

## VII. Implementation Strategies, Timeline, and Assignment of Responsibilities

The table found over the next several pages provides additional details on the specific tasks to be accomplished, the faculty/staff member responsible, the participants involved, methods used, expected results, and an anticipated timeline for each objective. Tasks are linked back to research implications using the codes listed in the following table.

<b>The Need for Clear Expectations (NCE)</b>	
NCE1	Based on the above research, OCTC, like Schilling and Schilling, concluded that it was “time to better define our expectations and make sure that students know what they are.” (1999, p. 4)
NCE2	When the findings of Jussim and Harber are taken in the context of two-year colleges, colleges that typically have a large proportion of under prepared, first generation students, students that may have been led to believe that they are not “college material,” it is evident that expectations for learners at OCTC are even more important than they might be at most four-year colleges.
NCE3	OCTC faculty and staff must publicly declare their commitment to higher expectations and excellence.
<b>Defining Clear Expectations (DCE)</b>	
DCE1	Faculty <u>and</u> staff play an essential role in shaping student expectations.
DCE2	High expectations must be set early on and institution-wide.
DCE3	Expectations need to go beyond setting standards for education to look more closely at the kinds of effort that help students achieve desired outcomes.
DCE4	High expectations must be accompanied by supportive learning environment.
DCE5	Syllabi are an essential vehicle for setting expectations.
DCE6	A key goal is to develop learning-focused learners. This will require a learning centered classroom environment and assignments that promote higher level thinking.
<b>General Education Expectations (GEE)</b>	
GEE1	The expectations for life long learning and the convergence of “practical” and “liberal” education as defined by the intersection of the diploma/certificate and degree competencies were validated by research and college wide support; therefore, these would serve as the foundation of the QEP.
GEE2	The focus of the QEP would be on three essential areas of an OCTC general education: The Expression of Ideas, Standards of Professional Conduct, and Learning Together.
<b>General Education Expectations – The Expression of Ideas (EI)</b>	
EI1	A competency framework can serve as a map that helps students make connections between subject areas and transfer learning to the workplace.
EI2	Starting “small” was an appropriate first step since detailed plans and processes were a result of long term evolution at the college.
EI3	Elaborations on general educational competencies must be detailed and comprehensive without becoming so lengthy that they become incomprehensible.
EI4	Elaborations of competencies should be “instructive,” i.e., provide practical guidance that students can use.
EI5	Implementation across the curriculum has the greatest potential for building institutional buy-in and increasing the likelihood of success.
EI6	Curriculum mapping can be used to plan implementation and tracking.
EI7	The framework can be shared through freshmen seminars (GE 100, an already established course at the college), introductory classes, the development of examples of student work, all syllabi, the college web site, and public postings around the college.
EI8	The use of e-portfolios can provide evidence of the completion of general education competencies while helping students collect and share examples of their best work at the college with others such as potential employers and scholarship committees at four year colleges.

<b>General Education Expectations – Standards of Professional Conduct (SPC)</b>	
SPC1	Expectations for ethical conduct need to be elaborated and made public.
SPC2	These expectations cannot be simply for students while they are on campus. These expectations should be for all members of the campus community and define expected conduct in or out of class.
SPC3	These expectations should reflect the interaction between personal rights and responsibilities and those of the communities in which we live.
<b>General Education Expectations – Learning Together (LT)</b>	
LT1	The expectations and benefits of learning together/learning communities must be clearly articulated and shared with students.
LT2	Learning communities support the curriculum and therefore are essential to the general education expectations for students.
LT3	Learning communities may take on different forms, but the most important characteristic is a focus on the curriculum
LT4	Learning communities should be developed both in and out of the classroom.

