QUALITY ENHANCEMENT PLAN
DEVELOPMENT COMMITTEE

Meeting #10
May 1, 2014
2:00 – 3:30 PM
Architecture 1005-A

AGENDA

I. Call to Order & Welcome Smith

II. Approve Minutes Smith

III. Task Force Reports (Contd.) All

IV. Discussion of Survey Results All

V. Approve Survey for External Constituents All

VI. Discussion of Potential Projects Issues Smith, Elbow

VII. Ranking of Projects All

VIII. Next Meeting

IX. Adjournment
1. Texas Tech students will be able to produce effective writing appropriate to their discipline or profession.
2. Texas Tech students will be able to deliver effective oral presentations appropriate for their discipline or profession.
3. Texas Tech students will effectively apply their communication skills within emerging global contexts, demonstrating an understanding of global systems.
4. Texas Tech students will ethically demonstrate an ability to engage in analytical 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.