



QEP

**Compass: Navigating Excellence
through Effective Communication**

Quality Enhancement Plan

SACSCOC Visit April 2-5, 2018

Updated and Resubmitted September 5, 2018

SR | **SUL ROSS**
The **FRONTIER** University of Texas

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QEP

**Compass: Navigating Excellence
through Effective Communication**

EQUAL OPPORTUNITY STATEMENT

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age, disability, sexual orientation, or gender identity.

Institutional Support

Follow the **Compass**

Dr. Bill Kibler

Sul Ross State University President

As we strive to better understand our roles in society the concept of effective communication becomes increasingly important across the globe. In order to understand one another and ourselves, we must learn ways to share experiences either in written, oral, or visual methods. At Sul Ross State University, we initiated a new quality enhancement plan that focuses on increasing our opportunities for students to engage in effective communication and to understand the nuances involved in such skills. These opportunities will come from classroom strategies, faculty innovation, pedagogy, scholarship, and presentations. As part of our commitment to excellence in our academic programs, each of our colleges identified specific courses that will infuse communication skills as part of their ongoing instructional methods.

We believe that our QEP known as, **Compass: Navigating Excellence through Effective Communication** opens doors to meaningful interactions across our campus so that the culture of the university grows into a community where the art of communication holds significant value. Our expectation for **Compass** at SRSU is that our students will develop richer communication skills that guide their academic career as well as their future professional experiences. We value the ability to reach across cultures and actively engage in important discussions and activities that will enhance relationships across our university campuses and world.

I am thankful to our members of the QEP selection committee, who worked diligently to determine a topic that relates to our mission at SRSU and more importantly that will serve our students in all aspects of their lives. Our mission, vision, and core values at SRSU illustrate our commitment to assist our students prepare for their greater roles in society. Effective communication remains one of the most important skills needed as our students navigate through their academic and professional careers.

We welcome this new quality enhancement plan and invite our university community to engage in following the direction that our **Compass** takes us toward a greater future.



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Compass

[kuhm-puhs; kom-pass]

From *Merriam Webster Dictionary*

noun

1. an instrument for determining directions
2. a guiding or motivating purpose or principle
3. an area over which activity, capacity, or influence extends

transitive verb

1. to devise or contrive often with craft or skill
2. bring about, achieve
3. comprehend

1 Executive Summary

Sul Ross State University (SRSU) initiated the broad-based institutional process of identifying possible QEP topics in the fall of 2015, which involved solicited input from all stakeholders and a review of institutional data and best practices. From this process, the need for students to understand how to communicate effectively through written, oral, and visual communication emerged as our focus.

The purpose of this revised QEP document is to incorporate the SACSCOC Reaffirmation Committee suggestions. Five general committee recommendations are highlighted in red boxes and addressed throughout this revised document.

SRSU's Quality Enhancement Plan (QEP) addresses the student communication need across all academic programs, academic colleges, and campuses. Based on the input from the Reaffirmation Committee, the objective of SRSU's QEP, **Compass: Navigating Excellence through Effective Communication**, is achieved in one student learning outcome aligned with two program goals.

Successfully implementing **Compass** increases opportunities for SRSU students to demonstrate competency in written, oral, and visual communication, and will enhance the capacity of SRSU educators to teach communication skills through increased professional development opportunities. Accordingly, our goals with **Compass** include: enhancing student communication skills, and expanding our faculty's skills to teach oral, written, and visual communication. We believe these two goals combined will improve our students' ability to contribute to a learned society.

Our QEP is directed at junior and senior-level courses because Rio Grande College (RGC), our Off-Site Instructional Campus, enrolls only upper-level students. The following QEP-level student learning outcome (SLO) will be assessed in all SRSU's communication-infused courses: The student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual).

SRSU will implement and monitor the QEP with the aid of Faculty Guides and Faculty Navigators teaching communication-infused Mapped Classes.

