Quality Enhancement Plan 2015

Communication for Professional Success:

Using High-Impact Practices to Improve Students' Written and Oral Communication

QEP 2015

Communication for Professional Success:

QEP 2015: Topic Selection

Academic Visioning

QEP 2015: Topic Selection

Calls for Concepts/Papers (Summer 2013)

Internal Stakeholder Meetings

External Stakeholder Meetings

Board Meetings:

- UWF Foundation
- Faculty Senate
- Staff Senate
- UWF Trustees

QEP 2015: Topic Selection

SACSCOC Steering Team:

- Reviewed all previous steps and materials

- Appointed a Topic Selection Team

QEP 2015: Topic Selection

QEP Fellows:

Dr. Jim Hurd
Dr. Karen Rasmussen

QEP 2015: Topic Selection

Topic Selection Team Workshops in October 2013

Facilitator: Dr. Jill White

Charge:

Finalize the QEP topic

QEP 2015: Topic Selection

Topic Selection Team

The Winner:

Communication for Professional Success!

QEP 2015: Topic Development

Topic Development Team

Chairs:

Dr. Matthew Schwartz
Dr. Kim LeDuff
Ms. Lauren Loeffler

QEP 2015: Topic Development

Topic Development Team

<u>Surveyed and Developed Expectations for:</u>

Written and Verbal Communication

and

High-Impact Practices

at UWF

Communication Products

- Written reports
- Posters and presentations
- Oral presentations
- Digital communications
- Technical reports
- Interpersonal interactions
- Any other expression of ideas verbally or through written language

QEP 2015: Topic Development

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Professional Communication should be:

- Focused on producing specific outcomes

- Audience-centered

- Ethical

- Sensitive to diversity and culture

- Rooted in the appropriate and strategic use of language

- Focused on building relationships

- A standard-setter for decorum

QEP 2015: Topic Development

Kuh (2008) notes that High-impact Practices:

- are effortful
- build substantive relationships amongst peers and faculty
- engage across differences
- provide rich and frequent feedback
- test learning in new situations
- provide opportunities for reflection

QEP 2015: Topic Development

Examples of HIPs include:

- Collaborative Assignments and Projects
- Diversity/Global Learning
- Undergraduate Research
- Service Learning, Community-Based Learning
- Internships/Field Experiences
- Capstone Course and Projects
- Learning Communities

QEP 2015: Assessment

The QEP 2015 activity will enhance a student's professional communication skills through emphasizing strategic consideration of:

- **AUDIENCE**
- **CENTRAL MESSAGE**
- **CONTENT DEVELOPMENT**
- **LANGUAGE MECHANICS**

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RUBRICS

Student Learning Outcome: The student constructs a verbal or written product that addresses the audience and context of the communication.								
Rubric								
Criteria		**Performance Descriptors**						
		Exemplary	Proficient	Developing	Undeveloped	Absent	NA
Audience

The audience is defined as the intended or actual person(s) who read or listen to the verbal or written academic product | **Consideration of audience** is defined by a product that:

1. Aligns language and use of technical terms to the expertise of the target audience.
2. Establishes common ground (shared understanding) required to introduce new ideas/concepts.
3. Avoids language that is overly technical (e.g., jargon and acronyms not commonly known) or overly broad (i.e., underestimates the knowledge level of the audience).

Situational context is defined by a product that:

1. Chooses language and media that align with expectations established by the situational context
2. Adheres to time and page-length constraints
3. Employs media expected for the communication context | All applicable elements of both **Consideration of audience** and **Situational context** are fully addressed within the communication product | The communication product addresses a majority of the applicable elements of both **Consideration of Audience** and **Situational Context**, and fails no more than one criterion.

Must not fail:

- **Consideration of Audience** item 1 (language alignment)
- **Consideration of Audience** item 3 (use of jargon or overly broad)
- **Situational context** item 2 (time and page constraints) | The communication product addresses a majority of the applicable elements of either **Consideration of Audience** or **Situational Context**, and fails two or fewer individual criteria.

Fails to address any one of the following criteria:

- **Consideration of Audience** item 3 (use of jargon or overly broad)
- **Situational context** item 2 (time and page constraints) | The communication product does not address a majority of the applicable elements of both **Consideration of Audience** and **Situational Context**, and fails three or more criteria.

Fails to address any one of the following criteria:

- **Consideration of Audience** item 1 (language alignment)
- **Consideration of Audience** item 3 (use of jargon or overly broad)
- **Situational context** item 2 (time and page constraints) | The product does not address the stated criteria. | Criterion I not applicable to product |

QEP 2015: Assessment

RUBRICS

Criteria		Rubric	
		Exemplary	**Proficient**
Audience *The audience is defined as the intended or actual person(s) who read or listen to the verbal or written academic product*	***Consideration of audience*** is defined by a product that: 1. Aligns language and use of technical terms to the expertise of the target audience. 2. Establishes common ground (shared understanding) required to introduce new ideas/concepts. 3. Avoids language that is overly technical (e.g., jargon and acronyms not commonly known) or overly broad (i.e., underestimates the knowledge level of the audience). ***Situational context*** is defined by a product that: 1. Chooses language and media that align with expectations established by the situational context 2. Adheres to time and page-length constraints 3. Employs media expected for the communication context	All applicable elements of both ***Consideration of audience*** and ***Situational context*** are fully addressed within the communication product	The communication product addresses a majority of the applicable elements of both ***Consideration of Audience*** and ***Situational Context***, and fails no more than one criterion. Must not fail: • ***Consideration of Audience*** item 1 (language alignment) • ***Consideration of Audience*** item 3 (use of jargon or overly broad) • ***Situational context*** item 2 (time and page constraints)

QEP 2015: Implementation

Goals:

- Increase focused and effective instruction related to professional communication skills through HIPs in upper-division courses

- Expand the ability of faculty and staff mentors to both improve our students' professional communication skills as well as assess the effectives of those efforts

- Provide a "toolbox" of best practices, assessment mechanisms, and communication skills training that will be available specifically for the HIP mentors as well as all faculty and staff in general at UWF.

QEP 2015: Implementation

HIP-DEE Request For Proposals

High-Impact Practice

    Development

    Enhancement

    Expansion

Other aspects of QEP Implementation

1. HIP-DEE RFP
2. **Professional Development** for HIP mentors and other faculty and staff
3. Preparation of a **toolbox of professional communication skill best-practices** from across the HIP-DEE efforts
4. Development of a **HIP Certificate** for student attainment

QEP 2015: HIP-DEE Implementation

<u>Year 0 (2014-2015)</u>

- Colleges solicit, review, and submit finalists to selection committee (housed in the UC)

- Each College must submit 2-3 proposals

- QEP funding distributed to the four colleges (CSEH, CASSH, CEPS, COB)

- One HIP-DEE to a unit outside of Academic Affairs

QEP 2015: HIP-DEE Implementation

Years 1-3 (2015-2018): Colleges propose goals and plans to satisfy the intention of the QEP.

- Possibilities:
  - half of all college programs include appropriate QEP HIP
  - all college programs have appropriate QEP HIP
  - all majors in college have access to one or more QEP HIP(s)
  - all college majors report participation in one or more QEP HIP(s)

QEP 2015: HIP-DEE Implementation

Years 4-5 (2018-2020): Reviews and inventories to make certain the QEP goal is met.

- Possibilities:
  - All students in the College report participation in a High-Impact Practice that leads to improved Professional Communication skills
  - All programs in the College contain capstone or similar experiences that enhance Professional Communication and other forms of Professional Readiness

QEP 2015

Communication for Professional Success

Questions?