An EPIC Shot at Collaborative Instruction: A WIN-WIN for Cross-Divisional QEP Concepts

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Session Participant Learning Outcomes

Participants will gain an understanding of how to:

• **develop** this or similar QEP concepts (questions that need to be answered; considerations)

• **facilitate** discussions within the QEP team and with faculty on the direction and scope of a cross-divisional QEP

• **gain** topic buy-in from faculty and administration

• **create** a “buzz” and sustain momentum around the QEP theme throughout the campus community
SACSCOC PRINCIPLES OF ACCREDITATION

SACSCOC Standard 7.2 – Quality Enhancement Plan (Reviewed On-Site and Related to SACSCOC Policy)

- **SACSCOC 7.2a** - The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes

- **SACSCOC 7.2b** - The institution has a Quality Enhancement Plan that has broad-based support of institutional constituencies

- **SACSCOC 7.2c** - The institution has a Quality Enhancement Plan that focuses on improving specific student learning outcomes and/or student success

- **SACSCOC 7.2d** - The institution has a Quality Enhancement Plan that commits resources to initiate, implement, and complete the QEP

- **SACSCOC 7.2e** - The institution has a Quality Enhancement Plan that includes a plan to assess achievement
HGTC's Quality goal, outlined in the college's Fiscal Years 2018-2022 Strategic Plan, conveys the college's dedication to Quality through the initiatives/outcomes listed below:

- improve student success (job placement, licensure exams, retention, graduation)
- enhance professional communication skills
- utilize a high level of instructional quality
- create excellent learner-driven facilities
- improve student engagement, support, and auxiliary services for students in all instructional delivery formats

Rationale for EPIC QEP

What Do We Know?
- Broad-based institutional research revealed a need to improve students' professional and interpersonal communication skills.

What Is Our Aim?
- Create academic and student services collaborations focused on enhancing student learning and success in this pertinent soft skill area.

Why Is EPIC Important?
- Strong communication skills are key to academic and career success.

SACSCOC 7.2b - The institution has a Quality Enhancement Plan that has broad-based support of institutional constituencies.
What Does The Research Reveal?

Key Point: Focused topic research showed that constituent groups (students, employers, faculty and staff) provided feedback and survey results which identified topics related to communication skills as critical areas of needed improvements.
CCSSE – Spring 2016

CCSSE results from 2012-2016 (conducted at the close of Spring 2016) show HGTC rated below the means and/or medium cohort* in specific communication related areas:

- made a class presentation
- amount of reading and writing
- number of written reports completed

This research reveals a need to improve student communication skills and practices (written and oral).

(*comprised of 156 institutions whose size ranges from 4,500 to 7,999 students)

Institutional Research and Feedback

Student Satisfaction Survey – Fall 2016

Question 9: How can the college improve student learning and help students achieve goals?

Student Responses:

- “Look at what is needed to compete in the job market, many of the classes needed are not for what will be needed for when you get out in the real world. More real world material is needed to be taught.”
- “College can teach structure for the real world and getting a real job.”
- “By teaching the skills necessary for success in the post-college era.”
- “It would help if all classes related class work in some way to the job field.”

QEP Tables pg. 45
Question 2: How can the college help students achieve their academic and/or career goals?

- The college can help students with writing and public speaking skills to enable them to be well-prepared for entrance in their respective fields.
- Concentrate on writing skills in all classes.
- I think that some students need work on basic skills, including writing and studying, but are reluctant to seek help. I think that when they begin at HGTC, maybe they should be tested for these skills, or maybe there should be an introductory class that explains all the technical and other support services that are available.
- Continue to push teaching soft skills. This may not be our headline goal this year, but it is still something that needs to be taught.
How Did We Make the EPIC Decision?

- Created a faculty and staff webinar to present an overview of the process, a discussion of the input received, and a description of the final two preliminary topics.
- Topic Selection committee used survey results and faculty and staff input as part of the research to narrow to two topics.
- Final survey sent out to faculty and staff in June 2017 with an invitation to vote on a final preliminary topic via email.
- Based upon voting and research analysis, the Topic Selection committee declared Interpersonal Communication as the final preliminary topic.

At the next stage in the process, the topic development committee gathered to continue the QEP process and researched a large number of Quality Enhancement Plans from other institutions as a comparative study on the communication topic.