- Faculty Guides serve as mentors to faculty engaged in the development and instruction of Mapped Classes.
- Faculty Navigators are professors who redesign an existing course into a Mapped Class incorporating the QEP SLO.
- Mapped Classes will follow a syllabus template that clearly spells out expectations of the QEP and the use of the Cardinal Rubric to assess student work.

Students, faculty, staff, and community members should be encouraged by this QEP, as it aims to develop students in ways that can enhance their potential to contribute to a civil society as well as making them more marketable to potential employers. In this way, the name **Compass** is apt. We see this QEP as equipping students with the skills necessary to navigate toward a life of excellence.



2 Overview of Sul Ross State University

Sul Ross State University (SRSU) was established in 1917 in Alpine, Texas as one of the first institutions incorporated into what is now the Texas State University System. Today SRSU's student body population hovers around 3,000, including approximately 2,000 students at the Alpine campus and 1,000 students at the three Off-Site Instructional Campuses, collectively known as Rio Grande College (RGC) that extend across vast stretches of the Middle Rio Grande region and are housed within the facilities of Southwest Texas Junior College. SRSU's Quality Enhancement Plan (QEP), **Compass: Navigating Excellence through Effective Communication**, incorporates elements that can apply to students on all our campuses.

Many may wonder how it is that a beautiful, vibrant university in such a remote region of Texas exists, where the largest city of any consequence is a two and a half-hour backroad, off-interstate drive away. If not for the town and citizens of Alpine, SRSU would not exist. Conversely, if not for SRSU, the town of Alpine and surrounding area would not be the vibrant tourist destination that it is today.

That mutual reliance grows out of the nature of the relationship between Texas state universities and the state legislature. In the early 1900s, the need for a teacher's college between the 550-mile stretch of arid land between San Antonio and El Paso was based on two facts. First, the area was having trouble attracting teaching candidates from outside; local school districts had to find a way to transform local talent into teachers. Second, the cost for in-area teachers to travel and stay in San Antonio for recertification was burdensome on a teacher's salary.





Because Texas colleges rely on specific legislation, local Alpine-area citizens had to make their case directly to the legislature to fund the establishment of a teaching college in the area. The legislature made the location and funding of SRSU conditional. Besides donating the land, supplying utilities, and funding student housing, the town of Alpine had to incorporate as a city. So, 1917 marked not only the beginning of a university in southwest Texas but also the establishment of the municipality of Alpine.

