



## Rappahannock Community College QEP

### Connect the D.O.T.S.

### Digital, Online, and Technology Skills

#### Executive Summary

**Connect the D.O.T.S (Digital, Online, and Technology Skills):** Rappahannock Community College's (RCC) Quality Enhancement Plan (QEP) aims to equip students with technology skills needed to navigate the college experience, to succeed academically, and to compete in the workplace. RCC will intentionally provide more explicit, systematic, active, and accountable technology learning opportunities across the curriculum to improve student mastery of technology skills.

**Student Learning Outcomes:** RCC has categorized the primary learning objectives for our QEP into three areas: Digital, Online, and Technology Skills (D.O.T.S). Upon full implementation of the QEP, students will demonstrate improved competency in

- 1) Digital Skills: using word processing, spreadsheets, and presentation tools.
- 2) Online Skills: accessing and utilizing the RCC Learning Management System (LMS), Student Information Systems (SIS), email, and course-specific online programs.
- 3) Technology Skills: using information literacy skills, including the ability to successfully employ internet browsers, online library resources, and online tutoring resources.

**Implementation and Assessment:** In fall 2018, a randomized sample of entering freshmen will be placed into a QEP cohort and the students' baseline technology skills will be assessed. This same cohort of students will be followed longitudinally for two years receiving, in all, a pre-, mid-, and post-assessment of technology skills competency. A second cohort will be identified again in the second year of QEP implementation and also followed and assessed in the same manner. Each of these two QEP cohorts will receive a pre-assessment early in the fall before course-based learning activities associated with the QEP begin. QEP cohort students will be tested again at the end of their freshman (mid assessment), and sophomore years (post assessment) to evaluate technology skills improvement. In addition to these assessment efforts, selected courses will intentionally serve the goals of the QEP by setting objectives, reinforced by learning activities, intended to foster the outcomes stated in the QEP. Faculty will determine what specific learning activities will be used. However, the objectives, outcomes, and assessment will be common for all courses within that discipline. A pre-evaluation and a post-evaluation to assess competency and improvement will be required for students enrolled in each QEP designated course.

**Development of Topic:** Connect the D.O.T.S. was conceived and developed with the involvement and contributions of the entire RCC college community: faculty, students, and staff. Data over several years and from many sources, specifically data from faculty and students, revealed that a large percentage of students were not equipped with the technology skills needed to successfully compete in college and the workplace. Equipping graduates with the technological skills necessary to achieve success in continuing their education and acquiring jobs is a stated goal of the College and the Virginia Community College System. The transformation the College envisions within five years of implementing the QEP is a learning environment where instruction in the discipline content is supported by synchronous and seamless learning opportunities using technology to access, utilize, interpret, and present knowledge and new information. To achieve this goal, RCC has committed financial and human resources for faculty development; additional learning resources; curricular and extracurricular reviews and modifications to facilitate and improve student mastery of technology skills; and evaluation strategies that will lead to systematic improvements.

#### Contact

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