



**Cultivating Personal and Social Responsibility
for
Student Success:
The Butterfly Effect**

Blue Ridge Community College
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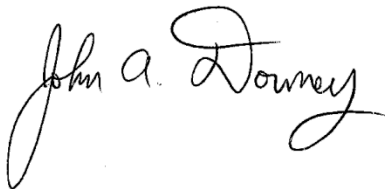
Statement of the President

Community colleges have consistently responded to the call from business and industry leaders to provide a skilled workforce for the benefit of the American economy. Community colleges have long been adept at anticipating workforce needs and providing the training and development for emerging and established technically-oriented jobs. Today, we are hearing, with some urgency, a more strident call for help from the nation's business and industry leaders. Community colleges are once again being looked to in order to address the need not only for technically trained workers, but also the development of integrity, determination, persistence, work-ethic and inter-cultural competence within the next generation of American employees.

Responding to several years of collected qualitative and quantitative data, Blue Ridge Community College has developed this Quality Enhancement Plan to enhance student learning by developing personal and social responsibility. This proposed QEP addresses student learning regarding personal and social responsibility by establishing three distinct instructional methods for helping students gain a stronger understanding of what it means to be a prepared worker and citizen in society.

First, Blue Ridge Community College intends to enhance student learning about personal and social responsibility by providing instruction aimed at helping students gain a stronger understanding of integrity and ethical decision-making. Second, the College proposes to enhance student learning about personal and social responsibility by helping students develop enhanced knowledge and skills associated with a strong work ethic, the so-called "soft skills" development. Finally, BRCC intends to enhance student learning about personal and social responsibility by developing student knowledge and awareness of diversity.

Employees at Blue Ridge Community College care deeply about transforming the lives of students, providing them with an opportunity for a better life through the miracle of higher education. Through this proposed QEP, we are excited about responding to an expressed need in the community that was documented through our institutional planning process. As President, I share the enthusiasm of our employees and pledge sufficient resources to ensure the success of this project. We eagerly anticipate the results of our efforts, namely students more knowledgeable and skilled in the characteristics of personal and social responsibility.

A handwritten signature in black ink, reading "John A. Downey". The signature is fluid and cursive, with the first name "John" being the most prominent part.

John A. Downey, President
Blue Ridge Community College

Introduction and Overview

The “butterfly effect” is a term coined in the 1960s from MIT meteorologist Edward Lorenz’ observation that subtle shifts in the atmosphere can cause vast and unexpected results in weather and climate; a butterfly flapping its wings in Virginia can cause a rainstorm in Africa. This metaphor is a central tenet of chaos theory, which examines the behavior of dynamic systems that are highly sensitive to initial conditions. Through the cultivation of academic integrity and ethical decision-making, the enhancement of soft skills, and the development of appreciation and consideration for the perspectives of others, Blue Ridge Community College’s Quality Enhancement Plan (QEP) will be that small change that impacts student learning and the learning environment of the College.

Principles derived from chaos theory, including the butterfly effect, have formed the foundation of the governance system at Blue Ridge Community College (BRCC) for many years. College employees, Perkins, Lanigan, Downey, and Levin (2001), describe the relationship of the butterfly effect to BRCC’s distinctive governance model in a chaos theory-driven college:

Institutional leaders of chaos theory-driven institutions know that the smallest event, if properly nourished, can have a profoundly positive effect on an organization. Such events can emanate from within or from outside the organization, and often emerge as threats to the college. At times, these events are so small they initially escape institutional notice. Left unattended they grow like weeds in a garden. Nurtured and cultivated, an amazing and unexpectedly beautiful garden can emerge. The “butterfly effect” can make a significant difference to the life of the organization. The trick is to know what to support and what to “weed.” Institutional vision and values help shape organizational response. Organizations consciously aware of the “butterfly effect” provide incentives for creativity, reward success and view failure as learning opportunities.

In this spirit, Blue Ridge Community College employs the metaphor of the butterfly effect

to conceptualize the vision of the Quality Enhancement Plan. After a comprehensive topic selection and development process and a careful analysis of institutional data, BRCC has selected the topic of “Personal and Social Responsibility” as the QEP, in order to make a significant difference in the lives of students and the College.

Adopting the American Association of Colleges and Universities’ (AAC&U) framework for Personal and Social Responsibility from the organization’s Core Commitments Initiative, the College will focus on three areas that impact student learning and the learning environment. The butterfly effect, in an agricultural metaphor, means that the smallest change, if properly nourished, can have a profoundly positive effect on learning and student success.

Initiative One: Cultivate a Stronger Sense of Integrity and Ethical Decision-Making

Integrity and ethical behavior are central components of personal responsibility. The College will revitalize the institution’s Honor System, employing academic and social principles derived from the model of restorative justice. Remediation and learning modules will be constructed and implemented to help students recognize that understanding and acting with a sense of honor and ethics is central to academic success. A scaled-down version of Massive Open Online Courses (mini-MOOC) modules will be designed to teach ethical decision-making.

Longitudinal data on student success (e.g. GPA, retention, withdrawals, academic progress, and/or differing drop/add rates) will be assessed for those students who complete the remediation modules (2015- 2019) and compared to students referred for honor code violations during the four-year period before the QEP implementation (2011-2015). Another measure will be the application of adapted AAC&U *Valid Assessments of Learning in Undergraduate Education* (VALUE) rubrics within the module. Institution-wide, the *Personal and Social*

Responsibility Index (PSRI, a national instrument measuring institutional climate for personal and social responsibility) will be administered annually.

Initiative Two: Enhance Soft Skills to Improve Student Success

Striving for excellence is a central component of personal and social responsibility. The College will develop and implement a series of instructional mini-MOOC modules to help students develop the knowledge and skills associated with a strong work ethic.

Student success in each individual module will be assessed through the use of adapted AAC&U VALUE rubrics within modules. Institution-wide, the PSRI will be administered. Longitudinal data on student success (e.g. GPA, retention, withdrawals, academic progress, and/or differing drop/add rates) between module completers and non-completers will be collected and evaluated.

Initiative Three: Develop Student Ability to Take Seriously the Perspectives of Others

Intercultural competence and diversity awareness are essential characteristics for success in the modern workplace. Annually, the College will develop and implement an art- and journalism-based outreach project designed to teach students to recognize and take seriously the perspectives of others. The initiative will take the form of a photographic, text, and/or video-based project designed and produced by students to investigate and celebrate the College community. One group of students will develop the project and other students will benefit from viewing the project upon completion and participating in an associated mini-MOOC module.

The Intercultural Sensitivity Index assessment (ISI) will be used to measure changes in

student perception of intercultural differences. Adapted AAC&U VALUE rubrics will be used to measure student success for those who are enrolled in the individual mini-MOOC module. Institution-wide, the PSRI will be administered annually. Finally, longitudinal data on student success (e.g. GPA, retention, withdrawals, academic progress, and/or differing drop/add rates) between mini-MOOC module completers and non-completers will be collected and evaluated.

BRCC's QEP is a unique set of initiatives that are designed to impact student learning and the learning environment across the institution. The cascading influence of the butterfly effect will result in a campus with a higher sense of integrity, determination, and toleration of other's perspectives. The College expects students will be more academically successful and better prepared for the varied, complex world and increasing diversity they will face during and beyond their enrollment at BRCC.

Part I – Planning and Development

A. Selection and Development of Topic: Community Involvement

Fall 2011

As part of the preparation for the College SACSCOC 2015 reaffirmation of accreditation, the President of the College formed a QEP Topic Selection team (Table 1) in early fall 2011, as a sub-committee of the Planning Committee. This sub-committee was charged with creating a process to select the next QEP topic and presenting a final recommendation to the President by the end of fall semester 2012.

<i>Table 1: QEP Topic Selection Sub-committee</i>
Michael Cast - Faculty, Biology and Chair Ellyn Alt - Staff, Student Services Bridget Baylor - Staff, Public Relations Dr. Hara D. Charlier - Dean of Life Sciences Deb Fitzgerald - Faculty, Economics/Statistics Cheryl O'Neil - Staff, Instructional Technology and College Webmaster Dr. Bob Young - Vice President of Instruction and Student Services

The sub-committee reported monthly to the College Planning Committee. The Planning Committee, within the College's institutional Governance Model, represents all constituency groups across the College and is responsible for strategic planning at the College. Updates were also periodically given to the Student Government Association (SGA) and to all three internal College constituency groups: the Staff Association, the Administrative Faculty Association, and the Faculty Senate.

The sub-committee spent much of fall 2011 investigating QEP selection approaches used by other colleges and universities, looking for a process that would allow for widespread

internal and external community input. The sub-committee recommended a Request for Proposals (RFP) approach that would include a strong outreach to all constituencies of the College and the college community. Proposals would be accepted anonymously via a public website (<http://community.brcc.edu/qep/>) accessible by a link on the front page of the College website. Comments would be welcomed from anyone on each proposal. The sub-committee briefed the College Planning Committee on this approach in November 2011.

Spring 2012

The QEP website went live on February 1, 2012. Invitations describing the project and requesting proposals were delivered to all employees, students, alumni, and program Advisory Boards, as well as the local BRCC College and Educational Foundation Boards. The College President recorded a video message, which was linked to the web site and posted on the College's YouTube channel.

Additionally, letters were sent to local educational and business leaders explaining the QEP RFP and inviting them to participate. The College placed an ad in local newspapers inviting proposals (see Appendix A). Articles were published in local newspapers outlining the process and inviting comments. All key constituency groups were repeatedly encouraged to submit and comment on proposals.

The RFP period closed at the end of the spring 2012 semester with 13 proposals, which are listed in Table 2. Nearly all proposals had received comments. The sub-committee sent an e-mail update to the College community and reported the results of the RFP process to the College Planning Committee in May 2012.

<i>Table 2: RFP Submitted Proposals as of May 1, 2012</i>

Achieving a Voice: Oral Communication Across the Curriculum Alumni Mentoring Asynchronous (<i>time based</i>) Learning Character Civic Engagement and Personal Responsibility Cog in the Cave Critical Thinking, Reasoning and Problem Solving Customer Service High School Graduate Enrollment Information Literacy Internationalization Learning Outcomes in Gateway Courses Service Learning

Summer 2012

The QEP topic selection sub-committee began to evaluate the proposals. The sub-committee reviewed each proposal to determine whether it addressed enhancing student learning and/or the student-learning environment while accomplishing the mission of the institution. The sub-committee determined the extent to which quantitative and qualitative institutional data could adequately support the need for the proposed projects. It became clear in the discussions that some RFP themes overlapped, others did not address student learning, and some were not supported by institutional data.

Fall 2012

The sub-committee resumed updates to relevant governance committees, student organizations, and College constituency groups in early fall 2012. By September, the sub-committee narrowed the alternatives down to two proposals: 1) Critical Thinking, Reasoning, and Problem-solving, and 2) Personal Responsibility and Interpersonal Skills, a

blend of overlapping elements and themes from three different proposals. Both of the proposals were described as “right sized” projects that incorporated common themes viewed as important by the College community, focused on well-defined issues related to enhancing student learning and/or the environment supporting student learning, and worked to accomplish the mission of the institution.

The sub-committee knew that data concerning the first proposal would be relatively easy to access and assess, since critical thinking is one of the College’s identified General Education outcomes, as well as a Virginia Community College System (VCCS) core curricular competency requirement. Critical thinking assessments occur on a regular basis throughout the VCCS and at the College. When compared to other community colleges in the VCCS, BRCC graduates perform close to the system average in assessments of critical thinking. Since these assessments did not demonstrate a gap in student learning in critical thinking, the sub-committee determined there was not as compelling a need for this initiative at the College.

A great deal of qualitative evidence supported the need for the second proposal, including input from external environmental scans associated with the 2007 strategic planning process and findings from the 2009 College-wide Retreat. The 2010 and 2012 Survey of Entering Student Engagement (SENSE) results also provided some quantitative verification.

The sub-committee saw a need to gather additional quantitative data to confirm this gap in student learning with regard to personal responsibility skills. An internal survey, based on the AAC&U Core Commitments’ definition of personal responsibility, was constructed to gather more information and was sent to administrators, staff, and faculty. Results from that survey provided evidence of internal support for further investigating the topic.

While researching the AAC&U Core Commitments Initiative, the sub-committee and the Office of Institutional Research and Effectiveness (OIRE) reviewed the PSRI, a proprietary institutional climate measure. The sub-committee regarded the PSRI as a valid pre/post instrument for consideration if the second proposal were to be chosen as the QEP. The PSRI framework, specifically the five dimensions of personal and social responsibility and their associated characteristics (Table 3), also provided a very useful way to manage and structure discussions of the extensive literature in the area of personal and social responsibility.

Table 3: Five Dimensions of the PSRI

Striving for Excellence

Developing a strong work ethic and consciously doing one's very best in all aspects of college

Cultivating Academic Integrity

Recognizing and acting on a sense of honor, ranging from honesty, fairness, and respect for others and their work to engaging with a formal academic honors code

Contributing to a Larger Community

Recognizing and acting on one's responsibility to the educational community and the wider society, locally, nationally, and globally

Taking Seriously the Perspectives of Others

Recognizing and acting on the obligation to inform one's own judgment; engaging diverse and competing perspectives as a resource for learning, citizenship, and work

Developing Competence in Ethical and Moral Reasoning and Action

Developing ethical and moral reasoning in ways that incorporate the other four responsibilities; using such reasoning in learning and in life

The sub-committee also recognized that most of the components contained in the second proposal were part of the PSRI framework. The sub-committee adopted “personal and social responsibility” as the working title of the second proposal.

The two QEP alternative proposals were formally presented to the Planning Committee for input and discussion during the October 2012 meeting. The College QEP website was updated to include the two final proposals, along with requests for additional comments. The President sent an e-mail to all constituencies asking for additional feedback on the two proposals.

In November, the QEP topic selection sub-committee met to finalize a report on the strengths and weaknesses of the two topics and to review the data from the internal survey. The report documented widespread support for moving forward with the second proposal, a QEP focused on components of personal and social responsibility. This proposal was unanimously endorsed during the December 7, 2012, Planning Committee meeting, and approved by the President.