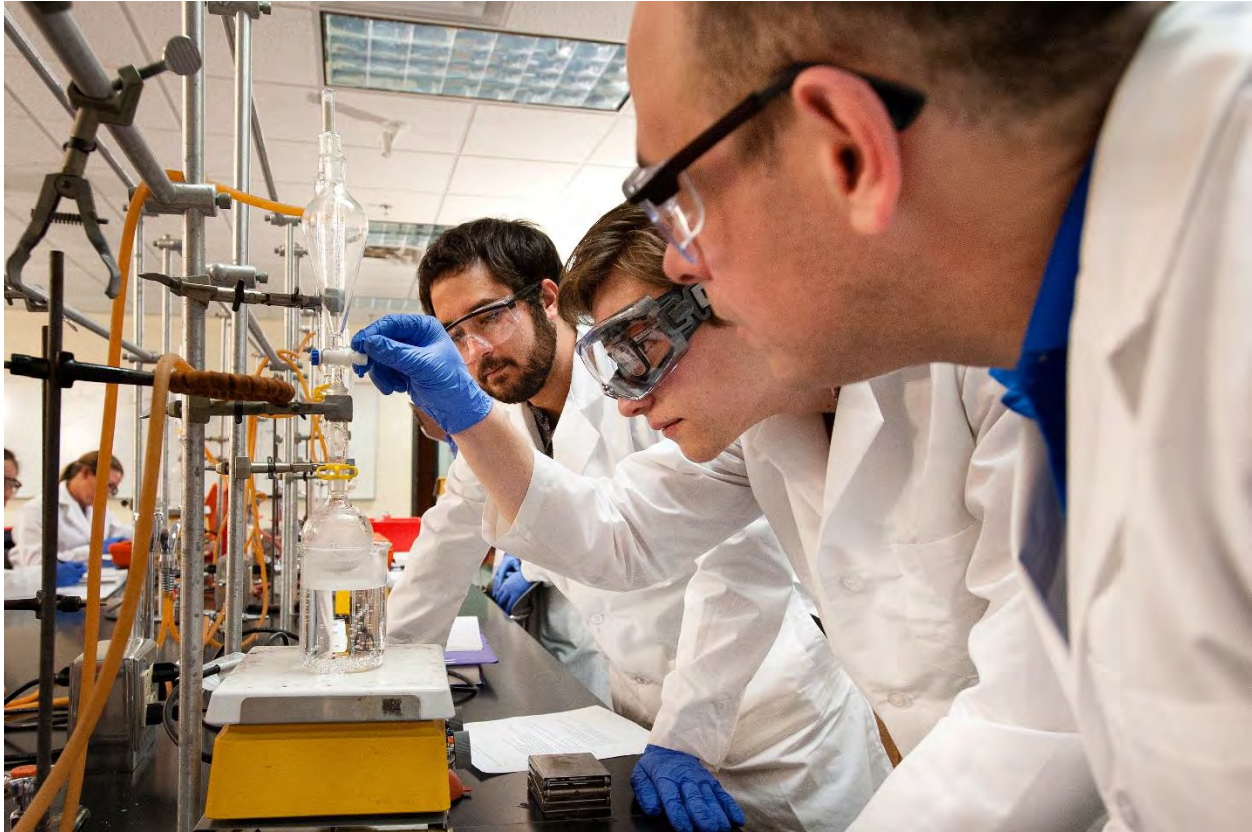
In 1923, a local capital campaign of the Chamber of Commerce and area residents continued to build on this relationship by funding 41 two-bedroom cottages to address the shortage of suitable student housing.

The creation of the upper-level Sul Ross State University Study Center in Uvalde in 1973 (the predecessor to Sul Ross State University Rio Grande College) shows a similar reliance on local community leadership. During the 1960s, multiple state universities were competing to extend their offerings into remote areas of Texas via off-campus “extension centers.” At its peak, SRSU had 12 centers, one each in El Paso, Sierra Blanca, Van Horn, Monahans, Midland/Odessa, Big Spring, Snyder, Brownwood, Kerrville, Del Rio, Eagle Pass, and Uvalde.

In 1965, the legislature responded to the growing, overlapping offerings by establishing the predecessor to today’s Texas Higher Education Coordinating Board and charging it with rationalizing these independent efforts. Seizing the opportunity, a contingent of local Middle Rio Grande leaders, including a personal associate of the Governor of Texas, Dolph Briscoe, approached SRSU with a proposal to convert its extension centers in the area into a permanent relationship with Southwest Texas Junior College. The fact that Governor Briscoe hailed from Uvalde and had extensive ranching interests in the area put the proposal on firm ground. The appointment two years later of Mr. Harry Hornby, publisher of the *Uvalde Leader-News*, to the TSUS Board of Regents, cemented the relationship between SRSU’s Rio Grande College and its surrounding communities.

Sul Ross State University’s Off-Site Instructional Campuses, Rio Grande College (RGC), which represents approximately one-third of the university’s 3,000 student enrollment, has a different student profile. Housed in conjunction with the facilities of Southwest Texas Junior College in Uvalde, Del Rio, Eagle Pass, RGC offers upper-level and graduate courses only, many delivered using online and web-based instruction. A ‘typical’ RGC student will have more work experience and family obligations than the ‘typical’ Alpine campus student, presenting different graduation and retention challenges.





