QUALITY ENHANCEMENT PLAN
DEVELOPMENT COMMITTEE

Meeting #26
April 9, 2015
1:00 PM – 2:00 PM
Provost’s Conference Room

AGENDA

I. Call to Order & Welcome
   Smith

II. Introductions
   a. Cayla Boardingham—Rawls College of Business
   b. Nestor Rodriguez—Whitaker College of Engineering

III. Student Government Association Senate Resolution
     Smith

IV. QEP Page in the 2015-1016 TTU Catalog
    Smith

V. Website
   Joe Street

VI. Onsite Review Committee Comments

   a. (1) Decide on a clear definition of global awareness and use this definition in the
      QEP document and as a basis for the revision of your SLOs. Note, later we also
      need to clean up the document to read “global awareness” instead of other
      terms.
      i. Committee Volunteers

   b. (2) Once you have revised your SLOs so that they express what students will
      learn (rather than what students will produce) and so that they are observable
      or quantifiable, meaningful, and student-centered, consider using a pre-post test
      model that compares freshmen/transfer student samples of an indirect and a
      direct assessment activity with graduating student samples on these activities to
      determine value added during a TTU student’s experience.

      (3) Rather than use the Global Competence Aptitude Assessment for indirectly
      measuring achievement of global awareness, consider using the Global
      Perspective Inventory (GPI). The GPI measures holistic student development,
      and is more aligned to the definition of global awareness expressed by many
      faculty and staff members that the Committee interviewed.
      i. Committee Volunteers

   c. (2) Once you have revised your SLOs so that they express what students will
      learn (rather than what students will produce) and so that they are observable
      or quantifiable, meaningful, and student-centered . . .

      (6) Consider adding a Faculty and Staff development goal. Since a considerable
      amount of activities in the QEP are devoted to building the capacity of faculty
      and staff, a goal targeting faculty and staff development is reasonable, and one
      that can be readily assessed.
(8) Integrate one or more of the SLOs into student affairs planning and assessment so that co-curricular activities can be developed to purposively target the student learning outcomes.


1. SLOs (See Pages 5-8)

d. (3) Rather than use the Global Competence Aptitude Assessment for indirectly measuring achievement of global awareness, consider using the Global Perspective Inventory (GPI). The GPI measures holistic student development, and is more aligned to the definition of global awareness expressed by many faculty and staff members that the Committee interviewed.

i. Committee Volunteers

e. (4) Rather than use all the items of one of the AAC&U value rubrics for performance based assessment, consider using items drawn from several of the AAC&U value rubrics that you deem to be appropriate.

i. Committee Volunteers

f. (5) Change the terminology of the “Learning Activities” in your QEP to “Faculty and Staff Development Activities.” The activities described in this section of the QEP include such actions as selecting Global Communication Fellows and developing a Global Communications mentor program. These are activities that focus on building the capacity of faculty and staff to enable them to better facilitate students’ achievement of the SLOs.

i. Committee Volunteers

g. (7) Adjust your budget allocations so that those who will be conducting analysis of the assessment data are given proper assessment training and receive stipends for their work.

i. Committee: Smith, Hughes

VII. Other Business

VIII. Next Meeting

IX. Adjournment
TEXAS TECH UNIVERSITY
Senate Resolution 50.47

(Stating the sentiments of the Student Senate regarding educating the student body about the Quality Enhancement Plan)

WHEREAS, The Southern Association of Colleges and Schools Commission on Colleges, or SACSCOC, is an institution which grants accreditation to universities in the southern states, and

WHEREAS, the Quality Enhancement Plan, or QEP, is a requirement for acquiring accreditation from the SACSCOC,

WHEREAS, Texas Tech's QEP bears the theme of “Communicating in a Global Society,” and

WHEREAS, university faculty, staff, and administration have been working arduously to ensure that this plan improves the quality of education at our institution in addition to educating our student body about this Plan,

WHEREAS, Texas Tech Student Senators are leaders who are elected by their peers in their respective colleges and schools to be liaisons between the student body and the administration, and

THEREFORE BE IT RESOLVED, that the Student Senate of Texas Tech University agree to being educated about the QEP, a major task being accomplished by university administration, and ensuring that their constituents are also informed about it,

BE IT FURTHER RESOLVED, that this resolution be spread upon the Journal and that copies be sent to Mr. Gary Smith, Chair of the TTU SACSCOC QEP Development Committee; Dr. Lawrence Schovanec, Provost of Texas Tech University; Dr. M. Duane Nellis, President of Texas Tech University; Carson Wilson, Editor of The Daily Toreador, and to the students of Texas Tech University.