Spring 2013

Two teams were assembled to develop the topic of personal and social responsibility into a plan that was tailored to the specific needs of BRCC students: a Topic Development Leadership Team (TDLT) comprised of representatives from constituency groups across the

College; and a Content Expertise Team (CET) to continue to research the literature and more narrowly focus the topic (Table 4).

<i>Table 4: QEP Teams</i>	
QEP Topic Development Leadership Team	QEP Content Expertise Team
<p>Co-Chairs of the TDLT: Kevin Caldwell - Faculty, History Deb Fitzgerald - Faculty, Economics and Statistics</p> <p>Members Bridget Baylor - Staff, Public Relations Kristy Crickenberger - Staff, Institutional Research Marlena Jarboe – Faculty, Information Systems Connie Medaris - Faculty, Librarian Cheryl O’Neil - Staff, Technology Services and College Webmaster Rajan Shore - Administrative Faculty, Student Services Don Taylor - Faculty, Communications Dr. Dave Urso - Dean, Life Sciences and Human Services Dr. Bob Young - Vice President of Instruction and Student Services</p>	<p>Co-Chairs of the CET: Kevin Caldwell - Faculty, History Deb Fitzgerald - Faculty, Economics and Statistics</p> <p>Members Jason Barr - Faculty, English Dr. Hilary Campbell - Faculty, Psychology Robin Hawks - Faculty, Human Services Lisa Kara - Faculty, Administration of Justice Dr. Julia Lewis - Faculty, Sociology Dr. Bud Levin - Faculty, Psychology Ray Smith - Faculty, Administration of Justice</p>

In February, Deb Fitzgerald, as co-chair of the TDLT, attended the 2013 annual AAC&U General Education Conference in Boston. Sessions on the Core Commitments Initiative and the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics proved timely and helpful to the eventual development of BRCC’s QEP assessment plan. The College also

purchased and administered the PSRI. Both students and employees participated in the survey.

The CET researched personal and social responsibility constructs with particular emphasis on the characteristics linked to the five dimensions of the AAC&U Core Commitments Initiative. Research topics included academic integrity, moral responsibility, ethics, evaluative judgment, cognitive behavioral therapy, grit, resilience, locus of control, persistence, mindset, cognitive functioning, emotional intelligence, motivation, fairness, generosity, and tolerance. The TDLT and the CET discussed this research over many meetings in early spring.

The teams split into sub-groups to develop potential designs for structuring the QEP. These design ideas were presented and discussed during a set of meetings through the last half of the spring semester. Results of the preliminary deployment of the PSRI arrived mid-April 2012. The teams postponed making the final decision on which design proposals to accept, pending examination of the PSRI data.

Summer 2013

Survey results from the PSRI were examined, evaluated, and discussed. Relevant sections of the inventory will be discussed in Part II, Section A, *Focus of the QEP*. These data confirmed a gap between faculty and student perceptions associated with mastery of many characteristics key to personal and social responsibility. The relative merits of each QEP design proposal were discussed again and blended into a single implementation design.

B. Review of the Literature

Many college mission and strategic direction statements show evidence of a commitment to enhance personal responsibility, as does BRCC's. Educators, however, are sometimes unwilling to directly address these issues with students for fear of imposing their own values, possibly feeling a reluctance to engage in what seems like a very personal issue. Teaching should be restricted, they say, to content areas and analytical skills. Colby and Sullivan (2009) report that most institutions agree that personal responsibility goals are important, but are neglected:

Many in higher education see those learning outcomes as alien to the cherished value of analytical thinking. The misalignment between institutional priorities and [personal responsibility] goals is the unforeseen consequence of believing that the inculcation of analytic thinking is, in itself, the central point and responsibility of higher education. Analytical thinking is necessary for adequate functioning in most domains of modern culture, and most entering students need considerable help to gain the essential intellectual skills it entails. But it's not enough (p. 27).

Others have noted, though, that colleges educate in the areas of personal and social responsibility by default, and that intentionality should matter. Berkowitz (1997) has pointed out that "education inevitably affects character, either intentionally or unintentionally" (p. 18). Colby et al. (2003) argue that "moral and civic messages are unavoidable in higher education," and "it is better to pay explicit attention to the content of these messages and how they are conveyed than to leave students' moral and civic socialization to chance" (p. xi). Hersh and Schneider (2005) argue that empowered and informed learners are also responsible citizens, able to understand their roles in society and embrace active participation in their own learning:

We know we can teach students organic chemistry; we know we can teach them Keynesian economics and the history of the Italian Renaissance. But if that is all we do, then we have failed them. If, in the process, we don't also teach students about passion and the relationship between passion and responsible action, then we leave them dulled.

Our students will have all the knowledge and skills they need to act, but they will lack the focus or the motivation or the profound caring to direct the use of their skills. For that, our students will need passion with a conscience, passion imbued with a keen sense of responsibility (p. 3).

The last decade has clearly seen the tide shift in favor of deliberately educating for personal and social responsibility. This is in part due to the AAC&U's *Call to Action*, particularly in the invitation to colleges and universities to support a far-reaching re-engagement of ethical and civic responsibility called the *Core Commitments* (AAC&U, 2005). Central to the call is an explicit push against the concept that education should be restricted to content and analytics:

The Core Commitments aims to reclaim and revitalize the academy's role in fostering students' development of personal and social responsibility. The initiative focuses national attention on the importance of students exploring their ethical responsibilities to self and others. It is designed to help campuses create learning environments in which all students reach for excellence in the use of their talents, take responsibility for the integrity and quality of their work, and engage in meaningful practices that prepare them to fulfill their obligations in an academic community and as responsible global and local citizens (para. 1). . . . It develops a student's personal qualities by cultivating curiosity about new ideas and differing views, honing the discipline to follow intellectual methods to conclusions, strengthening the capacity to accept criticism, increasing tolerance for ambiguity, and fostering commitment to the imperative for honesty. It also involves developing a student's sense of collective responsibility by helping students learn how to understand the world from others' perspectives—that fundamental capacity that can lead to the recognition and resolution of moral conflict and the resolve to work with others for a greater public good. (para. 6)

As stated by the AAC&U (n.d., para. 2), the Core Commitments outline five dimensions of personal and social responsibility and describe developmentally appropriate goals for students in college. These are reflected in the *Personal and Social Responsibility Index (PSRI)*, a proprietary institutional climate measure developed by researchers at the University of Iowa with support from the AAC&U.

Empirical support for strengthening the teaching of personal responsibility has increased. Dey and Associates (2008) find, for example, that across all categories, “Students and campus professionals strongly agree that personal and social responsibility should be a major focus of a college education” (p. 3). Cultivating academic integrity and ethical behavior were viewed as the most important, as the authors note that 70% of students and 90% of campus professionals strongly agree that these areas should be an important institutional focus.

Integrity and Ethics

Various individual dimensions of the AAC&U’s Core Commitments have received attention in the literature. Almost three decades ago, Ernest Boyer (1987) addressed integrity and ethics (the second and fifth dimensions of the Core Commitments Initiative principles), noting that “integrity cannot be divided. If high standards of conduct are expected of students, colleges must have impeccable integrity themselves. Otherwise the lessons of the ‘hidden curriculum’ will shape the undergraduate experience. Colleges teach values to students by the standards they set for themselves” (p. 184).

The relationship between academic integrity and achievement has been analyzed for many years. In a very early study, Drake (1941) found a clear relationship between cheating and actual overall student grades in the study. He found what has sometimes been called the “Marxist theory of cheating” noting that “the poorest students tend to cheat the most, that is, they tend to cheat in proportion to their needs” (p. 419). More recently, studies have found that cheating appears to increase as students stay in college longer. Moffatt (1990), for example,

found higher levels of academic dishonesty among upperclassmen than among first-year students. Gardner and Melvin (1988) even found the tendency for cheating to increase within a single semester. GPA has generally been found to negatively correlate with academic cheating, but not always. The rationale offered for this relationship has usually been that those with lower GPAs have less to lose and more to gain by engaging in academic dishonesty. However, Jordan (2001) and others hypothesize that it is possible that those with lower GPAs may have poorer hard and soft skills, which may cause them to feel that they must cheat in order to succeed. To the extent that this is the case, improving soft skills should decrease cheating and dishonesty and improve real student learning.

McCabe (2005) notes that reducing and punishing cheating is only effective in the very short run, and institutions should work "...to find innovative and creative ways to use academic integrity as a building block in our efforts to develop more responsible students and, ultimately, more responsible citizens. Our campuses must become places where the entire 'village'--the community of students, faculty, and administrators--actively works together to achieve this goal" (para. 14). Boyer (1987) puts it this way, "Integrity depends not only on punishment but on the deep understanding of why integrity matters. Students should behave with personal and academic integrity not because they are afraid of sanctions, but because they understand the importance of ethical behavior" (p. 184).

This approach to honesty and integrity forms the basis for the restorative justice approach to academic integrity. Kane, Lloyd, McCluskey, Riddell, Stead, and Weedon (undated) define restorative justice practices in an academic setting:

Restorative practices in an educational context are defined as restoring good relationships when there has been conflict or harm and developing school ethos, policies and procedures to reduce the possibility of such conflict and harm arising. It is an

approach that acknowledges that school education is complex with increasingly wider demands being placed on schools in a diverse and changing world and where the work of teachers and support staff is challenging and stressful (p. 6-7).

The underpinning principles of restorative justice practices focus on students taking responsibility and becoming accountable for their own actions, their impact on others, and their respect of other people's views and feelings. This aligns well with BRCC's QEP.

Implementation of restorative practices is not viewed as an "add-on" to existing practices, but rather requires something of a cultural change. Restorative practices can also be used to teach soft skills, connecting the first two initiatives of the QEP and creating a synergy among learning, climate, culture, and ethics. They can also help the college focus on the prevention of offenses. Blood and Thornborne (2005) contextualize well the challenge:

We would like to emphasize that the introduction of restorative practice challenges deeply held beliefs around notions of discipline and authority. A traditional approach to these concepts focuses on the apportioning of blame, establishing which school rule has been violated and making wrongdoers accountable by punishing them. In these more traditional schools, policy, while espousing philosophies around care and respect, often lists categories of offences and appropriate tariffs to be imposed as sanctions. Most of us grew up with this tradition and have practiced our teaching and behaviour management in ways which reflect these beliefs, despite holding values about people and relationships which are often in conflict with these practices (p. 3).

Baker, Berry, and Thorton (2008) add another layer of complexity to the importance of cultural change in developing an environment that values honor and integrity. They found that students lack an understanding of the seriousness of many academic integrity violations and an understanding of what constitutes an academic violation. Approximately sixty-six percent of students responding to surveys indicated that cheating during testing is not serious.

Clearly, the culture of any institution must convey beliefs about the seriousness of cheating, communicate expectations regarding high standards of integrity, and encourage

behavior according to the rules of proper conduct. McCabe, Trevino, and Butterfield (2001) note that honor codes must be more than window dressing, finding strong evidence that less cheating occurs in honor code environments. An honor code is not enough, in that the existence of an honor code alone does not deter cheating. It must be knitted into campus culture. A campus culture of integrity can continue into the workplace and beyond.

Striving for Excellence

Colby and Sullivan (2009), writing about encouraging students to strive for excellence (the first dimension of the Core Commitments Initiative principles), advocate for creating programs that teach students how to develop a sense of purpose that leads to conscientious effort, a work ethic, and persistence:

In order for students to engage responsibly with their work, they need a sense of themselves as conscientious ... “I am the kind of person who fulfills his obligations and can be counted on to do a competent job.” If the majority of students could be helped to rise to this degree of conscientious effort, that would be an impressive achievement in itself. But we believe that a more ambitious educational goal is achievable—a drive for real excellence, both during college and beyond. The development of knowledge-in-action and a sense of purpose can both contribute to achieving that goal. Purpose in this sense supports exceptionally robust motivation that leads people to work extremely hard, persisting even in the face of serious obstacles (para. 13).

These kinds of soft skills and abilities, according to Heckman and Kautz (2012), not only predict success in life but produce that success. The authors argue that programs that enhance soft skills are so important that they should have an exceptionally important place in public policies. According to the authors, soft skills are valued in school and in the workplace and can predict educational attainment, health, and labor market outcomes as strongly as measures of cognitive ability. Students who are more academically motivated are more curious, learn more, and have higher test scores. They write that soft skills can be learned and shaped over time:

These personal attributes not thought to be captured by measures of abstract reasoning power. These attributes go by many names in the literature, including soft skills, personality traits, non-cognitive skills, non-cognitive abilities, character, and socio-emotional skills. These different names connote different properties. The term “traits” suggests a sense of permanence and possibly also of heritability. The terms “skills” and “character” suggest that they can be learned. In reality, the extent to which these personal attributes can change lies on a spectrum. Both cognitive and personality traits can change and be changed over the life cycle but through different mechanisms and to different degrees at different ages (p. 464).

The relative effectiveness of various methods associated with teaching these soft skills has also received a great deal of recent attention. Yeager and Wilson (2011), for example, found that seemingly small virtual online and in-person social-psychological interventions in educational settings can lead to large gains in student achievement and sharply reduce achievement gaps over the short and long-run. These interventions do not focus on curriculum content or design. Instead, they target students’ psychology, such as their beliefs that they have the potential to improve their intelligence or that they belong and are valued in school. The authors describe the effects using the metaphor of flight, a description which evokes the butterfly effect, in that the right kind of small changes can have a big impact:

To illustrate the effects of social-psychological interventionsconsider a passenger jet that speeds down a runway and lifts into the air. It can seem surprising even to an experienced flier how an object that weighs many tons could fly. This is because the miracle of flight relies on numerous interrelated forces, some more obvious than others. It is not hard to see that a plane needs an engine, wings, and a pilot to fly. Similarly, a student needs content to learn, a teacher to teach, and a place or community to support that learning. These factors shape the objective school environment and create essential capacities for success. But less obvious features of airplanes and of education systems are also critical to their success. One reason planes fly is because their wings are sculpted to create an aerodynamic force (“lift”) that elevates the plane. It is natural to wonder how a small change in the shape of a wing could make a heavy object fly. Basic laboratory research helps explain the principles of air flow and shows that the shape and position of wings cause air to flow faster below them than above them, lifting a plane beyond what might seem possible. In a similar way, hidden yet powerful psychological forces, also investigated through basic science, can raise student achievement. An engineer uses theories of fluid dynamics to fine-tune a wing, which, in the context of

other factors, makes a plane fly. Analogously, a social- psychological perspective uses basic theory and research to identify educationally important psychological processes and then subtly alters these processes in a complex academic environment to raise performance (p. 274).