Our heritage is tightly bound to its people, its place and its culture, which reinforces our mission for the under-served of our border area. That mission is reflected in the profile of our four year undergraduate cohort at the Alpine campus, and the cohort at the RGC campuses. Regardless of campus, SRSU students have modest backgrounds. Many are first-generation students. Because of this, SRSU has historically emphasized affordability and strives to remain in the lower one-third of affordability in terms of in-state tuition and fees of comparable universities.

But affordability by itself is of little value absent “mobility,” defined as the portion of a university’s students who come from a family in the bottom fifth of the income distribution and end up in the top fifth. In the most recent and exhaustive mobility study, SRSU ranked in the top 10% in mobility of the 123 universities studied in Texas (Sul Ross State University Plan, 2017).

SRSU is currently celebrating its centennial anniversary. While mindful of its past accomplishments, the University stands firm in its aspirations for the future. Accordingly, a bold new strategic plan entitled, “Sul Ross State University: Strategies for the Second Century,” has been approved by the President’s Executive Cabinet and reviewed by the Texas State University System Board of Regents to guide SRSU’s future. The new strategic plan declares who we are as a university, including our vision, mission, and values (one of which is effective communication). This new strategic plan is organized around five broad goals, with 19 objectives, and **Compass** supports these goals. Our QEP supports our proud tradition while serving as a bridge to the future.



First and foremost among SRSU's goals detailed in its new strategic plan is to "Promote Growth in Academic, Research and Artistic Excellence." No fewer than five objectives have been proposed to accomplish this imperative goal. Premiere among those objectives is to "Develop new or build on existing learning programs (including distance education programs) to create expanded opportunities to "learn by doing" across the curriculum, emphasizing tangible skills for lifelong learning and preparation to contribute to the 21st century society." To help accomplish this objective and ultimately SRSU's first stated goal, the QEP committee has identified Communication Skills as an area for expanded educational opportunities for its students and faculty. In short, via the successful implementation of **Compass: Navigating Excellence through Effective Communication**, students' proficiency with multiple communication strategies will be strengthened throughout their studies at SRSU. Specifically, via the infusion of teaching strategies which focus on multiple communication skills within a cross-section of courses, throughout the four undergraduate colleges of SRSU, students will have repeated opportunities, to "learn by doing" to become more accomplished communicators. These marketable skills will serve our students and communities well as they begin to contribute more broadly into the 21st century.

Compass supports the Strategic Plan in other areas, too. SRSU's fourth goal, to "Recruit, Retain & Develop Faculty, Staff and Student Employees," has two objectives under it, and specifically, the second, to "create an environment that promotes development, training and job satisfaction for faculty, staff and student employees" is addressed in our faculty development through the QEP. **Compass** provides numerous opportunities for faculty to learn more about teaching communication and assessing student skills. The fifth strategic goal is to "Unify and Enhance the Image and Visibility of Sul Ross," and **Compass** supports this goal through the



first objective, to “increase awareness of and advocacy for the university by showcasing Sul Ross’s teaching, learning, research, athletics and artistic endeavors.” **Compass** will provide opportunities for students to present their research and projects.

Since our beginnings as a normal school in 1917, excellence in teaching remains a primary focus at SRSU. Our mission and vision statements directly reflect our dedication to providing a high-quality education through excellent teaching. Our values lay claim to a strong foundation undergirding those elements which we believe to be crucial and important for accomplishing higher education at its best. In particular, we value effective communication in all aspects of life. We acknowledge that our university mission, vision, and all of our values require effective communication.

Mission

Rooted in the distinctive surroundings and history of the Big Bend and the US-Mexico border regions of Texas, SRSU provides accessible, comprehensive, and life changing education through high quality teaching, research, cultural awareness, creativity, and service.

Vision

SRSU seeks to be a national and international leader in achieving excellence among universities in the areas of Education, Research, Social Mobility, Service, Affordability, and Shared Governance.