Task <i>(links to research implications in parentheses)</i>	Leaders/Participants	Budget	Expected Results	Timeline
<i>Objective 1: Students will understand the higher expectations that OCTC faculty have set and sense the supportive environment created in the classroom.</i>				
<p>1. Define expectations for all OCTC students with approval from the College Assembly (NCE1, NCE2, NCE3).</p> <ul style="list-style-type: none"> <li>a. Brown Bag Discussions, Spring 2004.</li> <li>b. QEP Discussion Sessions, Fall 2004.</li> <li>c. Approval of draft outline by College Assembly, March 2005.</li> <li>d. QEP Development Teams, Spring/Summer 2005.</li> <li>e. Presentation at Kickoff and Full-time, Part-time Faculty Dinner, August 2005.</li> <li>f. Establish new OCTC expectations website, August 2005</li> <li>g. Final approval of OCTC Expectations by the College Assembly, September 2005.</li> <li>h. Training on the Expectations Framework, Fall 2005.</li> <li>i. Pilot use of OCTC Expectations in classrooms Fall 2005 and Spring 2006.</li> <li>j. Final approval of OCTC Expectations, March 2006.</li> <li>k. Annual reviews of expectations by QEP Team.</li> </ul>	<p><u>QEP Co-Chairs</u>, QEP Team, QEP Development Teams, Administrative Council, College Assembly</p>	<p>Reimbursement for QEP Development Team members, Summer 2005 Release time for QEP Co-Chairs</p>	<p>Expectations approved by College Assembly</p>	<p>March 2004 – Spring 2006 with annual reviews thereafter.</p>
<p>2. Embed quality enhancement plan initiatives within the college strategic plan, both at the college level and at the unit/division level (NCE3, DCE2, EI7).</p>	<p><u>Dean of Enrollment/Planning (QEP Co-chair)</u>, Leadership Team, Division Chairs</p>	<p>Release time for Dean of Enrollment/Planning (QEP Co-Chair)</p>	<p>Embedded in OCTC Strategic Plan 2005-10 and each subsequent annual edition.</p>	<p>August/Sept. 2005 – Updated in May every year until 2010</p>
<p>3. Publish and publicly post expectations for all OCTC students, making them easily accessible, in both print and electronic forms, to faculty, staff, students and the community (NCE1, NCE3, EI7)</p> <ul style="list-style-type: none"> <li>a. Develop marketing materials in several formats, e.g., posters, flyers, planners.</li> <li>b. Develop “OCTC Expectations” website</li> <li>c. Post “OCTC Expectations” around campus.</li> <li>d. Annual review of other needed marketing materials by QEP Team.</li> </ul>	<p><u>Director of Public Relations and Marketing</u>, <u>Dean of Enrollment/Planning (QEP Co-chair)</u>, Webmaster, QEP Team, Leadership Team, Maintenance and Operations.</p>	<p>Posters for all classrooms: \$1500  Standard sized version for distribution to all students annually (calendar/planner): \$2400  Release time for Dean of Enrollment/Planning</p>	<p>Expectations are displayed in classrooms, public areas around the campus. OCTC student calendar/planner includes expectations. “Expectations” link on all college websites.</p>	<p>September 2005 – August 2006 with annual reviews thereafter</p>

Task <i>(links to research implications in parentheses)</i>	Leaders/Participants	Budget	Expected Results	Timeline
<p>4. Embed expectations within all course syllabi and develop new standards for all course syllabi (NCE1, NCE3, DCE2, DCE5, EI7).</p> <ol style="list-style-type: none"> <li>Initial testing in QEP Team member classrooms in Fall 2005.</li> <li>Pilot in Spring 2006.</li> <li>Development of models and standards for inclusion in syllabi, Spring/Summer 2006.</li> <li>College-wide implementation in Fall 2006.</li> <li>Reviewed each semester by divisional peers thereafter.</li> </ol>	<p><u>QEP Co-Chairs</u>, <u>Academic Deans</u>, <u>Division Chairs</u>, Full and part time faculty</p>	<p>(QEP Co-Chair) Release time (one course reduction, one semester annually) for faculty member (QEP Co-Chair)</p>	<p>OCTC Expectations are addressed on all college syllabi.</p>	<p>August 2005 – August 2006 and reviewed each semester thereafter.</p>
<p>Solicit feedback from faculty, staff, and students and examine measures of success for Objective 1 as they come available and make changes to plans as necessary. (Each measure is followed by the date it will be available.)</p> <ol style="list-style-type: none"> <li>2005-06 Student Evaluation of Instruction results, Fall 2006</li> <li>2005-06 Faculty/Staff Survey results, Fall 2006</li> <li>2006-07 Student Evaluation of Instruction results, Fall 2007</li> <li>2006-07 Faculty/Staff Survey results, Fall 2007</li> <li>Spring 2007 CCSSE results, Fall 2007</li> <li>2007-08 Student Evaluation of Instruction results, Fall 2008</li> <li>2007-08 Faculty/Staff Survey results, Fall 2008</li> <li>2008-09 Student Evaluation of Instruction results, Fall 2009</li> <li>2008-09 Faculty/Staff Survey results, Fall 2009</li> <li>Spring 2009 CCSSE results, Fall 2009</li> </ol>	<p><u>QEP Co-chairs</u>, <u>Institutional Effectiveness Committee</u>, QEP Team, faculty, staff, and students</p>	<p>Release time for QEP Co-Chairs Student and Faculty CCSSE (2007 and 2009) \$13,600</p>	<p>Revision of or additions to tasks for Objective 1 as needed.</p>	<p>August 2006 – August 2010</p>
<p><i>Objective 2: Students will be able to demonstrate an increased attainment of general education competencies and an increased understanding of their interconnection across the curriculum.</i></p> <ol style="list-style-type: none"> <li><i>Students will more effectively express their ideas through production and performance.</i></li> <li><i>Students will more effectively express their ideas through writing.</i></li> <li><i>Students will more effectively express their ideas through speaking.</i></li> <li><i>Students will more effectively express their ideas through symbolic representations and data analysis.</i></li> </ol>				