Four areas of focus most evident in comparative QEPs from other institutions aligned with topic development committee discussions:

1. **Topic 1**: Cultivating and improving cultural relationships between students and faculty.
2. **Topic 2**: Improving interview skills and techniques that lead to better job placement.
3. **Topic 3**: Improving team building skills.
4. **Topic 4**: Improving their presentation skills across various platforms through integrated oral, written, visual and multimedia communication skills.

QEP Topic Focus Survey - 10.26.17

- **Topic 1**: Cultivating and improving cultural relationships between students and faculty.
  - Scale: 4 is the highest, 1 is the lowest
  - 1.00
- **Topic 2**: Improving interview skills and techniques that lead to better job placement.
  - 3.00
- **Topic 3**: Improving team building skills.
  - 2.00
- **Topic 4**: Improving their presentation skills across various platforms through integrated oral, written, visual and multimedia communication skills.
  - 2.75

Preliminary Topic Vote - Results

- **Interpersonal Communication**
  - 47.50%
- **Analytical Thinking & Problem Solving**
  - 52.50%
How Did We Make the EPIC Decision?

- Importance of Enhanced Communication Skills
- Studying Communication is Key to Developing Responsible Citizens
- Faculty and Employers Note the Lack of Communication Skills
- Utilization and Effectiveness of Communication Centers
- Exploration of Collegiate Best Practices and Procedures
- Discipline Specific Communication Needs
- Linking Communication Skills and Coursework
- The Curriculum Approach to Enhancing Communication Skills
- Framework for CXC Supplement for Core Writing and Speaking Courses

BEST PRACTICES IN PROFESSIONAL COMMUNICATION

- Improving presentation skills across various platforms
- Improving interview skills and techniques that lead to better job placement
- Professional and Interpersonal Communication

SCOPE OF LITERATURE REVIEW

EPIC QEP pg. 17-22

EPIC QEP pg. 16
**QEP GOALS**

**SACSCOC 7.2c - The institution has a Quality Enhancement Plan that focuses on improving specific student learning outcomes and/or student success**

- Improve success in communication proficiency
- Enhance understanding of professional and interpersonal communication best practices
- Increase engagement in professional and interpersonal communication interactions

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- Utilize appropriate communication formats when conveying professional and interpersonal thoughts and ideas
- Apply appropriate language when speaking and writing for their chosen field of study or industry
- Demonstrate appropriate communication techniques when engaging audiences
**EPIC QEP ESSENTIALS**

- Adjust communication assignments in EPIC designated courses
- Conduct pre and post assignment/activity assessments
- Enhance faculty development in communication instruction
- Adopt consistent EPIC Performance Rubrics for faculty and lab use
- Expand cross-departmental collaborations in related student services
- Create EPIC LAB for Student Training and Communication Workshops

**EPIC PLAN**

**STRATEGIES**

SACSCOC 7.2d - The institution has a Quality Enhancement Plan that commits resources to initiate, implement, and complete the QEP.

- Hire the EPIC QEP Director
- Dr. Wilbanks and Ms. Lori Heafner will serve as Chairs in the interim
- New QEP Director will be instrumental in making the plan come to fruition
- Start date for new Director is January 2019

- Create EPIC Lab locations on main and off-campus sites.
  - Conway campus construction Fall 2018. Staggered roll-out on off campus sites (Grand Strand and Georgetown) through Fall 2020
- Creation of a comprehensive EPIC component for Distance Learning (DL) environment
- Preparation for EPIC Pilot Study and Faculty Training
SACSCOC 7.2e - The institution has a Quality Enhancement Plan that includes a plan to assess achievement.

- PRCA – Personal Report of Communication Apprehension (PRCA-24)
- EPIC Performance Rubric
- Student, Faculty, and Employer Satisfaction Surveys
- Student Focus Groups

- EPIC Logo Student Contest
- Promotional Products and T-shirts
- Flyers, Posters, Spider Signs, and Banners
- Social Media and College Website pages
- EPIC Palooza Welcome Back Celebrations
- #EPICHGTC (photo signs)
- “I Am EPIC” (paracord bracelets)
- HGTC’s EPIC Student Video Shelley and Jason
How Did We Prepare to Present to SACSCOC?