Values

SRSU shares the following core-values:

- Excellence
- Ethics and Integrity
- Diversity and Inclusiveness
- Growth and Exploration
- Leadership and Service
- Personal Connection
- Effective Communication



3 QEP Topic and Development Process

Planning for the QEP at SRSU began in the fall of 2015. The Office of Institutional Effectiveness established a QEP Planning Committee that represented all constituencies of the university and community.

To engage stakeholders in the development process, Dr. Jeanne Qvarnstrom, Assistant Vice President for Institutional Effectiveness, compiled a data profile of undergraduate students, including SAT scores, Core Curriculum assessment results, and student surveys, and emailed the profile in October, along with a survey, to university faculty, staff, administrators, and students. One-hundred and fourteen people responded to the survey with a distribution of 52% faculty, 5% administrators, 42% staff, and 10% students (see Appendix A).

The QEP Planning Committee

At the opening meeting of the QEP Planning Committee, Dr. Bill Kibler, SRSU President, addressed the group and stressed the importance of the committee's charge to improve the quality of students' learning. The SRSU Mission Statement and Strategic Plan were reviewed to provide guidance in the topic selection process, and the pertinent SACSCOC requirements and standards were analyzed, as well. Then, the committee evaluated the October survey results to see what topics were favored (supported by the data) by the constituencies. The QEP Planning Committee identified six top areas: communication, writing, reading, leadership, research, and internships and community service.

The following subcommittees were formed:

- Communication, including reading and writing
- Internships and community service
- Communication of Leadership
- Communication and Research

Subcommittees began researching their topics, with the goal of developing proposals to be presented to the entire university community for consideration. Each proposal was to include:

- Student learning outcomes (SLOs) related to the QEP topic
- Actions needed to achieve the desired SLOs
- Assessment methods to measure the success of the SLOs
- Reference to current infrastructure to support and enhance the QEP topic
- Budget necessary to successfully implement the QEP topic

During January and February, subcommittee members were charged with reaching out to their own respective departments to promote a university-wide awareness of the development process.

On March 24, 2016, the QEP Planning Committee held a public forum for all university students, faculty, staff, administrators, and community members. During that time, the four subcommittees presented their proposals. A spirited discussion session followed. To facilitate access for those who were not able to attend the meeting, the program was live-streamed and later posted on the Institutional Effectiveness website. At the close of the meeting, everyone was asked to complete a survey (see Appendix B) to provide input for the QEP Planning Committee, as they deliberated on the final topic. One-hundred and fifty-six people responded



with a distribution of 48% students, 15% faculty, 27% staff, 3% administration, and 8% community members. The survey responses represented both Alpine and the RGC Off-Site Instructional Campuses stakeholders, since the QEP will be implemented on all SRSU campuses.

The QEP Planning Committee met on April 21, 2016, and reflected on the March 24, 2016 survey results. The decision was made to focus on the topic of communication with possible expressions through research, leadership, and internships & community service. The Assistant Vice President of Institutional Effectiveness reported on the QEP Planning Committee's recommendations to the President's Executive Cabinet. The Executive Cabinet embraced the Committee's direction and also voted to create two QEP Coordinator positions, one for the Off-Site Instructional Campus sites and one for Alpine (see Appendix C).

QEP Planning Committee Meeting Dates 2015-2016

DATE	LOCATION	TIME
October 15	210 University Center	Noon – 1:30
November 12	210 University Center	Noon – 1:30
January 21	210 University Center	Noon – 1:30
February 18	210 University Center	Noon – 1:30
March 24	210 University Center	Noon – 1:30
April 21	210 University Center	Noon – 1:30
May 12	210 University Center	Noon – 1:30



The QEP Oversight Committee and Topic Selection

In September 2016, Dean April Aultman Becker (Alpine) and Dr. Dan Foley (RGC) volunteered to serve as the QEP Coordinators and lead SRSU through the development process of the 2018 Quality Enhancement Plan. A press release that announced the appointment of Dean Aultman Becker and Dr. Foley was distributed on campus and through the community media to keep everyone up to date on the latest developments.