Understanding the Perspective of Others

Nearly a decade ago, Bok (2006) argued that students are underperforming in areas associated with perspective-taking (the fourth dimension of the Core Commitments Initiative principles), especially falling short in ways that engage with local and global communities. The capacity to consider and understand varying perspectives is essential given the realities of a complex and volatile world. Research shows further that there is an increasing consensus among accreditation agencies, employers, higher education administrators, and faculty that the desired learning outcomes of undergraduate education include cultural sensitivity and respect for diverse perspectives. Dey and Associates (2010), for example, find that researchers frequently note the important role that higher education can and must play in encouraging graduates to consider and embrace diverse perspectives in order to become informed, responsible thinkers and citizens (Colby, Ehrlich, Beaumont, and Stephens, 2003; Meacham and Gaff 2006). Pascarella and Terenzini (2005) reviewed literature about the effects of a college education on students and found that involvement in curricular and co-curricular activities was associated with students' exposure to, and better understanding of, local, regional, and intercultural diverse perspectives; this correlation showed up in both qualitative and quantitative data. Among these are attitudes and values they found that directly connect to characteristics associated with Core Commitments Initiative principles:

- respect for differing viewpoints;
- the ability to thoroughly gather evidence to support ideas;
- the capacity to consider diverse perspectives;

- the potential to reconsider one's own perspective; and
- the ability to explore diverse perspectives, cultures, and world views.

The AAC&U Core Commitments Initiative Leadership Consortium, initiated in 2007, assembled twenty-three institutions from across all sectors of higher education to bring together best practices related to educating students for personal and social responsibility. The College has taken to heart O'Neill's (2011) advice to institutions which plan to travel the same path: take the time to define what personal and social responsibility means for one's own institution and find the open doors:

As part of membership in the consortium, campuses agreed to hold a series of constituent dialogues about PSR, and in some cases, this surfaced competing views about the meaning of the terms and even frustration with the scope of AAC&U's definitions. For example, many institutions wanted to push past notions of "work ethic" to define excellence more comprehensively, stressing commitments to community, for example, or non-cognitive domains such as emotional intelligence and resilience/perseverance. In the call for proposals for Core Commitments, campuses were asked to provide evidence of accomplishment in at least three of the five dimensions of PSR and a willingness to deepen efforts across all five. The flexibility of the application allowed institutions to enter the work through different doors and to build upon their existing priorities and accomplishments (p. 3).

C. The Importance of this QEP for Blue Ridge Community College

Cultivating Personal and Social Responsibility for Student Success directly actualizes important elements of the College Mission Documents (Mission, Vision, Values, and Strategic Directions are located in Appendix B), addressing the expressed needs of the area the College serves. The College's mission statement asserts that BRCC's programs and services are offered in an atmosphere of academic excellence. The QEP focus will support the continuous development of that atmosphere. The College's Vision and Values statements emphasize community and personal responsibility, and BRCC's Strategic Directions also contains references to "accountability, mutual respect, resilience, integrity and civic responsibility."

Indications of the need for BRCC to address student development in the area of personal and social responsibility have been surfacing in the College for some time. Qualitative and quantitative data listed below show that internal and external stakeholders feel that students at the college need an increased development of skills and abilities associated with personal and social responsibility.

1. Early indications of this gap in student learning appeared when the College was engaged in the strategic planning process during the spring of 2007. External environmental scans of local business and industry leaders were conducted to determine the extent to which the College was meeting community needs. Table 5 includes direct quotes from these local stakeholders relevant to the QEP.

Table 5: Strategic Direction Sample Comments, Collected and Transcribed from External Scan Interviews, Spring 2007

- “Develop a course that strongly addresses interpersonal soft skills (with ways to put them into practice) and make it required for ALL STUDENTS regardless of their degree program.”
- “Employers are not interviewing enough local young people with desired skills-sets, social and otherwise.”
- “Business folks moan and groan about ill-prepared grads. Some truth to that, especially soft skills, customer relations, ethics/integrity. Need to work with business. They are investing money in training, but BRCC could be more actively involved in the training.”
- “Teach soft skills – not what you say but how you say it.”
- “Address local concerns about a ‘quality labor force’ and the skills gap problem; develop courses that will enhance basic competency skills: soft skills, and customer service skills for students, serving as a reality check on students as regards the employable quality of the performance experience and entry-level compensation.”

2. The August 2009 College-wide Retreat provided employee support for the idea that BRCC should address development of student personal and social responsibility. Many staff and faculty comments during the retreat reflected the need for students to reacquire individual, “back-to-basics” values. These included motivation, integrity, a strong work ethic, more focused attention span, smaller sense of entitlement, and less instant gratification.

Faculty, staff, and administrators discussed the philosophical conflict between removing obstacles for students versus encouraging them to rise to challenges by developing their integrity, soft skills, motivation, and tolerance for work at a college-level. These upgraded skills and abilities are not only needed to succeed in the academic environment at BRCC, but also in the workforce and in baccalaureate programs in four-year colleges and universities. Table 6 provides details of the themes that emerged from the College Retreat.

Table 6: Sample Input from the August 2009 College Retreat

Personal Barriers to Student Success at BRCC

- Religious/ values conflict, intensifying as economic circumstances deteriorate.
- Lack of time.
- Fewer hard and soft skills, residual effect of SOL-ization of K-12 [SOL refers to Virginia's K-12 Standards of Learning]
- Overwhelming family responsibilities. Divorce, single parent responsibilities.
- No role models, first generation to college.
- Short time horizons, low expectations of self and not sure college is worth it, intimidated by school, lack of respect for education in general.
- Resistance to change, not self-sufficient or self-motivated.
- Decline in civility generally and at the college.

Diversity Barriers to Student Success at BRCC

- Prejudice and narrow-mindedness on the part of students, indifference, insularity, distrust of outsiders.
- Language barriers, both native and immigrant.
- Lack of strong role models in effectively dealing with different cultures.

3. The 2010 and 2012 Surveys of Entering Student Engagement (SENSE) revealed very high student self-reports of their motivation to complete college work. However, students also

self-report lower levels of time spent preparing for class than would generally be adequate and appropriate for their respective course loads (Table 7).

Table 7. 2010 and 2012 SENSE Data

Item 18: Thinking about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester:

1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

2010	Entering		Returning	
	N	Mean	N	Mean
I have the motivation to do what it takes to succeed in college	351	4.39	251	4.45
I am prepared academically to succeed in college	351	4.33	251	4.39

2012	Entering		Returning	
	N	Mean	N	Mean
I have the motivation to do what it takes to succeed in college	401	4.39	324	4.41
I am prepared academically to succeed in college	402	4.34	323	4.33

Item 24: During the first three weeks of your first semester/quarter at this college, about how many hours did you spend in a typical 7-day week doing each of the following?

2010				
Preparing for class	Entering		Returning	
	Count	Percent	Count	Percent

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None	7	2.0	8	3.2
1-5 hours	184	52.0	123	49.0
6-10 hours	103	29.1	75	29.9
11-20 hours	38	10.7	29	11.6
21-30 hours	14	4.0	12	4.8
More than 30 hours	8	2.3	4	1.6
Total	354	100	251	100

2012				
Preparing for class	Entering		Returning	
	Count	Percent	Count	Percent
None	8	2.0	5	1.5
1-5 hours	205	51.5	160	49.5
6-10 hours	103	25.9	86	26.6
11-20 hours	54	13.6	51	15.8
21-30 hours	17	4.3	15	4.6
More than 30 hours	11	2.8	6	1.9
Total	398	100	323	100

4. During the Fall 2012, an internal employee survey was administered, and results revealed strong support for moving forward with personal and social responsibility as the institution's QEP (Table 8). Results also showed that most of the respondents agree that students would benefit from programs that improve these characteristics (Survey items 1, 7-11), even as the majority of employees acknowledged that the College has existing instructional

programs in place for teaching about personal responsibility and ethics (Survey items 2 and 3).

Table 8: BRCC Fall 2012 Internal Survey Relevant Results

N = 105 employees

Administrators= 7 (58% response rate)

Adjunct faculty= 21 (12% response rate)

Full Time Faculty= 33 (48% response rate)

Full-time and Part-time Staff= 44 (38% response rate)

1) The students at this college have a well-developed understanding of academic integrity.

Respondent group	Percent who Strongly Agreed or Agreed	Percent who Strongly Disagreed or Disagreed	Percent who responded “I Don’t Know”
Administration	43	43	14
Adjunct Faculty	71	29	-
Full-time Faculty	27	55	18
Full-time and Part-time Staff	46	27	27

2) Our students learn about academic integrity as part of their experience at this college.

Respondent group	Percent who Strongly Agreed or Agreed	Percent who Strongly Disagreed or Disagreed	Percent who responded "I Don't Know"
Administration	72	-	28
Adjunct Faculty	86	5	9
Full-time Faculty	85	9	6
Full-time and Part-time Staff	68	11	21

3) Faculty members at this college are teaching students about the importance of considering the perspectives of others.

Respondent group	Percent who Strongly Agreed or Agreed	Percent who Strongly Disagreed or Disagreed	Percent who responded "I Don't Know"
Administration	57	-	43
Adjunct Faculty	81	-	19
Full-time Faculty	73	3	24
Full-time and Part-time Staff	57	11	32

4) Students at this college are respectful of the views and perspectives of others.

Respondent group	Percent who Strongly Agreed or Agreed	Percent who Strongly Disagreed or Disagreed	Percent who responded "I Don't Know"
Administration	57	29	14
Adjunct Faculty	81	14	5
Full-time Faculty	64	24	12
Full-time and Part-time Staff	57	23	20

5) At this college, students are taught how to develop their ethical and moral reasoning.

Respondent group	Percent who Strongly Agreed or Agreed	Percent who Strongly Disagreed or Disagreed	Percent who responded "I Don't Know"
Administration	57	29	14
Adjunct Faculty	81	14	5
Full-time Faculty	64	24	12
Full-time and Part-time Staff	57	23	20

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Administration	29	14	57
Adjunct Faculty	62	14	24
Full-time Faculty	43	21	36
Full-time and Part-time Staff	45	21	34

6) Students at this college understand the importance of ethical and moral reasoning.

Respondent group	Percent who Strongly Agreed or Agreed	Percent who Strongly Disagreed or Disagreed	Percent who responded "I Don't Know"
Administration	29	29	42
Adjunct Faculty	57	14	29
Full-time Faculty	37	27	36
Full-time and Part-time Staff	41	27	32

7) This college would benefit from a program that helps students improve their personal integrity.

Respondent group	Percent who Strongly Agreed or Agreed	Percent who Strongly Disagreed or Disagreed	Percent who responded "I Don't Know"
Administration	100	-	-
Adjunct Faculty	90	5	5
Full-time Faculty	82	15	3
Full-time and Part-time Staff	96	2	2

8) This college would benefit from a program that helps students improve their academic integrity.

Respondent group	Percent who Strongly Agreed or Agreed	Percent who Strongly Disagreed or Disagreed	Percent who responded "I Don't Know"
Administration	100	-	-
Adjunct Faculty	95	-	5
Full-time Faculty	97	-	3
Full-time and Part-time Staff	98	2	-

9) This college would benefit from a program that helps students enhance their respect for the views of other individuals.

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Respondent group	Percent who Strongly Agreed or Agreed	Percent who Strongly Disagreed or Disagreed	Percent who responded “I Don’t Know”
Administration	100	-	-
Adjunct Faculty	90	10	-
Full-time Faculty	76	18	6
Full-time and Part-time Staff	96	2	2

10) This college would benefit from a program that helps students develop their competence in ethical reasoning.

Respondent group	Percent who Strongly Agreed or Agreed	Percent who Strongly Disagreed or Disagreed	Percent who responded "I Don't Know"
Administration	100	-	-
Adjunct Faculty	100	-	-
Full-time Faculty	79	6	15
Full-time and Part-time Staff	93	2	5

11) This college would benefit from a program that helps students develop their competence in moral reasoning.

Respondent group	Percent who Strongly Agreed or Agreed	Percent who Strongly Disagreed or Disagreed	Percent who responded "I Don't Know"
Administration	100	-	-
Adjunct Faculty	95	5	-
Full-time Faculty	70	15	15
Full-time and Part-time Staff	96	2	2

5. The number of academic dishonesty cases adjudicated in the Office of the Vice-President of Instruction and Student Services over the last four years are presented in Table 9. The reported number of cases likely understates the actual number of violations, as some cases are resolved directly between the student and faculty member and/or Division Dean.
- Through the introduction of principles of restorative justice to the College Honor System, the College expects to increase students' awareness of the construct of integrity and ultimately reduce honor code violations.

Table 9: Incidents of Academic Dishonesty 2011-2014

<u>2011</u>		<u>2012</u>		<u>2013</u>		<u>2014</u>	
August	2	January	4	January	2	January	5
September	1	February	2	February	2	February	1
October	1	March	5	March	1	March	3
November	-	April	6	April	8	April	8
December	8	May	6	May	8	May	4
	<u>1</u>						<u>2</u>
<i>total:</i>	2	June	2	June	2	<i>total:</i>	1
		July	-	July	2		
		August	-	August	1		
		September	1	September	5		
		October	7	October	9		
		November	4	November	3		
		December	8	December	4		
					4		
		<i>total:</i>	45	<i>total:</i>	7		

6. During the Spring of 2013, the College administered the Personal and Social Responsibility Index (PSRI) to both students and employees. Results from this instrument also provide

strong justification for the need for a QEP focused on personal and social responsibility (Table 10). Most notably, there is a marked contrast between students' perception of their own integrity, work ethic, and ability to understand the perspectives of others, versus the College's faculty and staff evaluation of those same abilities. The College expects that the PSRI will be the overall measure most affected by the implementation of this QEP.