Task <i>(links to research implications in parentheses)</i>	Leaders/Participants	Budget	Expected Results	Timeline
<p><i>a.5. Students will more effectively express and defend their ideas through research and attribution.</i>  <i>b. Students will develop and apply a personal code of values and ethics.</i></p>				
<p>Publish, on the web, numerous “exemplars,” i.e., tasks with examples of student work, for all levels of all elements of the expectations framework to guide student understanding of the expectations and make exemplary OCTC student work public (DCE3, EI4, EI5, EI7)</p> <ol style="list-style-type: none"> <li>Development of form for allowing public posting of student work, September 2005</li> <li>Collection of examples of student work, Fall 2005.</li> <li>Review of work by QEP Team and collection of additional student work, Spring 2006.</li> <li>Posted on web, Spring/Summer 2006.</li> </ol>	<p><u>QEP Team</u>, Full and part time faculty, Webmaster.</p>	<p>Release time for Dean of Enrollment/Planning (QEP Co-Chair)</p>	<p>5 exemplars published on the web for each example listed on the framework.</p>	<p>August 2005 – August 2006 with additional refinements and editing as required thereafter</p>
<p>Revise GE 100, Introduction to College, to focus on OCTC expectations and create a GE 100 pre/post test on OCTC expectations (DCE1, DCE2, DCE3, EI7, SPC1, SPC2).</p> <ol style="list-style-type: none"> <li>Development of new GE 100 curricula, Fall 2005</li> <li>Pilot of new curriculum, Spring 2006.</li> <li>Full implementation, Fall 2006.</li> </ol>	<p><u>Retention/Intervention Coordinator, Dean of Enrollment/Planning (QEP Co-Chair), GE 100 instructors, Student services staff, Library staff, Teaching/Learning Center Staff, QEP Team, Title III Steering Committee.</u></p>	<p>Release time for Dean of Enrollment/Planning (QEP Co-Chair)</p>	<p>Revised GE 100 focused on OCTC Expectations with a pre/post test.</p>	<p>August 2006 – December 2007.</p>
<p>Development of the OCTC E-gallery (“E” standing for both “electronic” and “expectations”), a web-based opportunity for students to post examples of their work, as “framed” by the OCTC Expression of Ideas Framework (DCE1, DCE3, DCE6, EI8)</p> <ol style="list-style-type: none"> <li>Determine technical specifications, Fall 2005.</li> <li>Purchase and install hardware and software, Spring 2006.</li> <li>Develop “webpace” for E-galleries, including username and passwords for students, moderator and full view-only access for all OCTC faculty/staff, upload process, and moderator access and control for the Webmaster and Retention/Intervention Coordinator (who serves as</li> </ol>	<p><u>Retention/Intervention Coordinator (a.k.a., OCTC.info@kctcs.edu), Dean of Enrollment/Planning (QEP Co-Chair), Webmaster, Director of Information Technology, QEP Team, faculty, students.</u></p>	<p>Web server: \$4200  Software: \$250  Digital video cameras: \$4500  Pen drives for students: \$9000  Stipends for training: \$1500    Release time for Dean of Enrollment/Planning</p>	<p>Use of E-galleries by a majority of credential-seeking students, Fall 2010.</p>	<p>August 2005 – Ongoing thereafter</p>