Much of the discussions in the meetings of 2016 revolved around the issue of communication. The Committee, made up of faculty, staff, students, and community members, struggled with how to define communication and what it was that we wanted to improve. Many discussions ensued about what students needed to communicate in life and how to best address the issues and implement the theme into our campus.

In October of 2016, the Committee divided into four groups to present their ideas about how to implement communication.

- One group suggested that we focus on offering more opportunities to students to communicate through oral, visual, and written assignments.
- Group two presented that improved communication could be achieved in extracurricular activities, internships, and by gathering artifacts throughout a student's academic career.
- Group Three focused on creating a required senior seminar class that would focus on communication specific to each discipline.
- Group Four presented the idea of improving communication between students and professors with additional learning outcomes added in courses.

Because consensus was not reached on a method for implementation communication improvement strategies, the Co-Coordinator of the QEP sent a survey to see which group idea was most popular. In November of 2016, the committee turned its focus to a combination of other ideas that emerged: implementing communication into courses with additional QEP SLOs and providing additional offerings for students to develop communication skills.

In January of 2017, once the committee had a focus, the QEP Co-Coordinator visited with other stakeholders to obtain their input. Dr. Foley visited with Department Chairs, Faculty Senate, and the Student Government Association at the RGC campus. Dean Aultman Becker visited with Department Chairs, Faculty Assembly, and the Executive Cabinet in Alpine. Overwhelmingly, all groups were supportive of adding additional communication SLOs into courses.

In February of 2017, Committee work turned to making sure that SLOs were impactful, assessment was meaningful, and that we had the capacity to successfully implement our chosen QEP. Discussions centered on the idea of not just quantifying what faculty were already doing in their communication courses, but truly implementing something innovative that would improve student learning. The large group was divided into five subcommittees:

1. Literature Review and Best Practices
2. Student Learning Outcomes and Assessment
3. Budget and Resources
4. Marketing and Communications
5. Course Design and Curriculum Changes



Eventually, the idea of providing faculty development to teach communication skills was adopted, as faculty and others were concerned about adding SLOs without support, and the Course Design and Curriculum Changes Subcommittee was absorbed by the Student Learning Outcomes and Assessment Subcommittee. The Faculty Development Subcommittee became known as our fifth subcommittee. These subcommittees would guide the work of the QEP Oversight Committee for the coming months, and ***Compass: Navigating Excellence through Effective Communication*** is due to their diligent work.

QEP Oversight Committee Meeting Dates 2016-2018

DATE	LOCATION	TIME
September 22, 2016	210 University Center	Noon – 1:30
October 13, 2016	210 University Center	Noon – 1:30
November 17, 2016	210 University Center	Noon – 1:30
December 8, 2016	210 University Center	Noon – 1:30
February 16, 2017	210 University Center	Noon – 1:30
March 23, 2017	210 University Center	Noon – 1:30
April 20, 2017	210 University Center	Noon – 1:30
September 18, 2017	210 University Center	Noon – 1:30
October 16, 2017	210 University Center	Noon – 1:30
November 13, 2017	210 University Center	Noon – 1:30
February 19, 2018	210 University Center	Noon – 1:30
April 9, 2018	210 University Center	Noon – 1:30