The differences between student and faculty/staff estimation of actual student work ethic (questions 1a and 1b) when students come to college are notable. Twenty-seven percent of faculty/staff believe that students have a strong work ethic when they come to college, while 87% of students believe they possess this quality. This striking result was important in determining the direction of the QEP, particularly the subsequent focus on soft skills. Faculty/staff and students are in overall agreement about the importance of a strong work ethic in academic activities (questions 2a and 2b), though the strength of the consensus varies somewhat.

Table 10: PSRI SPRING 2013 Relevant Survey Results

PSRI results addressing motivation and work ethic.

N = 407 students

n= 171 faculty and staff

1a. I came to college with a strong work ethic.

	Percent Students
Strongly Disagree	1.1
Disagree Somewhat	4.0
Neutral	8.0
Agree somewhat	16.5
Strongly Agree	70.5

1b. Students here typically have developed a strong work ethic prior to coming to college.

	Percent Faculty/Staff
Strongly Disagree	13.9
Disagree Somewhat	34.3
Neutral	24.8
Agree somewhat	24.8
Strongly Agree	2.2

2a. It is important to develop a strong work ethic in my academic activities.

	Percent Students
Strongly Disagree	-
Disagree Somewhat	6
Neutral	8.6
Agree somewhat	15.4
Strongly Agree	75.4

2b. Students feel it is important to develop a strong work ethic in their academic activities.

	Percent Faculty/Staff
Strongly Disagree	3.7
Disagree Somewhat	17.8
Neutral	18.5
Agree somewhat	43.0
Strongly Agree	17.0

Faculty/staff and students appear to be in overall agreement (Table 11) about the level of academic honesty at the College (question 3), and the effectiveness of the College Honor Code (question 4). Responses to question 5a and 5b suggest that students and faculty/staff interpret the notion of “academic honesty” in different ways. PSRI Question 6 reveals that faculty/staff perception of the ability of students to consider moral and ethical dimensions of issues differs considerably from students’ perception of that ability.

Table 11: PSRI SPRING 2013 Relevant Survey Results
PSRI results addressing honesty and integrity.

3. Students at this institution are academically honest.

	Percent Students	Percent Faculty/Staff
Strongly Disagree	1.2	2.1
Disagree Somewhat	7.8	16.8
Neutral	18.3	16.8
Agree somewhat	39.4	51.7
Strongly Agree	33.2	12.6

4. The campus academic honesty policies help stop cheating.

	Percent Students	Percent Faculty/Staff
Strongly Disagree	2.4	3.8
Disagree Somewhat	6.4	9.8
Neutral	19.8	14.3
Agree somewhat	31.3	46.6
Strongly Agree	40.1	25.6

5a. I came to this campus with a well-developed understanding of academic integrity.

	Percent Students
Strongly Disagree	1.2
Disagree Somewhat	.6
Neutral	8.7
Agree somewhat	14.0
Strongly Agree	75.6

5b. Students come to this campus with a well-developed understanding of academic integrity.

	Percent Faculty/Staff
Strongly Disagree	12.6
Disagree Somewhat	35.0
Neutral	19.6
Agree somewhat	30.1
Strongly Agree	2.8

6a. I came to college with a well-developed ability to consider the moral or ethical dimensions of issues.

	Percent Students
Strongly Disagree	1.8
Disagree Somewhat	1.8
Neutral	8.6
Agree somewhat	20.4
Strongly Agree	67.6

6b. Students have a well-developed ability to consider the moral or ethical dimensions of issues when they first come to college.

	Percent Faculty/Staff
Strongly Disagree	8.2
Disagree Somewhat	39.6
Neutral	23.1
Agree somewhat	25.4
Strongly Agree	3.7

Students and faculty/staff generally agree (Table 12) that it is safe to hold unpopular opinions on campus (question 7) and that students conduct themselves with respect for others (question 8). However, Question 9a and 9b show a sizable difference in student versus faculty/staff estimation of the students' initial understanding of the perspective of others.

Table 12: PSRI SPRING 2013 Relevant Survey Results
PSRI results addressing perspective taking and respect.

7. It is safe to hold unpopular positions on this campus.

	Percent Students	Percent Faculty/Staff
Strongly Disagree	2.7	5.1
Disagree Somewhat	3.9	10.9
Neutral	22.0	16.8
Agree somewhat	34.0	37.2
Strongly Agree	37.3	29.9

8. Students at this institution conduct themselves with respect for others.

	Percent Students	Percent Faculty/Staff
Strongly Disagree	1.8	1.3
Disagree Somewhat	6.2	8.5
Neutral	14.4	15.7
Agree somewhat	41.3	45.8
Strongly Agree	36.4	28.8

9a. I consistently respected perspectives different from my own when I first came to college.

	Percent Students
Strongly Disagree	2.0
Disagree Somewhat	2.9
Neutral	10.8
Agree somewhat	23.8
Strongly Agree	60.5

9b. Students here are respectful of diverse perspectives when they first come to college.

	Percent Faculty/Staff
Strongly Disagree	3.7
Disagree Somewhat	27.4
Neutral	24.4
Agree somewhat	37.0
Strongly Agree	7.4

Part II - Implementation

A. Focus of the QEP

BRCC is defining student learning as a discernible attainment of knowledge, acceptance of personal and social responsibility, expression of academic skills and integrity, and development and appreciation of informed perspectives.

The College will focus on elevating the personal and social responsibility of students so that they develop the skills and qualities necessary for college and future success. Three specific initiatives will improve student learning and the learning environment at the College: Initiative One - Cultivate a Stronger Sense of Integrity and Ethical Decision-Making; Initiative Two - Enhance Soft Skills to Improve Student Success; Initiative Three - Develop Student Ability to Take Seriously the Perspectives of Others.

These three initiatives are built on the foundation of the five dimensions of personal and social responsibility from the AAC&U Core Commitments Initiative. BRCC expects that each initiative will impact individual students and the institutional climate, generating significant changes that will improve student learning and student success.

Initiative One: Cultivate a Stronger Sense of Integrity and Ethical Decision-making.

BRCC's Initiative One focuses on reinforcing the abilities, skills, and traits most associated with integrity and ethical reasoning. The College views the list of characteristics from the AAC&U Core Commitment Initiative (Table 13) as the qualities it most wants to develop in students.

<i>Table 13: AAC&U Core Commitments Initiative Character Traits most associated with academic integrity ethical and moral reasoning</i>

<u>What is meant by “academic integrity”?</u>
--

- Adhering to a code or set of standards concerning the intersection of values and academic behavior
- Acting in a way befitting a community of scholars

Character traits associated with academic integrity:

- Honesty
- Truthfulness
- Fairness
- Respect for others
- Honor
- Responsibility
- Trust

How are these traits defined?

- Honesty and Truthfulness
 - Acting in a manner that is straightforward and sincere
 - Acting respectfully when hearing the truth from someone else, even when it is not what you want to hear
 - Understanding that, in situations of wrongdoing, honesty and truth may come with warranted consequences
 - Accepting responsibility for one's actions
 - Admitting to mistakes/wrongdoing
 - Acting without guilt to protect the values of the campus community
 - *Includes:* reflecting on one's actions and thoughts, both positively and critically; taking pride in one's work; knowing one's limits; being diligent about accurately citing sources and using only one's own work in assignments; understanding why cheating on an exam amounts to cheating oneself
- Fairness, and Respect for Others
 - Treating others how one wants to be treated
 - Accepting personal differences
 - Considering how one's actions impact the feelings, values, and efforts of others
 - Recognizing the value of multiple points of view
 - Understanding that some opinions are more valuable than others
 - Making courtesy and politeness second-nature in daily interactions
 - Making sound judgments
 - *Includes:* attending class on time and prepared; acknowledging the good work of peers; sharing credit when work is shared; understanding that how one treats others and how one goes about one's daily work is as important as what is accomplished
- Honor, Responsibility, and Trust

- Displaying loyalty to, and abiding by the goals and values of the institution
- Respecting the opportunity to participate in a scholarly community
- Considering how one's actions represent and reflect the mission of the institution
- Understanding one's role as a student relative to faculty, staff, administrators, and other students on a college campus
- *Includes:* signing, and putting into deliberate practice, the institution's honor code; recognizing the importance of the honor code for each course—on syllabi, on exams, and in class discussions; applying this code both inside and outside the classroom; seeing oneself as a representative of a scholarly community; not participating in any type of academic dishonesty (including permitting others to use one's work); appropriately reporting instances when the honor code is broken; thinking before one acts

Why are these traits important?

- These traits are often the essence of institutional mission statements
- The foundations of higher education were built upon these traits
- They support the culture of a scholarly community
- The collegial community relies on them to foster intellectual growth
- They are transferable to any realm of life

What is meant by “competence in ethical and moral reasoning”?

- Developing one's own personal and social values
- Expressing and acting upon values with consistency, in the context of respect for others
- Demonstrating a willingness to engage in dialogue with others
- Developing a sense of humanity and dedication to the “common good”

Character traits associated ethical and moral reasoning:

- Honesty
- Truth-seeking
- Integrity
- Responsibility
- Respect
- Courage
- Self-efficacy
- Compassion
- Empathy
- Social Intelligence

How are these traits defined?

- Honesty and Truth-seeking
 - Being truthful with oneself and with others and establishing an expectation that others be truthful in return
 - Actively pursuing the truth in order to communicate only accurate information to others
 - Understanding that honesty is not always easy—to give or to take—and that it may come with consequences if a wrongdoing has occurred
 - *Includes:* doing one's own work without cheating or plagiarizing, and encouraging others to do the same; accurately portraying who one is, no matter whose company one is in; questioning a statement or action that seems wrong; looking for missing pieces when a story seems incomplete; and seeking deeper understanding of context
- Integrity, Responsibility, and Respect
 - Staying true to oneself, one's commitments, and one's goals
 - Keeping one's word
 - Owning up to one's actions
 - Understanding that actions reflect who a person is and where one comes from
 - Treating others the way one wishes to be treated
 - Honoring the good work of others
 - Recognizing one's impact on others and the impact others have in return
 - *Includes:* expressing the right to one's own well-founded opinion and allowing others to do so as well; demonstrating follow-through with obligations; being loyal to individuals and institutions that have contributed to one's development; upholding the value of a promise
- Courage and Self-Efficacy
 - Taking a chance in the name of a positive outcome
 - Knowing one will be able to deal with whatever outcome one might face
 - Facing one's fears and tackling self-doubt
 - Believing in one's capabilities
 - Recognizing when a situation requires action and being able to determine the next appropriate step
 - *Includes:* taking a stand with a minority opinion; respectfully questioning the actions of someone with power; being able to evaluate the relative risk and reward of a situation; challenging oneself in academic and social situations
- Compassion, Empathy, and Social Intelligence
 - Showing understanding of others' emotions
 - Knowing how to reach out to someone in need
 - Taking the time to learn what is appropriate in dealing with a particular

circumstance

- Knowing when and when not to relate one's own experiences to a situation
- Respecting the idea that different cultures have various ways of dealing with personal and social issues
- *Includes:* listening to the perspectives of others; asking what someone needs and how one can be helpful rather than imposing one's own ideals; knowing when to elicit the help of someone with more first-hand experience; engaging in interactions and experiences that will enhance one's abilities to relate to others

Why are these traits important?

- They are the foundation of both actions and reactions
- They provide the basic grounding for development as individuals and for development as a society
- These traits reflect the most basic philosophical underpinnings of humanity
- The presence of these traits in individuals is a reflection of the greater good of society

Note: Information adopted from Association of American College and Universities. (n.d.). Character traits associated with the five dimensions of personal and social responsibility. Core commitments: Educating students for personal and social responsibility. Washington, DC:. Retrieved from http://www.aacu.org/core_commitments/documents/CharacterTraitsofthe5Dimensions_001.pdf

Integrity is a central component of personal responsibility. The College will re-examine, and, to the extent necessary, revitalize the institution's Honor System to include academic and social honor codes using principles of restorative justice. The process used by faculty and administrators for working with students who violate the new honor system will be designed to encourage an alteration in the student's behavior that will be reinforced throughout the college community.

Remediation learning modules will help students recognize that understanding and acting with a sense of honor and ethics is central to academic success. Students who violate the honor system will be required to complete a remediation module, and the modules will also be open to general student enrollment. These mini-MOOC modules will be designed to teach ethical decision-making. The team responsible for Initiative One will work to develop ongoing

educational programs about the honor system and infuse an expectation of integrity and ethics throughout the college community.

Initiative Two: Enhance Soft Skills to Improve Student Success

BRCC's Initiative Two focuses on reinforcing the abilities, skills, and traits most associated with a strong work ethic and the willingness to strive for excellence. The College views the list of characteristics from the AAC&U Core Commitment Initiative (Table 14) as the qualities it most wants to develop in students.

Table 14: AAC&U Core Commitments Initiative Character Traits most associated with striving for Excellence

What is meant by "work ethic"?

- A set of values that inform how you go about your work;
- Advocates personal accountability and responsibility based on the intrinsic and extrinsic value of your work.

Character traits associated with a strong work ethic:

- Accountability
- Responsibility
- Dependability
- Self-discipline
- Initiative
- Persistence
- Resilience
- Purpose
- Motivation
- Social Intelligence

How are these traits defined?

- Accountability, Responsibility, Dependability, and Self-discipline
 - Having a clear understanding of the expectations and requirements that come with one's role as a student
 - Working hard to fulfill those expectations and requirements

- Recognizing liability for one's conduct
- Understanding one's role relative to other students, faculty, staff and administrators
- Includes: being able to prioritize tasks and complete them in a timely manner; dealing with competing obligations, and managing multiple roles (within the environment of the college/university as well as between school life, personal life, and social life)
- Initiative, Persistence, and Resilience
 - Having creativity and the ability to self-start a new project or to recognize the appropriate next step in a project that is ongoing
 - Being able to adapt, stay positive, and persevere
 - Working toward improvement rather than being satisfied with the status quo
 - Being comfortable working independently
 - Going above and beyond what is required
 - Diligently working on a project, even when it is not going smoothly
 - *Includes:* using perception to plan ahead and plan for contingency; making use of available resources; being confident in decision-making; being able to learn from, and then move on from, mistakes
- Purpose and Motivation
 - Recognizing one's role (in your family, at your college/institution, etc.) and how this fits into one's short-term and long-term plans
 - Knowing that there is value in one's efforts
 - Pushing oneself to the next level of growth, academically and socially
 - *Includes:* goal setting; requesting and taking feedback in a positive manner; reflecting on failure and success, and, when necessary, re-evaluating goals
- Social Intelligence
 - Demonstrating interpersonal skills, such as cooperation, friendliness, respect, trust, and courtesy
 - Being comfortable working as a team member
 - *Includes:* being open to the ideas of others; equitably dividing work on shared projects; sharing resources; recognizing another's job well-done; providing feedback to others when requested

Why are these traits important?

