the College's process of developing, implementing, and assessing (learning) outcomes and use the results to improve:
 - Identify unit/individual needs
 - Provide appropriate professional development activities
 - Assess & use results to improve (learning) outcomes

SCC QEP Teams

Leadership Team		
Position:	Members: 2008/09	Members: 2009/10
Accreditation Liaison (Chair)	Kemp Sigmon	Jay Jackson
College President	Dan Terhune	Dan Terhune / Para Jones
Commission Member(s)		
VP Academic Affairs	Sherry Vaughn	Sherry Vaughn
VP Continuing Education	Dave Just	Dave Just
VP Planning & Development	Pat Abell	Pat Abell
Faculty Member(s)	Sue Stokley	Sue Stokley
Recorder	Marilyn Smith	Marilyn Smith

QEP Implementation Team		
Position	Members: 2008/09	Members: 2009/10
QEP Coordinator (Chair)	Kemp Sigmon	Jay Jackson
Acad. Affairs Admin. (s)	Joe Sidlowski, Rita Melton	Rita Melton, Joe Sidlowski / Pam Hagan
Planning & Development VP	Pat Abell	Pat Abell
Faculty Member(s)	Melissa Morton, Carolyn Hooker	Allison Horrell, Melissa Morton
Staff Member(s)	Mary Whitener, Rita Hunt	Rebecca Clusserath, Mary Whitener
Recorder	N/A	N/A

QEP Assessment & Evaluation Team		
Position (Chair TBA)	Members: 2008/09	Members: 2009/10
IE Position &/or IR Position	Rose Pellatt	Rose Pellatt
Assessment/CI Position	Jay Jackson	
Faculty Member(s)	Fredrick Cooper, Mark Smith	Karen Ravan, Mark Smith
Staff Member(s)	Phyllis Rogers	Erin Watkins
Recorder	N/A	N/A

Appendix

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Community College Survey of Student Engagement

2010 Benchmark Summary Report – Spartanburg Community College

		Your College	SC Colleges		2010 Cohort	
	Benchmark	Score	Score	Difference	Score	Difference
All Students	Active and Collaborative Learning	49.4	49.0	0.4	50.0	-0.6
All Students	Student Effort	53.7	51.3	2.4	50.0	3.7
All Students	Academic Challenge	52.3	50.6	1.6	50.0	2.3
All Students	Student –Faculty Interaction	51.5	52.8	-1.7	50.0	1.1
All Students	Support for Learners	53.6	51.9	1.7	50.0	3.6

Community College Survey of Student Engagement

Active and Collaborative Learning (ACTCOLL) Means Summary Report – Spartanburg Community College

Description of Active and Collaborative Learning. Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content students develop valuable skills that prepare them to deal with real-life situations and problems.

			Your College	SC Colleges		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size	Mean	Effect Size
<i>4. 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>							
<i>In your experiences at this college during the current school year, about how often have you done each of the following?</i>							
a Asked question in class or contributed to class discussions (ACTCOL)	CLQUEST	All Students	2.97	2.94		2.91	
b Made a class presentation (ACTCOL)	CLPRESEN		1.94	1.97		2.06	
f Worked with other students on project during class (ACTCOL)	CLASSGRP	All Students	2.46	2.37		2.48	
g Worked with classmates outside of class to prepare class assignments (ACTCOL)	OCCGRP	All Students	1.91	1.81		1.89	
h Tutored or taught other students (paid or voluntary) (ACTCOL)	TUTOR	All Students	1.35	1.37		1.38	
i Participated in a community-based project as part of a regular course (ACTCOL)	COMMPROJ	All Students	1.26	1.26		1.31	
r Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (ACTOL)	OOCIDEAS	All Students	2.63	2.55		2.57	

Results of College Survey Questions

(Administered with CCSSE 2010)

QUESTION	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>n =</i>
1. When completing a written assignment, I am able to organize my ideas logically and use language that is clear, concise, and appropriate for the audience.	41.4%	55.6%	2.6%	0.4%	703
2. I am able to show command of English grammar, mechanics, and spelling when completing a written assignment.	42.6%	54.1%	2.9%	0.4%	730
3. In oral communication situation, I listen attentively and ask questions in order to obtain information.	39.2%	49.7%	10.2%	0.9%	755
4. Whether speaking in a small group or in a more formal situation before an audience, I am able to paraphrase information and opposing points of view.	27.1%	61.0%	10.9%	1.0%	705
5. When interacting with groups or with individuals, I am able to acknowledge diverse opinions and cultural and individual difference in my written and oral communications.	36.1%	59.5%	3.8%	0.6%	689