Task <i>(links to research implications in parentheses)</i>	Leaders/Participants	Budget	Expected Results	Timeline
<p><a href="mailto:OCTC.info@kctcs.edu">OCTC.info@kctcs.edu</a>), Fall 2006.</p> <p>d. Pilot use of E-galleries and provide training for faculty/staff, Spring 2007.</p> <p>e. Purchase of pen drives for students and necessary digital video cameras for use by faculty in capturing student work, Summer 2007.</p> <p>f. Full implementation and implementation of training model for students, Fall 2007.</p> <p>g. Semester by semester refinement thereafter.</p>		<p>(QEP Co-Chair)</p> <p>Retention/Intervention Coordinator (grant time)</p>		
<p>Use curriculum mapping to show how general education competencies/expectations are introduced, developed, mastered, and reviewed through the college coursework (EI5, EI6).</p> <p>a. Review use of curriculum mapping by other colleges, Fall 2006.</p> <p>b. Use exemplars to draft map, Fall 2006.</p> <p>c. Review of all syllabi to determine the courses where students are introduced to and then develop, master, and review general education competencies/expectations, Spring 2007.</p>	<p><u>QEP Co-chairs</u>, QEP Team, Academic Deans, Division Chairs, Faculty.</p>	<p>Travel for QEP Team members to visit colleges using curriculum mapping: \$1600</p> <p>Release time for QEP Co-Chairs</p>	<p>Curriculum map that shows the progression of the development of competencies from introduction to development to mastery to review.</p>	<p>August 2006 – August 2007</p>
<p>Develop rubrics that may be used for all levels of all elements of the expectations framework (DCE3, DCE6, EI4).</p> <p>a. Review of use of rubrics in general education by other colleges, Fall 2007.</p> <p>b. Use of exemplars to determine characteristics of work and draft rubrics, Fall 2007.</p> <p>c. Pilot use of rubrics, Spring 2008.</p> <p>d. Use or rubrics by faculty/staff/students in assessing student work, both in the classroom and for determining suitability for student e-gallery posting, Fall 2008.</p>	<p><u>QEP Co-Chairs</u>, QEP Team, Academic deans, Division Chairs, faculty.</p>	<p>Release time for QEP Co-Chairs</p> <p>Travel for QEP Team members to visit colleges using college-wide rubrics as part of general education program or a visit from an expert from another college: \$1600</p>	<p>Web posting of rubrics for faculty/staff/student use.</p>	<p>August 2007 – August 2008</p>
<p>Develop learning centered classroom expectations and best practices (DCE3, DCE4, DCE6).</p> <p>a. Visits to exemplary colleges/conferences, Fall 2008.</p> <p>b. Discussions with faculty and staff to identify promising practices already in place at OCTC,</p>	<p><u>QEP Team</u>, Faculty and staff</p>	<p>Training/conference attendance: \$2300</p>	<p>Identification of best practices with follow-up training as needed.</p>	<p>August 2008 – August 2009</p>

Task <i>(links to research implications in parentheses)</i>	Leaders/Participants	Budget	Expected Results	Timeline
Spring 2008. c. Identification of best practices and determination of need for follow-up training, Spring 2008.				
Explore and define further expectations, e.g., critical thinking skills, which may apply to all OCTC students regardless of their educational goals (DCE3, DCE6). a. Visits to exemplary colleges/conferences, Fall 2009. b. Discussions with faculty and staff to identify promising practices already in place at OCTC, Spring 2010. c. Development of further expectations, if necessary, Spring/Summer 2010.	<u>QEP Co-chairs</u> , QEP Team, faculty and staff.	Travel for QEP Team members to visit colleges with long histories of innovative general education measures and practices, or a visit by an expert to OCTC: \$1600	Identification of further expectations.	August 2009 – August 2010
Solicit feedback from faculty, staff, and students and examine measures of success for Objective 2 as they come available and make changes to plans as necessary. (Each measure is followed by the date it will be available.) a. 2005-06 Exit Survey results, Fall 2006 b. 2005-06 Faculty/Staff Survey results, Fall 2006 c. 2006-07 Exit Survey results, Fall 2007 d. 2006-07 Faculty/Staff Survey results, Fall 2007 e. Spring 2007 CCSSE results, Fall 2007 f. 2007-08 Exit Survey results, Fall 2008 g. 2007-08 Faculty/Staff Survey results, Fall 2008 h. 2008-09 Exit Survey results, Fall 2009 i. 2008-09 Faculty/Staff Survey results, Fall 2009 j. Spring 2009 CCSSE results, Fall 2009	<u>QEP Co-chairs</u> , <u>Institutional Effectiveness Committee</u> , QEP Team, faculty, staff, and students	CCSSE (2007 and 2009) \$12,000	Revision of or additions to tasks for Objective 2 as needed.	August 2006 – August 2010
<i>Objective 3: Students will recognize the benefits of learning together and take greater advantage of opportunities to do so</i>				
Create the OCTC Student Ambassador program to serve as student “exemplars” in the service of furthering student and community understanding of OCTC expectations (DCE2, SPC1, SPC2). a. Development of Ambassador duties and selection criteria, Fall 2005.	<u>Dean of Admissions</u> , students, Student Services staff.	Student Ambassador scholarships for ten students, \$250 per semester: \$20,000  Support materials (shirts,	OCTC Student Ambassadors program established.	August 2005 – Ongoing thereafter