- They help to create a common "work" culture within the collegial environment
- These traits translate into the norms of professional culture
- Understanding them will help students transition from school to work
- They are valuable across disciplines, professions, domains, and job levels

Note: Information adopted from Association of American College and Universities. (n.d.). Character traits associated with the five dimensions of personal and social responsibility. Core commitments: Educating students for personal and social responsibility. Washington, DC:. Retrieved from http://www.aacu.org/core_commitments/documents/CharacterTraitsofthe5Dimensions_001.pdf

The College will develop and implement a series of instructional mini-MOOC modules to help students develop strong soft skills and encourage efforts to do their very best in all aspects of college. This initiative allows the College to incorporate the *Making Connections Series*, a core component of BRCC's previous Learning Community QEP, in an expanded and updated way.

Students will be recruited to participate in soft skills modules in a variety of ways. They may be encouraged by academic advisors to enroll in order to supplement student success skills. Instructors of the one-credit College Success Skills course (SDV 100) may incorporate modules into their instruction. Instructors of other courses may require enrollment in a module as part of the normal coursework for a class or as extra credit. Students may also be targeted to complete specific modules when instructors identify specific needs, or students may self-enroll.

Initiative Three: Develop Student Ability to Take Seriously the Perspectives of Others

BRCC's Initiative Three focuses on developing the ability of students to take seriously the perspectives of others. The College views the list of characteristics from the AAC&U Core Commitment Initiative (Table 15) as the qualities it most wants to develop in students.

Table 15: AAC&U Core Initiative Traits most associated with taking seriously the perspective of others

What is meant by “the obligation to take seriously the perspectives of others”?

- Respecting the right of other individuals to have varying interpretations of the world
- Appreciating well-founded opinions that differ from one’s own
- Understanding the value that unique viewpoints bring to the development of knowledge

Character traits associated with taking serious the perspectives of others:

- Attentiveness
- Thinking before responding
- Open-mindedness
- Social/Cultural awareness
- Empathy
- Respect for self and others
- Self-confidence
- Self-efficacy
- Inquisitiveness
- Truth-seeking
- Exercising good judgment

How are these traits defined?

- Attentiveness and Thinking before Responding
 - Being able to focus, concentrate on, and comprehend what another person is communicating—verbally or in writing, physically or affectively
 - Focusing what is being communicated prior to responding
 - Considering how one’s response will be interpreted by others
 - Includes: paying full attention when another person is speaking—noticing tone of voice, facial expressions, and body language; making an effort to capture the “meaning behind the words” in written communications; responding to others with controlled emotion and well-founded thoughts, ideas, and opinions
- Open-mindedness, Cultural/Social Awareness, Empathy
 - Having flexibility in one’s opinions and beliefs, recognizing that they might evolve/change as a consequence of learning from other individuals, personal experience, and intellectual growth
 - Understanding that the inherent and background differences of others contribute to their ways of thinking

- Making an effort to accurately understand the perspective of another individual and the affective state that accompanies that perspective, and having the capability to respond appropriately to that individual
- Includes: considering how “who one is” influences how one thinks, acts, and reacts; making one’s own decisions about what to believe, while also permitting oneself to change one’s mind and others to change their minds; seeking the opinions of other individuals with backgrounds different from one’s own; providing support to other individuals whose perspective one can relate to
- Respect for Self and for Others, Self-confidence, and Self-efficacy
 - Trusting in one’s own knowledge and abilities
 - Believing in oneself and one’s capabilities
 - Recognizing the value that one adds to a situation or experience
 - Being able to justify, express, and act upon one’s beliefs without feelings of guilt or wrongdoing
 - Includes: being able to convey one’s opinion or perspective, even if it is in the minority; being able to explain and provide a basis for one’s beliefs; displaying one’s strengths with assertion but without arrogance
- Inquisitiveness, Truth-seeking, and Exercising Good Judgment
 - Having a perpetual interest in learning more
 - Searching for knowledge through questioning and probing
 - Seeking the opinions of experts and having the ability to distinguish the value associated with those opinions
 - Being able to make a judgment without being judgmental
 - *Includes:* asking questions to delve beyond what is on the surface; questioning information when one is skeptical about its merit; recognizing that even a “reliable” source of information may not always be reliable; examining competing and contradictory evidence; understanding that while everyone has the right to an opinion, not all opinions are equally worthwhile

Why are these traits important?

- They help to create a culture of mutual respect within the collegial environment
- They demonstrate intellectual maturity
- They are associated with being a lifelong learner
- By embracing these traits, others are likely to reciprocate and take your perspective seriously

Note: Information adopted from Association of American College and Universities. (n.d.). Character traits associated with the five dimensions of personal and social responsibility. Core commitments: Educating

students for personal and social responsibility. Washington, DC:. Retrieved from
http://www.aacu.org/core_commitments/documents/CharacterTraitsofthe5Dimensions_001.pdf

Initiative Three is inspired by a parable variously sourced, but best known from the renowned Kenyon College Graduation speech by the late author David Foster Wallace (Wallace, 2005):

There are these two young fish swimming along and they happen to meet an older fish swimming the other way, who nods at them and says "Morning, boys. How's the water?" And the two young fish swim on for a bit, and then eventually one of them looks over at the other and goes "What the hell is water?"

The theme of this parable is awareness. We take for granted what is around us every day, thinking that what surrounds us is the only normal perspective. Wallace writes that we must remind ourselves repeatedly that, "This is water, this is water." This initiative focuses on reinforcing abilities, skills, and traits most associated with perspective-taking, or raising awareness and understanding of perspectives different from our own – to choose to think about something other than a personal sense of "normal."

Historically, the Shenandoah Valley has been a homogenous cultural environment, but in recent years it has become the home for families from all over the world. Students in Harrisonburg, for example, one of the cities within the College service area, speak more than 50 languages. The College's student body is beginning to reflect that heterogeneity. Assumptions about appropriate behavior within an academic community can be very different across different cultures. Initiative Three is designed to increase student understanding and appreciation of cultural differences at the College and in the world.

Annually, the College will develop and implement an art- and journalism-based outreach project designed to teach students to recognize and take seriously the perspectives of others.

The initiative will take the form of a photographic, text, and/or a video-based project, designed and produced by students, to investigate and celebrate the cultural perspectives of the college community. The web-based photojournalism work of Brandon Stanton will serve, in part, as a model for this exercise (Stanton, 2013).

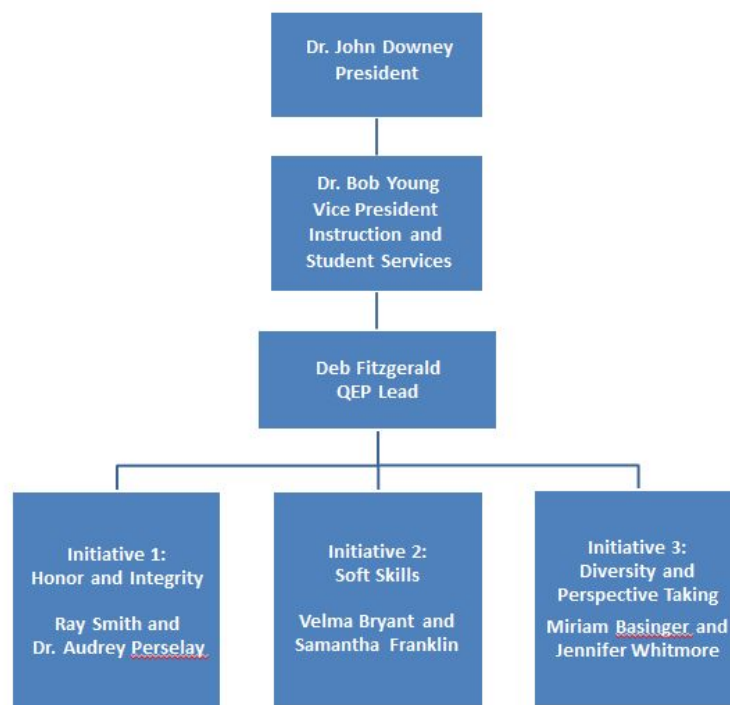
Students will be recruited throughout the college to participate in the development of the project. Members of student leadership groups (such as the Student Government Association, Phi Theta Kappa, Alpha Beta Gamma, and Spectrum) will be utilized to spread the word and to help recruit their classmates. In addition to the students who will annually develop the art and journalism projects, other groups of students will benefit from viewing the project and participating in an associated mini-MOOC module. The ISI will be used to measure the change in student perspective that occurs as a result of the project and the mini-MOOC module.

B. Implementing the QEP

1. Leadership Team

Blue Ridge Community College has identified key personnel for leading the implementation process of the QEP. Table 16 shows the organizational structure for the QEP followed by a brief description of the responsibilities of the personnel (with links to resumes).

Table 16: Quality Enhancement Plan Personnel



QEP supervision – [Dr. Bob Young](#), Vice President of Instruction and Student Services.

Dr. Young will have overall responsibility for the implementation of the QEP. Dr. Young serves as the Vice President overseeing the College's instruction, student services, technology, and library. He reports directly to the College President.

QEP Lead - [Ms. Deb Fitzgerald](#), full-time Economics faculty member.

Ms. Fitzgerald will oversee all aspects of the development and implementation of the QEP.

Specific duties in her role as QEP lead will include the following:

- Work with initiative team leaders to provide training, support, and resources for QEP personnel
- Manage the QEP budget
- Help to recruit Mini-MOOC Module creators and facilitators
- Review new mini-MOOC proposals submitted by interested faculty and staff
- Promote QEP modules to faculty and other college personnel
- Identify professional development opportunities for QEP faculty
- Work with the College public relations staff on recruitment materials
- Work with the QEP initiative team leaders, the Coordinator of Institutional Research and Effectiveness, and QEP faculty to interpret assessment measures.
- Review assessment of each initiative and recommend improvements
- Prepare an annual report on the status of the QEP
- Prepare 5-year QEP report for SACSCOC

QEP Initiative Team Leaders

Initiative One –Cultivate a Stronger Sense of Integrity and Ethical Decision-making

[Mr. Ray Smith](#), full-time Administration of Justice faculty member and [Dr. Audrey Perselay](#), full-time Business faculty member.

Initiative Two – Improve Student Success through Enhanced Soft Skills

[Ms. Samantha Franklin](#), BRCC full-time English faculty member and [Ms. Velma Bryant](#), BRCC student services counselor.

Initiative Three – Develop student’s ability to take seriously the perspectives of others

[Ms. Jennifer Whitmore](#), BRCC Art Gallery Coordinator and [Ms. Miriam Basinger](#), BRCC Blackboard Coordinator.

Specific duties of QEP team leaders will include the following:

- Educate college personnel about the QEP
- Coordinate recruitment activities for mini-MOOC students
- Review new mini-MOOC proposals submitted by interested faculty and staff
- Coordinate the creation of new and continuing mini-MOOC modules from year-to-year
- Work with the QEP lead, the Coordinator of Institutional Research and Effectiveness, and QEP faculty to interpret assessment measures.
- Review assessment of each initiative and recommend improvements
- Provide input to the QEP Lead's annual report
- Work with QEP lead in preparation of the 5-year report.

2. QEP Mini-MOOC Module Development

Faculty and staff will be recruited to construct and facilitate mini-MOOC modules that instruct students in the content of the QEP. The *Blackboard* Learning Management System will be employed to provide a consistent platform. Mini-MOOC developers and facilitators will be provided with a monetary incentive.

Topics for the mini-MOOCs will be approved by the implementation team. Creators will develop a module to accomplish the identified student outcomes for each initiative. They will adapt VALUE rubrics (Appendix C) to assess student achievement of learning outcomes. Facilitators will monitor the mini-MOOC modules throughout the semester. They will have the discretion to adjust instructional pedagogy as needed. They will also grade student assignments using the adapted VALUE rubrics to measure student attainment of learning outcomes. Finally, facilitators will send the data to the QEP Lead each semester and prepare modules for the next semester.

These modules are not designed to carry college credit and will be offered free to students. There will be no enrollment limit in the modules, as they will be structured as mini-MOOCs. The College will offer students formal verification of the completion of these modules, allowing students to include these accomplishments as part of their resume as they move into the job market or to a four-year institution. All modules will be reviewed and updated at the end of every academic year. New modules will deploy yearly. Table 17 reflects when each module is scheduled to be created.

Table 17: Module Creation Schedule

	<i># of new modules</i>
Fall 2014- Spring 2015	5
Summer 2015- Spring 2016	15
Summer 2016- Spring 2017	11
Summer 2017- Spring 2018	3
Summer 2018- Spring 2019	2

3. QEP Timeline

Table 18: Planning and Implementation Timeline

Phase	Semester	Activity
Pre-Implementation	Fall 2011	<ul style="list-style-type: none">• QEP topic selection team created. RFP process selected, proposed, and approved according to established College governance procedures.• Specifics of RFP process outlined. QEP RFP for the College website designed and constructed.

Pre-Implementation	Spring 2012	<ul style="list-style-type: none"> • RFP goes live on College website. • Outreach for input begins, with comments solicited from internal and external communities. • Website is managed and monitored. Comments are approved and posted as they arrive. • RFP closes end of spring semester with 13 proposals submitted.
	Summer 2012	<ul style="list-style-type: none"> • RFP proposals are downloaded, discussed, and evaluated according to SACSCOC criteria and then ranked. • Additional data sources are identified to aid in identifying the relative need for each specific QEP proposal.
	Fall 2012	<ul style="list-style-type: none"> • Two proposals are selected from 13 submissions. Both focus on student learning, the environment for student learning, and accomplishing the mission of the institution. • Proposals are further evaluated to see if additional data justifies the need. • An internal survey based on the Personal and Social Responsibility proposal is deployed to internal BRCC community to gather additional information. • QEP topic of personal and social responsibility is recommended to President Downey, and accepted.
	Spring 2013	<ul style="list-style-type: none"> • PSRI is purchased and deployed. • QEP Leadership Development and Content Expertise Teams are assembled and begin work. • Research begins on narrowing down topic to a right-sized QEP that fulfills SACSCOC criteria.