Authors: S. Nafees

TEXAS TECH UNIVERSITY
Passed the Senate, 19 February 2015

[Signature]
Baleigh L. Waldrop
President, Student Senate
Texas Tech University has a long-standing commitment to enhance students’ ability to communicate effectively, whether orally or in writing. The university also understands that to be effective leaders and workers—whether in government, health care, industry, information services, education, or anything else—our graduates need to be globally aware. *Bear Our Banners Far and Wide: Communicating in a Global Society* is a five-year Quality Enhancement Plan (QEP) that is designed to improve both the communication skills and global awareness of undergraduates. Given their shared dependence, that both concerns—communication skills and global literacy—should find themselves front and center of this project is no accident. To ensure that students are prepared to become “ethical leaders for a diverse and globally competitive workplace,” two specific areas of undergraduate education will be targeted: the three-hour Multicultural course requirement and the six-hour, upper-division Writing Intensive requirement.

### Multicultural Course Requirement

Texas Tech University’s three-hour Multicultural course requirement is unique among Texas universities. The Multicultural course focuses on U.S. subcultures or the cultures of other societies while responding to the Texas Higher Education Coordinating Board core curriculum objective of social responsibility. It asks faculty to include lessons that enable students to gain a greater understanding of intercultural competence and enhance their ability to engage effectively with global communities.

There are upwards of 53 different Multicultural courses students can choose from at Texas Tech, including “Introduction to Agricultural Education,” “World Dance Forms,” and “World of Egypt and the Near East.” These courses will be dispersed throughout the curriculum as well as taught through TTU Worldwide eLearning. Students can also fulfill the requirement by completing the approved Study Abroad Program, with assessments by the TTU Study Abroad Office.

### Writing Intensive Requirement

The six-hour Writing Intensive (WI) requirement has always had as its goal the preparation of students to communicate effectively in writing. However, the need for students to adapt to evolving communication technologies has prompted Texas Tech to expand WI to include other forms of communication. While writing will still retain its position as the primary focus of communication skills, students will have the opportunity to improve their oral, visual, aural, and corporeal communication skills as well. To do this, the WI requirement will become the Communication Intensive (CI) requirement.

The Communication Intensive requirement will give faculty the flexibility to emphasize different modes of communication that may be important to a discipline. For example, the ability to communicate orally face-to-face with clients or patients may be a vital skill for students in health or counseling professions, while business majors may need to learn the writing, organizational, and public speaking skills necessary for strong and effective oral presentations.

### Conclusion

The 2016-2020 Texas Tech University QEP *Bear Our Banners Far and Wide: Communicating in a Global Society* addresses the need for students to be learners for a diverse and globally competitive workforce. It marks a profound set of opportunities for students, as well as chances for institutional change, and ensures that the mission of the university will be forever strengthened by the work of faculty and students alike.
Review Committee Comments:

**Assessment of the Plan.** The institution identifies goals and a plan to assess the achievement of those goals.

The institution identifies two specific goals:

- TTU students will develop communication skills in a variety of media that are appropriate to their disciplines and focus on developing them within a global context.
- TTU students will successfully apply these communication skills in a range of situations with audiences, both local and global.

To demonstrate achievement of these goals, the institution identifies student learning outcomes as follows:

- SLO1: Students will create works (which may be written, oral/aural, visual, and non-verbal) that demonstrate essential communication skills.
- SLO2: Students will demonstrate global awareness and knowledge through the written, oral/aural, visual, and non-verbal communication warranted by individual disciplines.
- SLO3: Students will produce work that communicates in a culturally informed and appropriate manner, using multiple lenses and perspectives with diverse groups and individuals about timely global issues.

In both the goals and SLOs, it is evident that the aim of the QEP is for students to be able to communicate effectively in multiple modalities with an acute awareness of living in a global society. In the on-site presentation of the QEP, the QEP Development Committee Chair explained that effective communication involves being able to communicate both orally and in writing via various media. The Associate Dean of the Honors College articulated that global awareness entails demonstrating one’s understanding of the interconnectedness between the local and the global. The Dean of the College of Media and Communication gave an overview of the support services that his college would provide to facilitate students’ achievement of the broad goals and more specific learning outcomes.

Now that the institution has decided on the overall aim of its QEP, it must describe in its SLOs specifically and measurably, in clear and focused language, what it expects students to learn. Once the institution makes certain that its SLOs are observable or quantifiable, meaningful, and student-centered, it will be in a better position to be able to choose the most appropriate assessment instruments and activities. The institution must then make evident how and to what extent these assessment instruments will demonstrate improvement of student learning, and what measures will be used to ensure continuous improvement.