<b>Task</b> ( <i>links to research implications in parentheses</i> )	<b>Leaders/Participants</b>	<b>Budget</b>	<b>Expected Results</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>b. Development and pilot of training modules for ambassadors, Spring 2006.</li> <li>c. Creation of “career” progression for ambassadors, further training and community services to qualify as Presidential Ambassadors, Fall 2006.</li> </ul>		jackets, training materials, etc.): \$700		
<p>Implement the OCTC E-Ambassador Program to provide an electronic welcome from one or more OCTC staff members and to open a line of communication with students about expectations that students have and those that the college has (DCE1, DCE2, LT1).</p> <ul style="list-style-type: none"> <li>a. Development of template message and training materials, Spring 2006.</li> <li>b. Pilot use of message to GE 100 students and training for interested staff, Fall 2006.</li> <li>c. Pilot use, Spring 2007</li> <li>d. Full implementation, Fall 2007</li> </ul>	<u>Retention/Intervention Coordinator, Dean of Enrollment/Planning (QEP Co-Chair)</u> , all staff and faculty teaching less than a full load, students.	Retention/Intervention Coordinator (grant time)  Release time for Dean of Enrollment/Planning (QEP Co-Chair)	E-Ambassadors welcome <u>all</u> OCTC students each semester – one welcome per class.	January 2006 – Ongoing thereafter
<p>Raise the expectation that students “learn together” in small groups with a common focus (“Learners in Common”), e.g., study groups, support groups, paired lab/workshop classes, by promoting their use and setting best practice expectations for them (SPC3, LT2, LT3).</p> <ul style="list-style-type: none"> <li>a. Develop best practices for study groups and peer groups, develop training materials for peer group leaders, Fall 2005</li> <li>b. Pilot use of study groups in developmental mathematics, Spring 2006.</li> <li>c. Pilot peer groups, Spring 2006.</li> <li>d. Implement in other classes and other student groups, as determined appropriate, Fall 2007 and thereafter.</li> </ul>	<u>Title III Activity Director, Teaching/Learning Specialist</u> , students, interested faculty/staff members.	Title III Activity Director (grant time)  Teaching/Learning Specialist (grant time)	Students utilize “Learners in Common” programs as appropriate.	August 2005 – Ongoing thereafter
<p>Identify a common reading each semester to be embedded into humanities classes and capped by a convocation with a guest speaker, preferably the author (LT2, LT3, LT4, SPC2).</p>	<u>Division Chair, Humanities</u> , Title III Activity Director, participating faculty, students	Convocation speaker each semester \$5500	Common reading identified and used in classes (primarily Humanities) each semester.	January 2004 – Ongoing thereafter
<p>Identify a particular QEP topic of interest each semester and use faculty/staff discussion of selected</p>	<u>Dean of Institutional Effectiveness, QEP</u>	Duplication/printing each semester: \$500	Brown Bag Discussions each semester.	January 2006 – May 2010.

Task <i>(links to research implications in parentheses)</i>	Leaders/Participants	Budget	Expected Results	Timeline
recent research to drive new QEP initiatives (learning college model) (LT2, LT3, LT4, SPC2).	<u>Team</u> , faculty, staff, and students.			
Solicit feedback from faculty, staff, and students and examine measures of success for Objective 3 as they come available and make changes to plans as necessary. <ul style="list-style-type: none"> <li>a. 2005-06 Exit Survey results, Fall 2006</li> <li>b. 2005-06 Faculty/Staff Survey results, Fall 2006</li> <li>c. 2006-07 Exit Survey results, Fall 2007</li> <li>d. 2006-07 Faculty/Staff Survey results, Fall 2007</li> <li>e. Spring 2007 CCSSE results, Fall 2007</li> <li>f. 2007-08 Exit Survey results, Fall 2008</li> <li>g. 2007-08 Faculty/Staff Survey results, Fall 2008</li> <li>h. 2008-09 Exit Survey results, Fall 2009</li> <li>i. 2008-09 Faculty/Staff Survey results, Fall 2009</li> <li>j. Spring 2009 CCSSE results, Fall 2009</li> </ul>	<u>QEP Co-chairs</u> , <u>Institutional Effectiveness Committee</u> , QEP Team, faculty, staff, and students	CCSSE (2007 and 2009) \$12,000	Revision of or additions to tasks for Objective 3 as needed.	August 2006 – August 2010