Pre-Implementation		<ul style="list-style-type: none"> • Specific proposals for Personal and Social Responsibility QEP are developed, proposed, and discussed by sub-teams. • Results from PSRI arrive at semester's end.
	Summer 2013	<ul style="list-style-type: none"> • PSRI data is examined, evaluated and interpreted. • Final QEP proposal is developed from sub-team proposals, presented, and approved.
	Fall 2013	<ul style="list-style-type: none"> • Final QEP proposal is refined. • QEP Lead is recruited and identified. • QEP proposal continues to be developed and refined. • QEP document compilation begins.
	Spring 2014	<ul style="list-style-type: none"> • QEP Initiative Team Leaders are recruited. QEP initiative team leaders hold organizational meetings to outline roles and responsibilities and to begin implementation planning. • College administration and QEP team finalizes QEP budget. • Initiative One team is assembled and meets to organize summer task and research list. • QEP document compilation continues.
	Summer 2014	<ul style="list-style-type: none"> • QEP document details on budget and implementation are finalized. QEP document completed. • Initiative One team researches honor code and restorative justice principles and plans fall 2014 work. • Initiative Two and Three Team Leaders assemble teams for work in fall 2014. • QEP Lead and initiative team leaders finalize QEP.

Pre-Implementation	Fall 2014	<ul style="list-style-type: none"> • SACSCOC visit and QEP is presented. • Initiative One team drafts new honor system and plans for design, development, and construction of restorative justice and ethical behavior mini-MOOC modules. • Initiative Two team designs, plans, and begins recruiting staff and faculty to create the first tier of soft skill mini-MOOC modules. • Initiative Three team plans student recruitment strategy, module design, and project design. • QEP Lead works with Office of Institutional Research and Effectiveness (OIRE) to establish baseline longitudinal data regarding details on students who committed academic violations during the period 2011-2015. Prepare data collection plan for all initiatives. • QEP teams design and finalize new processes needed to facilitate smooth implementation of all three initiatives.
	Spring 2015	<ul style="list-style-type: none"> • Initiative One team leaders present honor code proposals to relevant governance and constituency groups. Approved honor code will be included in the 2015/16 catalog. Design and creation of restorative justice remediation modules continues. • Initiative Two team continues to recruit for creation of soft-skill modules. Early goal is to ensure that at least one module is complete in time for Fall registration sessions in March 2015. The rest will be completed by the end of summer 2015. • Initiative Three team plans for 2015/16 project creation, distribution and marketing. Module assessment is finalized. Team works with Instructional Technologist to identify media to be used in project development. Team works with OIRE to

		<p>incorporate Intercultural Sensitivity Index survey into the module.</p> <ul style="list-style-type: none"> • QEP Lead works with College public relations to plan strategy to market the initiatives to students. Team also finalizes process for formal documentation of student module completion. • QEP data collection plan is designed, vetted, and finalized.
	Summer 2015	<ul style="list-style-type: none"> • Initiative One team finalizes new honor system process, procedures, and administrative forms and ensures that all changes are reflected in all appropriate paper and virtual documents. Remediation and ethical behavioral mini-MOOC modules are completed. • Initiative Two team leaders finalize mini-MOOC modules for deployment in the Fall 2015. • Initiative Three team leaders finalize project plan and complete strategy with College public relations staff to recruit students for the upcoming academic year.
	Fall 2015	<ul style="list-style-type: none"> • Initiative One team supervises and evaluates remediation and integrity mini-MOOC modules. Facilitators collect data at the end of the semester, send it to the QEP Lead, and prepare for the next semester. The team evaluates the process and procedures and meets with the QEP Lead to recommend modifications. • Initiative Two team supervises and evaluates the soft-skill mini-MOOC modules. Facilitators collect data at the end of the semester, send it to the QEP Lead, and prepare for the next semester. The team evaluates the process and procedures and meets with the QEP Lead to recommend modifications.
Year One		

<p>Year One</p>	<p>Spring 2016</p>	<ul style="list-style-type: none"> • Initiative Three team finalizes plan for student recruitment strategy and designs and constructs mini-MOOC to evaluate student learning through the project. • QEP Lead collects, analyzes, and evaluates outcomes and performance data in all modules. All QEP team leaders meet to discuss and course-correct for spring semester. • Initiative One team supervises and evaluates remediation and integrity mini-MOOC modules. Facilitators collect data at the end of the semester, send it to the QEP Lead, and prepare for the next semester. The team evaluates the process and procedures and meets with the QEP Lead to recommend modifications. • Initiative Two team supervises and evaluates the soft-skill mini-MOOC modules. Facilitators collect data at the end of the semester, send it to the QEP Lead, and prepare for the next semester. The team evaluates the process and procedures and meets with the QEP Lead to recommend modifications. • Initiative Three team and students produce, distribute, and market project. Students involved in project complete evaluation module and ISI. Facilitator collects data at the end of the semester, sends it to the QEP Lead, empties the MOOC, and prepares for the next academic year. • QEP Lead collects, analyzes, and evaluates outcomes and performance data in all modules. All QEP team leaders meet to discuss and course-correct for the next semester. • Administer PSRI to College employees and students.
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Year Two	Summer 2016	<ul style="list-style-type: none"> • QEP Lead writes annual report for review by College Planning Committee. • Lead recruits faculty and supervises creation and deployment of 2016-2017 soft-skill modules. • Initiative One team supervises and evaluates remediation and integrity mini-MOOC modules. Facilitators collect data at the end of the semester, send it to the QEP Lead, and prepare for the next semester. The team evaluates the process and procedures and meets with the QEP Lead to recommend modifications.
	Fall 2016	<ul style="list-style-type: none"> • Initiative Two team supervises and evaluates the soft-skill mini-MOOC modules. Facilitators collect data at the end of the semester, send it to the QEP Lead, and prepare for the next semester. The team evaluates the process and procedures and meets with the QEP Lead to recommend modifications. • Initiative Three team evaluates and finalizes plan for student recruitment strategy. • QEP Lead collects, analyzes, and evaluates outcomes and performance data in all modules. All QEP team leaders meet to discuss and course-correct for the next semester.
Year Two	Spring 2017	<ul style="list-style-type: none"> • Initiative One team supervises and evaluates remediation and integrity mini-MOOC modules. Facilitators collect data at the end of the semester, send it to the QEP Lead, and prepare for the next semester. The team evaluates the process and procedures and meets with the QEP Lead to recommend modifications.

		<ul style="list-style-type: none"> • Initiative Two team supervises and evaluates the soft-skill mini-MOOC modules. Facilitators collect data at the end of the semester, send it to the QEP Lead, and prepare for the next semester. The team evaluates the process and procedures and meets with the QEP Lead to recommend modifications. • Initiative Three team and students produce, distribute, and market project. Students involved in project complete evaluation module and ISI. Facilitator collects data at the end of the semester, sends it to the QEP Lead, empties the MOOC, and prepares for the next academic year. • QEP Lead collects, analyzes, and evaluates outcomes and performance data in all modules. All QEP team leaders meet to discuss and course-correct for the next semester. • Administer PSRI to College employees and students.
<p style="text-align: center;">Year Three</p>	<p style="text-align: center;">Summer 2017</p>	<ul style="list-style-type: none"> • QEP Lead writes annual report for review by College Planning Committee. • Lead recruits faculty and supervises next deployment of 2017-2018 soft-skill modules.
	<p style="text-align: center;">Fall 2017</p>	<ul style="list-style-type: none"> • Initiative One team supervises and evaluates remediation and integrity mini-MOOC modules. Facilitators collect data at the end of the semester, send it to the QEP Lead, and prepare for the next semester. The team evaluates the process and procedures and meets with the QEP Lead to recommend modifications. • Initiative Two team supervises and evaluates the soft-skill mini-MOOC modules. Facilitators collect data at the end of the semester, send it to the QEP Lead, and prepare for the next

<p style="text-align: center;">Year Three</p>	<p style="text-align: center;">Spring 2018</p>	<p>semester. The team evaluates the process and procedures and meets with the QEP Lead to recommend modifications.</p> <ul style="list-style-type: none"> ● Initiative Three team updates plan for student recruitment strategy. ● QEP Lead collects, analyzes, and evaluates outcomes and performance data in all modules. All QEP team leaders meet to discuss and course-correct for the next semester. <ul style="list-style-type: none"> ● Initiative One team supervises and evaluates remediation and integrity mini-MOOC modules. Facilitators collect data at the end of the semester, send it to the QEP Lead, and prepare for the next semester. The team evaluates the process and procedures and meets with the QEP Lead to recommend modifications. ● Initiative Two team supervises and evaluates the soft-skill mini-MOOC modules. Facilitators collect data at the end of the semester, send it to the QEP Lead, and prepare for the next semester. The team evaluates the process and procedures and meets with the QEP Lead to recommend modifications. ● Initiative Three team and students produce, distribute, and market project. Students involved in project complete evaluation module and ISI. Facilitator collects data at the end of the semester, sends it to the QEP Lead, empties the MOOC, and prepares for the next academic year. ● QEP Lead collects, analyzes, and evaluates outcomes and performance data in all modules. All QEP team leaders meet to discuss and course-correct for the next semester. ● Administer PSRI to College employees and students.
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<p>Year Four</p>	<p>Summer 2018</p>	<ul style="list-style-type: none"> • QEP Lead writes annual report for review by College Planning Committee • Lead recruits faculty and supervises next deployment of 2018-2019 soft-skill modules. • Initiative One team supervises and evaluates remediation and integrity mini-MOOC modules. Facilitators collect data at the end of the semester, send it to the QEP Lead, and prepare for the next semester. The team evaluates the process and procedures and meets with the QEP Lead to recommend modifications. • Initiative Two team supervises, and evaluates the soft-skill mini-MOOC modules. Facilitators collect data at the end of the semester, send it to the QEP Lead, and prepare for the next semester. The team evaluates the process and procedures and meets with the QEP Lead to recommend modifications.
<p>Year Four</p>	<p>Fall 2018</p>	<ul style="list-style-type: none"> • Initiative Three team finalizes plan for student recruitment strategy. • QEP Lead collects, analyzes, and evaluates outcomes and performance data in all modules. All QEP team leaders meet to discuss and course-correct for the next semester.

<p>Year Four</p>	<p>Spring 2019</p>	<ul style="list-style-type: none"> • Initiative One team supervises and evaluates remediation and integrity mini-MOOC modules. Facilitators collect data at the end of the semester, send it to the QEP Lead, and prepare for the next semester. The team evaluates the process and procedures and meets with the QEP Lead to recommend modifications. • Initiative Two team supervises and evaluates the soft-skill mini-MOOC modules. Facilitators collect data at the end of the semester, send it to the QEP Lead, and prepare for the next semester. The team evaluates the process and procedures and meets with the QEP Lead to recommend modifications. • Initiative Three team and students produce, distribute, and market project. Students involved in project complete evaluation module and ISI. Facilitator collects data at the end of the semester, sends it to the QEP Lead, empties the MOOC, and prepares for the next academic year. • QEP Lead collects, analyzes, and evaluates outcomes and performance data in all modules. All QEP team leaders meet to discuss and course-correct for the next semester. • Administer PSRI to College employees and students. • Analyze and compare pre-and post-PSRI data. • Evaluate module data. • QEP Lead writes annual report for review by College Planning Committee. • QEP Lead completes 5-year report for SACSCOC.
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C. Assessing the QEP

The BRCC QEP assessment plan includes multiple measures to evaluate student learning and the learning environment. These multiple measures will include assessment of student learning in the modules through adapted VALUE rubrics, the *Personal and Social Responsibility Index*, the *Intercultural Sensitivity Index*, and traditional measures of student success.

The College has identified specific learning outcomes/objectives, measures, and targets for each of the three initiatives. Table 19 presents a list of these outcomes/objectives, along with the measures and target associated with each.

Table 19: Assessment Goals, Measures and Targets

Initiative One: *Cultivate a Stronger Sense of Integrity and Ethical Decision-making.*

Goal: Improve student success through implementation of a restorative justice mini-MOOC module developed for students who violate the Honor System.

Student Learning Outcome/Objective	Measure	Target
Students found in violation of the BRCC honor code will identify key components of the College policy on academic integrity and interact in principled engagement with the BRCC Honor Code. (SLO)	Written assignment (short essay) upon completion of the restorative justice module, in which students identify key components of the College's policy on academic integrity and BRCC's Honor Code. The assignment will be scored using a rubric that will be developed once the BRCC Honor Code is re-written.	90% of module participants will receive a successful score on the rubric associated with this mini-MOOC.

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Students found in violation of the BRCC honor code will articulate personal integrity. (SLO)	Written assignment (short essay) on personal integrity will be completed by students, upon completion of the restorative justice mini-MOOC. The content of which will be developed with the Ethical Reasoning VALUE rubric as a scoring/evaluation framework.	90% of participants will receive a score of 3 or higher on the Ethical Reasoning VALUE rubric.
Students found in violation of the BRCC honor code will articulate academic integrity. (SLO)	Written assignment (short essay) on academic integrity will be completed by students upon completion of the restorative justice mini-MOOC. This will be an open-ended short essay, the content of which will be developed with the Ethical Reasoning VALUE rubric as a scoring/evaluation framework.	90% of participants will receive a score of 3 or higher on the Ethical Reasoning VALUE rubric.
Students found in violation of the BRCC honor code and who engaged in restorative justice mini-MOOC modules will have higher GPA, retention, and program completion rates than those who violated the honor code in the four years prior to the QEP.	Comparison of GPA, retention, and program completion rates between students who violated the honor code before in the four years prior to implementation of this QEP (baseline) and the four years after implementation of this QEP.	90% of participants will have higher GPA, retention, and completion rates than those students found in violation of the honor code and who did NOT engage in restorative justice mini-MOOC modules.
Students will describe ethical issues in personal, professional and civic life from their own perspective as well as the perspective of others. (SLO)	Written assignment (short essay) on ethical issues from a personal perspective and the perspective of others will be completed by students, upon completion of the restorative justice mini-MOOC. The content of which will be developed with the Ethical Reasoning and Civic	90% of participants will receive a score of 3 or higher on the Ethical Reasoning and Civic Engagement VALUE rubrics.