**Recommendation 5:** The Committee recommends that the institution demonstrate that it has identified observable and measurable student learning outcomes and a viable plan to assess their achievement within the QEP.
Proposed QEP Student Learning Outcomes (April 8, 2015)
G. Elbow and A. Wong

1. Students will demonstrate ability to identify audience and purpose using various forms of media to communicate effectively in multiple cultural contexts. (Communication/Global)

2. Students will demonstrate awareness of their role within an evolving network of global systems. (Global)

3. Students will demonstrate ability to apply communication skills within emerging global contexts, exhibiting self-awareness and sensitivity to differences in culture and context among diverse human groups. (Communication/Global)

Proposed QEP Student Learning Outcomes
S. Lang, K. Gillis, T. Chambers and C. Meyers

In restructuring our Communication LOs, we’ve pulled from the University of Kentucky’s model—first the broadly stated learning outcomes, followed by the more specific discussion of elements that can be measured. We’ve also added potential methods of assessment of each outcome. These LOs, combined with those being developed specifically to focus on global awareness, should be sufficient to chart both student and faculty progress.

Learning Outcome 1 (LO1: addressing learning improvement in knowledge and skills). Texas Tech students will demonstrate competent communication skills as defined within individual disciplines.

Learning Outcome 2 (LO2: addressing positive change in beliefs/attitudes). Texas Tech students will be able to competently describe and analyze their development of global awareness and communication skills that has enhanced preparation for their careers.

Learning Outcome 3 (LO3: addressing the environment supporting student learning). Faculty who teach either Communication Intensive or Multicultural courses will demonstrate the ability to design, implement, and assess assignments and/or activities that reflect disciplinary definitions of competent communication.
More specifically:

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<thead>
<tr>
<th>Learning Outcome 1 (LO1):</th>
<th>Method(s) of assessing LO1:</th>
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<tr>
<td><strong>Students will develop communication competency as demonstrated by:</strong></td>
<td><strong>LO1 may be assessed by the following:</strong></td>
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<td>• Identifying their <strong>purpose, context (including potential biases)</strong>, and <strong>target audience</strong></td>
<td>• The Communication Advisory Committee may collect a sample of student artifacts from CI courses. These artifacts would be scored (by committee members and other designated faculty) using versions of the AAC&amp;U value rubrics.</td>
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<td>• Using appropriate and relevant <strong>content</strong> to communicate their understanding of the subject matter and/or the issue in question, as well as their understanding of purpose, context, and audience</td>
<td>• The CAC and others may devise a pre-and post- test model that compares freshmen/transfer student samples of an indirect and a direct assessment activity with graduating student samples on these activities to determine value added during a TTU student’s experience.</td>
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<td>• Choosing and adjusting <strong>delivery medium</strong> with attention to <strong>genre</strong> and <strong>disciplinary conventions</strong> to engage their audience(s) and convey their message</td>
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<td>• Applying <strong>conventions appropriate to the medium</strong> (e.g. tone, grammar and mechanics in written communication; posture, gesture, and vocal expressiveness in oral communication)</td>
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<td>• Using and integrating <strong>external source materials</strong> (if applicable) in ways that are ethical, relevant, and appropriate to the communicative task</td>
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<tr>
<th>Learning Outcome 2 (LO2):</th>
<th>Method(s) of assessing LO2:</th>
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<tr>
<td><strong>Students will demonstrate their ability to describe and analyze their skill acquisition and development by</strong></td>
<td><strong>LO2 may be assessed by the following:</strong></td>
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<td>• Producing an artifact that discusses their ability to execute the operationalized outcomes under LO1 as well as whatever outcomes come from the global awareness teams.</td>
<td>• an indirect measure, either a post/pre activity (in which seniors address the question of what they know now v. what they knew when they entered the university), or responses to questions on such instruments as the NSSE.</td>
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<td></td>
<td>• The GPI (Global Perspective Inventory)</td>
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<td>Learning Outcome 3 (LO3):</td>
<td>Method(s) of assessing LO3:</td>
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<td><strong>CI or Multicultural Faculty are able to:</strong></td>
<td><strong>LO3 may be assessed by the following:</strong></td>
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<tr>
<td>- Define what constitutes significant communication modes in their fields.</td>
<td>- Content analysis of syllabi for CI or MC courses</td>
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<td>- Design in-class and out-of-class activities that create opportunities for students to enhance their major-specific communication skills.</td>
<td>- Analysis of rubrics/student artifacts from these courses</td>
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<td>- Effectively implement assignments that create opportunities for students to develop their major-specific communication proficiencies.</td>
<td>- Faculty self-assessment</td>
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<td>- Use assessment rubrics to evaluate students’ proficiency in major-specific communication.</td>
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