QUALITY ENHANCEMENT PLAN
DEVELOPMENT COMMITTEE

Meeting #9
April 24, 2014
2:00 – 3:30 PM
Admin 244

AGENDA

I. Call to Order & Welcome Smith

II. Approve Minutes/Notes Smith

III. Task Force Reports All

IV. Discuss Potential Projects Survey All

V. Discuss Potential SLOs for Projects All

VI. Next Steps Smith, Elbow

VII. Next Meeting: 1 May 2014, 2:00

VIII. Adjournment
Dear Texas Tech University student, faculty, or staff member:
You have been selected as a participant in this survey because you belong to a TTU constituent group: student, faculty, or staff at Texas Tech University. Please respond. Your input into this process is important and highly valued.

Texas Tech University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Association membership requires that we reaffirm our accreditation every 10 years. This involves assessment of all university programs, policies, and procedures. In addition, we are required to develop a five-year Quality Enhancement Plan (QEP) that will enhance student learning in some way. The last QEP was “Do the Right Thing: A Campus Conversation on Ethics.” Now it is time to develop a new QEP. This message invites you to participate in this process by helping us identify QEP priorities for a project that reflects the new theme, “Communication in a Global Society.”

The project will create a new center on campus to coordinate all QEP activities and assess their success. The activities listed below could be implemented as part of the QEP, and we are asking you to help us prioritize these by indicating how important you believe each one could be in helping TTU graduates improve their communication skills in a global society. We also invite you to add your own ideas to the list and to indicate their importance to you.

Communication refers to preparing Texas Tech University graduates at all levels—both undergraduate and graduate—with the ability to communicate effectively in their professional and personal lives. Because modern modes of transportation and communication span the globe, facilitating interaction among people with different linguistic and cultural backgrounds, and because the population of the United States is increasingly global, we believe that effective communication must include an awareness of how culture and communication are interrelated.

Please go to https://s.qualtrics.com/SE/?SID=SV_8qfEpwaUsGJUsgl&Preview=Survey&BrandID=tltc to access the survey. We request that you complete the survey no later than May 2, 2014. If you have questions about this survey you may contact Gary Smith, College of Architecture (gary.smith@ttu.edu) or Gary Elbow, Office of the Provost (gary.elbow@ttu.edu).
Please evaluate each of the projects listed below in terms of its importance for enhancing student communication skills and global understanding.

Communication refers to preparing Texas Tech University students at all levels—both undergraduate and graduate—with the ability to communicate effectively in their professional and personal lives. Because modern modes of transportation and communication span the globe, which facilitates interaction among people with different linguistic and cultural backgrounds, and because the population of the United States is increasingly global, we believe that effective communication must include an awareness of how culture and communication are interrelated.

1. Develop learning opportunities in and outside the classroom to improve student communication skills in different genres aimed at diverse audiences, using different media (essays, e-mail, social media, graphs and charts, oral presentations, etc.) and modes of verbal and non-verbal communication.

   __ High importance
   __ Moderate Importance
   __ Low Importance

2. Raise the visibility of communication and its importance for student success in a wide range of situations involving cultural interaction both within the classroom (including online courses) and in university extracurricular activities and events. This would also include creating new ways to improve communication among academic and student groups on campus.

   __ High importance
   __ Moderate Importance
   __ Low Importance

3. Augment study abroad and other opportunities for students to have meaningful international experiences such as internships, international research, and volunteer service.

   __ High importance
   __ Moderate Importance
   __ Low Importance

4. Enhance and publicize existing and additional opportunities for students to engage in cross-cultural or globally themed activities, both on campus and off, such as the open teaching concept (OTC), in which students are invited to attend special open lectures on cross-cultural topics in classes where instructors have agreed to open their classes for this purpose, additional multicultural course offerings, and relevant campus or community events.

   __ High importance
   __ Moderate Importance
   __ Low Importance
5. Accelerate development of a Writing Fellows program in which undergraduates assist a faculty member teaching a Core or Writing Intensive course. The undergraduates mentor enrolled students and offer feedback on preliminary drafts of writing projects before they are revised and graded by the teaching faculty member.

__ High importance
__ Moderate Importance
__ Low Importance

6. Create a Graduate School Writing Center to help meet the demand of our growing graduate school enrollment numbers and to provide graduate students with the professional development support they need to contribute to a growing research university.

__ High importance
__ Moderate Importance
__ Low Importance

7. Offer faculty development incentives and opportunities to enable faculty in all colleges to become more skilled at integrating communication-intensive activities and activities encouraging students to understand varied meanings of “global” into their courses.

__ High importance
__ Moderate Importance
__ Low Importance

Please add any other activities, including enhancing current programs, you would like to recommend for the committee’s consideration.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please check your TTU status below. (If more than one applies, please check the most important one.)

__ undergraduate student
__ graduate student
__ staff member
__ faculty member

Thank you for your input, which is critical to Texas Tech University’s QEP and accreditation efforts. Please complete this survey by Friday, May 2 2014. Thank you for your time and valuable responses.

Sincerely,

M. Duane Nellis
President

Lawrence Schovanec
Provost
Potential SLOs

1. Upon graduation, students will be able to produce effective writing appropriate to their discipline or profession.
2. Upon graduation, students will be able to deliver effective oral presentations appropriate for their discipline or profession.
3. Upon graduation, students will effectively apply their communication skills within emerging global contexts, demonstrating self-awareness in understanding global systems.
4. Upon graduation, students will willingly and ethically demonstrate an ability to engage in problem solving in a range of situations with diverse audiences, from local to global.

For 1 and 2, baseline assessments could come from artifacts produced in core curriculum courses in communication (ENGL 1301, 1302, CFAS 2300, COMS 2300, 2358, ENGR 2331, MCOM 2310) and/or essay responses to a case study (modeled off FIU’s case response). Final assessments can come from artifacts included in student portfolios from WI and capstone courses and from an exit case study essay that parallels the entry case study.

For 3 and 4, the entry and exit case study responses would be used as baseline and final assessments. Other assessments could include attendance at curricular and co-curricular activities, artifacts produced and included in student portfolios subsequent to these activities, as well as artifacts produced in courses designated as multicultural or “global emphasis.” Additionally, reflective artifacts post-study abroad could be included.

For all artifact assessment, we could use the VALUE rubrics for written communication, oral communication, and global learning.

Kathy Gillis and Susan Lang