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	Engagement VALUE rubrics as a scoring/evaluation framework.	
Students will use their knowledge of academic integrity to make ethical academic decisions, leading to a decrease in the number of students disciplined for academic or behavioral issues.	Number of students reported for Honor System violations will decline as shown in a comparison between the number of incidents for the four years prior to implementation of this QEP and the number of incidents for the four years after. implementation of this QEP.	Number of students reported for infractions will decrease by at least 10% each year of the QEP, compared to the average number of incidents in the four years prior to implementation of this QEP. However, it is anticipated that there may be an initial rise in reported infractions as a result of increased awareness.
Student and faculty survey responses on the PSRI will indicate that Dimension 2 has improved campus-wide since before the QEP was implemented. Dimension 2 involves the following: Cultivating Academic Integrity: Recognizing and acting on a sense of honor, ranging from honesty, fairness, and respect for others and their work to engaging with a formal academic honor code.	The Personal and Social Responsibility Index (PSRI). More specifically, average responses on Dimension 2, which will be compared from before the QEP and after implementation of the QEP.	Student and employee average rates of agreement on Dimension 2 will increase at the half-way point and again at the conclusion of the formal QEP time period.

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Student and faculty survey responses on the PSRI will indicate that Dimension 5 has improved campus-wide since before the QEP was implemented. Dimension 5 involves the following: Developing Competence in Ethical and Moral Reasoning and Action; Developing ethical and moral reasoning in ways that incorporate the other four responsibilities; using such reasoning in learning and in life.	The Personal and Social Responsibility Index (PSRI), average responses on Dimension 5, compared pre and post implementation of the QEP.	Student and employee average rates of agreement on Dimension 5 will increase at the half-way point and again at the conclusion of formal QEP time period.
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Initiative Two: Enhance Soft Skills to Improve Student Success

Goal: Improve student success through student participation in Soft Skills

(SS) Mini-MOOC Modules designed to enhance soft skills.

Student Learning Outcome/Objective	Measure	Target
Students will demonstrate the knowledge and application of soft skills that are associated with student success in college and the workplace. (SLO)	Written assignments (short essays) and multiple choice quizzes, completed by students upon completion of each soft skills module. The content will be developed with various VALUE rubrics (as appropriate) as a scoring/evaluation framework.	90% of participants will receive a score of 3 or higher on the Ethical Reasoning and Civic Engagement VALUE rubrics; and 90% of participating students will answer at least 80% of the quiz items correctly.
Increase the number of soft skills mini-MOOCs that are offered in each year of QEP implementation.	Number of Soft Skills modules created by faculty, staff and administrators.	Start with 4 the first year (2014-2015) and add a minimum of two every year for five years.
Increase the number of students engaged in soft skills modules.	Number of students engaging in Soft Skills modules.	Number of students engaged in Soft Skills modules will increase by 15% each year.
Students who successfully complete a minimum of three soft skills mini-MOOC modules will have higher GPA, retention and program completion rates than those who did not engage in the soft skills mini-MOOC modules at all.	Comparison of GPA, retention, and program completion rates between students who did not engage in soft skills mini-MOOC modules and students who successfully completed three or more soft skills mini-MOOC modules.	Successful module completers will have higher GPA, retention, and completion rates than those who did not engage in soft skill mini-MOOC modules.

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Student and faculty survey responses on the PSRI will indicate that Dimension 1 has improved campus-wide since before the QEP was implemented. Dimension 1 involves the following: Striving for Excellence; Developing a strong work ethic and consciously doing one's very best in all aspects of college.	The Personal and Social Responsibility Index (PSRI), average responses on Dimension 1, will be compared pre and post implementation of the QEP.	Student and employee rates of agreement will increase at the half-way point and again at the conclusion of formal QEP time period.
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Initiative Three: Develop Student Ability to Take the Perspectives of Others Seriously

Goal: Improve student success by enhancing their individual perspective-taking abilities. In particular, students will enhance the knowledge, skills, attitudes and values necessary to relate to others from different cultural perspectives.

Student Learning Outcome/Objective	Measure	Target
Increase the number of students engaged in intercultural competency module.	Number of students engaging Intercultural competency module.	Number of students engaged in Intercultural competency module will increase steadily each year, after the first year.
Students will articulate an awareness and appreciation of cultural differences and the viewpoints that emerge from these differences. (SLO)	Written assignment (short essay) on cultural awareness will be completed by students, upon completion of the intercultural competency mini-MOOC. The content of which will be developed with the Intercultural Knowledge and	90% of participants will receive a score of 3 or higher in the Intercultural Competence and Knowledge VALUE rubric.

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	Competence VALUE rubric as a scoring/evaluation framework.	
Students will articulate the knowledge needed to understand and respect the values, practices and perspectives of other cultures. (SLO)	Written assignment (short essay) on the understanding and respect of other cultures will be completed by students, upon completion of the intercultural competency mini-MOOC. The content of which will be developed with the Intercultural Knowledge and Competence VALUE rubric as a scoring/evaluation framework.	90% of participants will receive a score of 3 or higher on the Intercultural Competence and Knowledge VALUE rubric.
Students will demonstrate the ability to acquire information about cultural diversity from reliable sources. (SLO)	A multiple-choice quiz with items that measure students' knowledge about how to acquire reliable information about cultural diversity. The items will be developed using the Information Literacy VALUE rubric, and will be aligned with the Intercultural Competency mini-MOOC module.	90% of participating students will answer at least 80% of the quiz items correctly.
Student sensitivity to intercultural issues will increase after participation in the Initiative Three project.	Pre- and post-test student scores on the International Sensitivity Index (ISI).	Student scores will improve between pre- and post-test measures.
Dimension 4 of the PSRI will improve campus-wide over the course of the initiative.	The Personal and Social Responsibility Index (PSRI), average responses on Dimension 4 will be compared pre and post implementation of the QEP.	Student rates of agreement will increase at the half-way point and again at the conclusion of the formal QEP time period.

D. The Budget

In order to adequately implement the QEP and to sustain the necessary components of the plan over five years, appropriate resources will be allocated by the College. Details of annual expenditures are outlined in Table 20, with corresponding budget narrative following.

Table 20: Quality Enhancement Plan Budget

Name	FY 14-15 (SU 14-SP15)	FY 15-16 (SU 15-SP16)	FY 16-17 (SU16-SP17)	FY 17-18 (SU 17-SP18)	FY 18-19 (SU18-SP19)
Leadership Personnel					
Adjunct Coverage for QEP Lead	\$12,750.00	\$20,400.00	\$15,300.00	\$15,300.00	\$15,300.00
Adjunct Coverage for QEP Faculty Team Leaders	\$12,750.00	\$17,850.00	\$12,750.00	\$12,750.00	\$12,750.00
Part-Time Coverage for QEP Staff Team Leaders	\$14,100.00	\$26,250.00	\$26,250.00	\$26,250.00	\$26,250.00
Program Development					
Create Modules	\$2,500.00	\$7,500.00	\$5,500.00	\$1,500.00	\$1,000.00
Facilitate Modules	\$0.00	\$5,600.00	\$18,900.00	\$30,450.00	\$33,600.00
Other Expenses					
Supplies	\$300.00	\$900.00	\$900.00	\$900.00	\$900.00
Equipment	\$0.00	\$2,500.00	\$1,000.00	\$1,000.00	\$1,000.00
Promotion	\$1,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
Assessment	\$0.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00
Training	\$2,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
Travel	\$4,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
Food/Hospitality	\$350.00	\$1,050.00	\$1,050.00	\$1,050.00	\$1,050.00
Contingency Funds	\$3,000.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
QEP TOTALS by Fiscal Year	\$52,750.00	\$99,550.00	\$99,150.00	\$106,700.00	\$109,350.00

The College QEP budget demonstrates the commitment of ongoing resources to QEP implementation. The budget breaks up those resources into three categories: leadership personnel, program development (mini-MOOC creators and facilitators), and other expenses.

Highly qualified full-time faculty and staff will provide the leadership essential to the success of the QEP. The personnel budget in Table 20 reflects reassigned time for the QEP Lead and for the six team leaders overseeing the implementation of the three initiatives. The

amount budgeted for reassigned time of the full-time faculty or staff was based on the average cost of adjunct faculty and/or part-time employees providing coverage for the duties normally assigned to these personnel.

The College also will provide resources to the faculty and staff who develop the mini-MOOCs in the three program initiatives. Individuals who create an approved mini-MOOC module will be given a stipend of \$500. Individuals who facilitate the mini-MOOC modules each semester will be provided a pro-rated stipend (ranging from \$200 to \$400) dependent upon the number of enrolled students in each module.

Finally, BRCC will allocate sufficient resources for a myriad of expenses including travel, equipment, and assessment. More detailed information about those expenses is provided below:

- Supplies – Media and art supplies associated with the QEP implementation.
- Equipment – Items such as tablet computers, photography equipment, and software.
- Assessment – Costs associated with acquiring and administering the PSRI, the ISI, and other assessment instruments.
- Training – Faculty and staff training in the development, implementation, and assessment of the mini-MOOCs.
- Travel – Costs associated with off-campus professional development and assessment training.
- Food/Hospitality – Business meals/snacks associated with recruitment and student events during QEP implementation.
- Contingency Funds – Unanticipated expenses.

The College began a QEP budget in 2005 and has consistently allocated funds since then in anticipation of the costs associated with QEP implementation. The College's previous QEP initiatives have been successfully integrated into the larger College environment and no longer need separate funding. The 2014-2015 annual budget allocates \$53,800 for the QEP, out of an overall budget of approximately 20 million dollars. In the FY 16, this allocation increases to \$99,500. The College anticipates additional revenue to account for future cost increases through additional tuition revenue and through budgeted cost reductions in other departments. Finally, the College's Educational Foundation can provide additional revenue through strategic grant allocations and student success endowments.

In addition to the budgeted items listed above, the QEP initiatives will be supported by other College resources. Specifically, several employees of the College will provide expertise and support as a component of their current responsibilities:

- Institutional Research personnel
- Public relations personnel
- College Webmaster
- Instructional Technologist
- Blackboard Administrator
- Student Services personnel
- Audio-Visual Department personnel
- Technology Services personnel

E. Conclusion

BRCC's QEP leverages existing expertise in the College to design and promote more focused approaches to enhancing student learning and improving student success. Initiative One will produce a fundamental, sustained change in students by promoting a culture which

embraces integrity. Initiative Two will support students in acquiring the soft skills they need to succeed. Initiative Three will encourage students to explore and learn from different cultural perspectives.

Personal and social responsibility is a critical component of successful individuals that is often not directly addressed by educational institutions. Like the butterfly-effect described by Edward Lorenz, the Blue Ridge Community College QEP will influence students in subtle, individual ways that will produce profound and far-reaching changes in personal and social responsibility.

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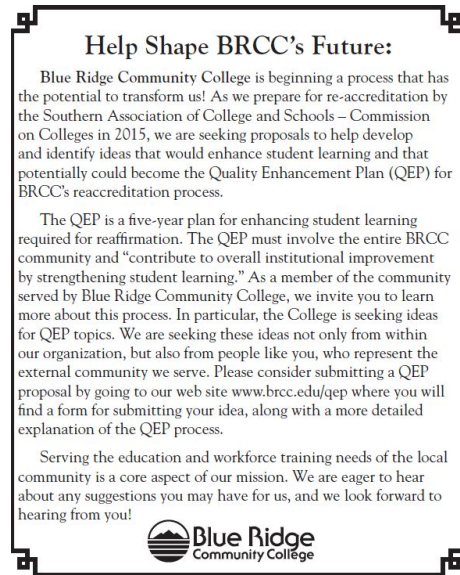
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Appendix A : Community Outreach; Advertisement run in three local newspapers, Feb. 2012



Daily News-Record (Harrisonburg, VA) February 7, 2012 Section: News-Local
http://nl.newsbank.com/nl-search/we/Archives?p_action=doc&p_docid=13CC692FDB31B738&p_docnum=1

Input Welcome For BRCC Learning Plan
EMILY SHARRER

HARRISONBURG - Blue Ridge Community College is asking the community to help steer the future of learning at the Weyers Cave school.

Now through the end of April, the college is asking residents and students, faculty and staff for suggestions for a new Quality Enhancement Plan, aimed at improving student learning over the next five years. The plans are required for all colleges and universities to be accredited by the Southern Association of Colleges and Schools' Commission on Colleges, which oversees accreditation for higher education institutions in 11 states. Reaccreditation takes place every 10 years.


"Being a community college, it just makes sense for us [to involve the community]," said Bridget Baylor, BRCC spokeswoman, who added that the college is seeking its 2015 accreditation. "We have so many community partnerships."

The enhancement plan is a fairly new part of the reaccreditation process, having been added to the requirements in 2004. This will be the second plan for Blue Ridge, which went through the process in 2005. James Madison University and Bridgewater College are in the process of having their first enhancement plans approved. Creating a plan is a lengthy process,

according to the schools, beginning with an open call for submissions. Those are then narrowed down and developed into longer proposals. Administrators choose the final plan. "We need a lot of time to research and vet all the [Quality Enhancement Plan] ideas," Baylor said.

Appendix B: Mission Documents

(captured from the BRCC website, www.brcc.edu/brcc/mission)

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Blue Ridge Community College

Blue Ridge Community College, part of the Virginia Community College System, offers credit courses and programs through the associate degree level, as well as non-credit workforce development and continuing education opportunities.


Mission of the College

Blue Ridge Community College anticipates the educational needs of the central Shenandoah Valley, providing access to comprehensive programs and services, within an environment of academic excellence.



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Weyers Cave, Virginia 24486
(540) 234-9261
Other VA: (888) 750-2722

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Vision Statement

Blue Ridge Community College--a model educational institution recognized for:

- excellence and innovation in programs and services;
- leadership contributions at the local, state, national and international levels;
- a supportive environment for learning and working;
- students, alumni and employees who make a positive difference in our community and beyond.



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In fulfilling our mission, the College is guided by the following values:

Learning

- promoting outstanding teaching and learning;
- delivering challenging and rigorous academic programs;
- encouraging life-long learning, including scholarly activity and professional development;
- **emphasizing general education that is broad based and not bounded by discipline;**
- **advocating free exchange of ideas and beliefs;** and
- providing educational access.

Excellence


- encouraging initiative and innovation;
- rewarding exemplary achievement;
- **expecting personal responsibility;**
- evaluating and improving effectiveness; and
- creating innovative support services.

Community Relationships





- anticipating and responding to community needs;
- enhancing educational programs through community partnerships;
- collaborating with other educational institutions and organizations;
- **providing opportunities for the intellectual growth and enrichment of the community;** and
- expecting active participation in community service.

Culture

- embracing the challenge of change;
- **encouraging a welcoming atmosphere that nurtures inclusion and respect;**
- maintaining a governance structure that ensures shared decision-making;
- promoting transparent and effective communication at all levels;
- **fostering the development and practice of leadership;**
- **modeling integrity and ethical behavior;** and
- providing an attractive, accessible, and functional environment for learning and working.




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Strategic Directions Statements 2011-2015

The Strategic Directions statements are, by design, broad and non-prescriptive so that the College has great flexibility to address rapidly changing and often unforeseen needs of the next three years. All College units will use the Strategic Directions as a framework for developing specific goals, objectives, activities, and measures of institutional effectiveness for the day-to-day operation of the College for the next three years and beyond.

The Educational Experience

Blue Ridge Community College will improve, diversify, and expand the educational experience to anticipate the changing needs of our community by:

- Strengthening rigorous, challenging, high-quality programs,
- Integrating accountability, mutual respect, resilience, integrity, and civic responsibility,
- Increasing opportunities for student engagement inside and outside of the classroom,
- Broadening access to educational opportunities,
- Supporting activities that prepare students for life and work in a global, interconnected, complex world, and
- Reinforcing existing relationships and creating new connections with community partners and constituencies.

Campus Culture and Environment

Blue Ridge Community College will create a positive campus culture by:

- Promoting connection, participation, and transparency,
- Supporting and promoting leadership development for students and employees,
- Fostering opportunities for professional growth for all employees,
- Creating and maintaining space which is functional, efficient, and conducive to learning,
- Providing a safe and attractive environment with an emphasis on the use of renewable resources.

Student Support

Blue Ridge Community College will support student success by:

- Ensuring that students receive responsive and effective assistance and guidance,
- Establishing easily accessible common areas for student intellectual, physical, and social engagement and
- Reducing financial barriers to student success.

approved by the College Assembly 8/11

Appendix C: Sample VALUE Rubric

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact valuel@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors at progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of contexts" (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build a better world*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing and interacting with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and cultural context, and place culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, interact with them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnocentrism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student learning outcome. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is captured in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other frameworks.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by feeling for him or her)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/ cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one's own. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

From the AAC&U Core Commitments Initiative

Blue Ridge Community College
Cultivating Personal and Social Responsibility for Student Success

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact valua@aacu.org

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. The programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	Milestones		
		3	2	
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal biases (even though group(s)) (e.g. possible cultural
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates complexity of another culture politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience from own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal understanding of cultural differences in verbal and nonverbal communication and is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal questions about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment and expresses a willingness to change.

From the AAC&U Core Commitments Initiative

Appendix D. QEP LEADERSHIP TEAM RESUMES

Dr. Bob Young

- Education

- o Doctorate degree in Educational Administration from the Community College Leadership Program at the University of Texas at Austin
- o Master's degree in Information Systems from the Naval Postgraduate School
- o Bachelor degree in Secondary Education (Mathematics and Chemistry teaching fields) from the University of Texas at El Paso.
- Leadership Experience
 - o Vice President of Instruction and Student Services at Blue Ridge Community College 2010-2014
 - o Associate Vice President of Learning at Frederick Community College in Maryland 2002 -2010
 - o Dean of Workforce Development at Florida Community College at Jacksonville 1999-2002
 - o U.S. Navy Officer for 22 years
 - Assistant Dean, Naval Postgraduate School (1994-1997)
 - Commanding Officer (Chief Executive Officer) for Navy computer, telecommunications, and oceanographic research facilities.
 - Computer Science instructor at the U.S. Naval Academy, at the Naval Academy Prep School, and at the Naval War College
 - Chief Information Officer on an aircraft carrier.

Deb Stevens Fitzgerald

Education

MBA 2005 Eastern Mennonite University, Harrisonburg VA 22802

B.A. 1979 Business Administration, **Our Lady of Angels College**, Aston PA (now Neumann College)

Employment Experience

2005- Present	Associate Professor of Economics, Blue Ridge Community College SACSCOC liaison, QEP Lead
1998 – 05	Adjunct Assistant Professor, Department of Business and Economics, Eastern Mennonite University
1987 - 98	Adjunct Instructor, Department of Economics, <i>James Madison University</i>
1996 - 98	Instructor, Chair of Business Management and Computer Science Programs, Chair of Campus Academic Committee, <i>National Business College</i>
1993 - 95	Adjunct Associate Professor, <i>Mary Baldwin College</i>
1985 - 92	Instructor, Department of Economics, <i>James Madison University</i>
1982 – 85	Instructor, Department of Economics, <i>Pennsylvania State University</i>
1979 - 82	Teaching and Research Assistant, Department of Economics, <i>Pennsylvania State University</i>

Leadership Experience

2002 – 03/	
08-present	Planning Commissioner, City of Harrisonburg, current Chair
2004- present	Harrisonburg Democratic Committee, former treasurer, current Chair
2013-present	Steering Committee, NorthEnd Greenway City of Harrisonburg
2008 – 09	Board of Directors, secretary, Gemeinshaft House, Harrisonburg VA
2003 – 05	Board of Directors, Harrisonburg Downtown Renaissance
2002 – 05	Lead Trainer, National Council of Economic Education
1993 - 93	Consultant, VCC Refugee Resettlement Program, Harrisonburg, VA

Dr. Audrey Perselay

- Education
 - Doctorate in Curriculum and Instruction, Higher Education, University of North Carolina, Greensboro, NC (2005)
 - Master's in Business Administration, Winthrop University, Rock Hill, SC (1997)
 - Bachelor of Science in Business Administration, University of North Carolina, Charlotte, NC (1995)
 - Bachelor of Arts in Political Science, University of North Carolina, Charlotte, NC (1995)
 - Associate of Arts—Pre-Business, Western Piedmont Community College, Morganton, NC (1993)
- Leadership Experience
 - Associate Professor of Business Management, Blue Ridge Community College, Weyers Cave, VA (2006-present); Program Coordinator of Management Specialization.
 - Instructor, Gaston College, Gastonia, NC (2001-2006)
 - Executive, Webb Packaging, Morganton, NC (1978-2001)
 - Vice-President & General Manager (1981-2001)
 - Sales Director (1980-1981)
 - Office Manager (1978-1980)

Mr. Raymond D. Smith, Jr.

- Education
 - Masters of Science degree major Criminal Justice College of Social Sciences Xavier University Cincinnati, OH
 - Bachelors of Arts degree major Justice Studies Union Institute and University Cincinnati, OH
 - Associate of Science degree major Criminal Justice Florida Community College at Jacksonville, FL
 - Certified Ethics Instructor by The National Center for State and Local Law Enforcement Training at the Federal Law Enforcement Training Center Glencoe, GA
- Leadership Experience
 - Program Coordinator, Administration of Justice Blue Ridge Community College 2008 – 2014
 - Assistant Professor 2005 – 2007
 - Associate Professor 2007 – 2014
 - Police Sergeant, City of Cincinnati Police Department 1995 - 2004
 - Planning Research & Development Section Supervisor 2000 -2004
 - Direct Supervision of the Legal Liaison and Crime Mapping Units
 - Police District Four Community Oriented Policing Commander 1995 – 2000
 - Police District Three Field Supervisor 1992 – 1995
 - Police Sergeant, University of North Florida Police Department 1976 – 1980
 - Administrative Assistant to the Chief of Police 1978 – 1980
 - Field Supervisor Relief Commander 1976 - 1978

Samantha Franklin

EDUCATION

M.A. May 2001, Radford University, Radford, Virginia

Major: English Concentration: Early American Literature

B.S. May 1995, Radford University, Radford, Virginia

Major: Geology Minor: English

A.A.S. May 1992, Southwest Virginia Community College, Richlands, Virginia

Major: Environmental Science/Mined Land Reclamation

EMPLOYMENT EXPERIENCE

English Instructor, Fall 2006 – Present; Blue Ridge Community College

Adjunct English Instructor, Fall 2001, Fall 2004 – Spring 2006; Radford University

Adjunct English Instructor, Fall 2001 – Fall 2004; Virginia Western Community College,

Editorial Assistant, Spring 2002; Anthropology Dept., Radford University

Graduate Teaching Fellow, Fall 1999 – Spring 2001; English Dept., Radford University

Writing Center Coordinator, Fall 1999 – Spring 2001; Radford University

Research Assistant, Summer 2000; English Dept., Radford University

Graduate Assistant (Academic Advising), Spring 1999; English Dept., Radford University

Environmental Scientist/Geologist, August 1995 – August 1998; Froehling & Robertson, Inc.,

Legislative Environmental Intern, Summers of 1992, 1993, 1994; Mobil Oil Corporation

LEADERSHIP EXPERIENCE

Writing Center Coordinator, Radford University

- Oversaw daily operational activities such as tutor scheduling and maintaining student files
- Trained and observed progress of new tutors
- Maintained working relationship with instructors from all disciplines requiring writing assignments and designed workshops to meet specific needs of their students

Environmental Scientist/Geologist, Froehling & Robertson, Inc.

- Supervised environmental projects such as underground storage tank removals, exploratory drilling, and installation of groundwater monitoring wells
- Trained and supervised environmental technicians

- Supervised contractors and in-house drill crews for environmental projects

VELMA CARMAN BRYANT

EDUCATION

Master of Education ▪ Counseling Psychology ▪ James Madison University ▪ Harrisonburg, VA (2005); Program: College Student Personnel Administration

Bachelor of Arts ▪ Mary Baldwin College ▪ Staunton, VA (2001); Major: Communications

EMPLOYMENT EXPERIENCE

- Academic Advisor / First Year Success & Outreach Coordinator, Blue Ridge Community College ▪ 5/2011 – present
- Adjunct Professor of Communication, Mary Baldwin College ▪ 1/2012 – present
- Director of Leadership Programs, Mary Baldwin College ▪ 07/2007 – 5/2011
- On-Call Resource Professional, Mary Baldwin College ▪ 08/2007 – 5/2011
- Director of Student Engagement, Mary Baldwin College ▪ 07/2005 – 6/2007
- Director of Student Activities, Mary Baldwin College ▪ 7/2003 – 06/2005
- Adjunct Instructor ▪ Blue Ridge Community College ▪ (6/2004 – present)
- Director of Freshmen Services ▪ Mary Baldwin College ▪ (7/2002 – 6/2003)
- Admissions Counselor ▪ Mary Baldwin College ▪ (1/2002 – 6/2002)
- Admissions Road Runner ▪ Mary Baldwin College ▪ (8/2001-12/2001)

LEADERSHIP EXPERIENCE

- **Co-Chair, Mary Baldwin College Alumnae/I Association, Staunton Chapter ▪ 05/2013 - present**
- **Chair, Enrollment Management Subcommittee, Blue Ridge Community College ▪ 09/2012 – present**
- **Coordinator, New Student Orientation, Blue Ridge Community College ▪ 08/2012 – present**

Miriam T. Basinger

Education

- Bachelor of Science Degree, 2012 Management and Organizational Development, Cum Laude; Eastern Mennonite University, Harrisonburg, VA
- Associate in Applied Science, 2000 Information Systems Technology, Cum Laude; Blue Ridge Community College, Weyers Cave, VA

Employment Experience

- 2008-Present Local Blackboard Administrator, Blue Ridge Community College
- 2007 –Present Student Help Desk Technician, Blue Ridge Community College

Leadership Experience

- 2011-Present Advisor for SPECTRUM International Multicultural Club, Blue Ridge Community College
- 2012-Present International Education Studies Committee, Blue Ridge Community College
- 2013-Present Cultural Affairs Committee, Blue Ridge Community College
- 2013-2014 Participant of University of Virginia and National Endowment for the Humanities (NEH), Bridging Cultures Grant
- 2010-2011 Community Leadership Program, Harrisonburg-Rockingham Chamber of Commerce

Awards

- 2014 Staff Appreciation Award for Cultural Enrichment

Ms. Jennifer F. Whitmore

Education

- B.S., Management and Organizational Development, 2002 [Eastern Mennonite University](#)
- Undergraduate studies, [Blue Ridge Community College](#) 2000 – 2003

Employment Experience

Blue Ridge Community College Division of Continuing Education

- Fine Arts Center Program Manager 2007 - Present
- Virginia Rider Training Program Manager 2007 - 2011
- Off-Campus Facility Supervisor 2004 - 2007
- BRCC Continuing Education Division 1997 - 2007
- Continuing Education Operations Coordinator 1997 - 2004
- Pharmaceutical Technician 1982 - 1997
- Gallery/Photography Studio Director 1974 - 1982

Leadership Experience

- [Arts Council of the Valley](#), Executive Committee 2014 - present
- Arts Council of the Valley, Board Member 2012 - 2014
- [BRCC Make Art Your Business Conference](#)
 - o Chair of Committee 2013
 - o Committee Member 2011 - 2012
- Co-Chair, BRCC College-wide Retreat 2010 and 2014
- Co-Chair, BRCC Student Club [Pitches & Tones](#)
 - o Acapella Music Leader 2011 - 2013
- Harrisonburg/Rockingham [Chamber of Commerce](#)
 - o Leadership Team 2005 - 2006
- BRCC PeopleSoft Transition/Team Leader/CE Division 2002 – 2003
- President, BRCC Support Staff Association 1999 - 2000
- BRCC Strategic Directions committee member 1998 - 2000