Meetings with Stakeholders 2017-2018

GROUP	DATE	LOCATION	TIME
<i>Department Heads</i>	February 9, 2017	Library Conference Room	1:00 – 2:30
<i>Provost</i>	February 10, 2017	Provost Office	10:45 – 11:30
<i>Alpine Faculty Assembly</i>	February 13, 2017	Espino, UC	3:30 – 4:00
<i>Executive Cabinet</i>	February 14, 2017	BAB 201	10:00 – 10:30
<i>Rio Grande College Faculty Senate</i>	February 10, 2017	Del Rio Room 101	10:00 - 12:00
<i>Subcommittee Chairs</i>	March 2, 2017	Library Conference Room	1:00 – 3:00
<i>Academic Planning Committee</i>	March 6, 2017	Library Conference Room	1:00 – 2:00
<i>Deans Council</i>	March 6, 2017	Library Conference Room	2:00 – 3:00
<i>Alpine Faculty and Staff Meeting</i>	March 30, 2017	Kokernot Outdoor Theater	3:30 – 5:00
<i>QEP Informational Meeting for Department Chairs and Deans</i>	June 6, 2017	BAB 201	3:30 – 5:00
<i>Meeting with Provost</i>	July 10, 2017	BAB 203	10:00 – 11:00
<i>Alpine Faculty Assembly</i>	October 11, 2017	Espino, UC	3:30 – 4:30
<i>Executive Cabinet</i>	November 6, 2017	BAB 201	9:00 – 10:00



<i>Faculty Specialists</i>	November 20, 2017	BAB 201	3:00 – 4:30
<i>Alpine Faculty and Staff Meeting</i>	November 28, 2017	Marshall Auditorium	3:00 – 4:30
<i>Alpine Kiwanis Club</i>	January 17, 2018	UC 201	12:00 – 1:00
<i>College of Professional Studies</i>	January 17, 2018	MAB 302	3:30 – 4:30
<i>QEP New Year Party and Informational Fair for all faculty, staff, students</i>	January 25, 2018	UC 210 (Alpine)	3:30 – 4:30
<i>QEP New Year Party and Informational Fair for all faculty, staff, students</i>	February 6,7,8, 2018	Student Lounges (RGC campuses)	1:00 – 4:00
<i>Executive Cabinet</i>	February 6, 2018	BAB 201	10:00 – 11:00
<i>Alpine Faculty Assembly</i>	February 12, 2018	Espino, UC	3:30 – 4:30
<i>SACSCOC Coffee Hour</i>	April 12, 2018	UC 210 (Alpine)	3:30 – 5:00
<i>Alpine Faculty Assembly</i>	April 17, 2018	Espino, UC	3:30 – 5:00
<i>Executive Cabinet</i>	July 17, 2018	BAB 201	10:00 – 11:00

Subcommittee Meetings 2016-2018

SUBCOMMITTEE	DATE	LOCATION	TIME
<i>Literature Review and Best Practices</i>	April 6, 2017	Library Conference Room	4:00 – 5:00
	September 29, 2017	Library Conference Room	9:30 – 11:00
	November 17, 2017	Library Conference Room	9:30 – 11:00
	December 4, 2017	Library Conference Room	2:00 – 3:00
<i>Faculty Development</i>	March 31, 2017	Lobo Den LH 103	2:00 – 4:00
	May 26, 2017	Lobo Den LH 103	2:00 – 4:00
	August 2, 2017	Library Conference Room	3:30 – 5:00
	August 15, 2017	Via phone	3:00 – 4:00
	October 2, 2017	Library Conference Room	2:00 – 3:00
	November 6, 2017	Library Conference Room	2:00 – 3:00
	December 4, 2017	Library Conference Room	10:00 – 11:00
	February 8, 2018	BAB 201	3:30 – 4:30
<i>SLOs and Assessment</i>	March 29, 2017	RAS 102	4:00 – 5:00
	April 6, 2017	RAS 102	4:00 – 5:00
	April 18, 2017	RAS 102	4:00 – 5:00
	October 6, 2017	RAS 102	4:00 – 5:00
	December 1, 2017	BAB 201	10:00 – 11:00
	December 4, 2017	Library Conference Room	3:00 – 4:00
	January 11, 2018	Library Conference Room	1:00 – 2:00
	April 25, 2018	Library Conference Room	1:00 – 2:00
	May 31, 2018	Library Conference Room	9:30 – 11:00
<i>Budget and Resources</i>	March 27 - April 6	Via multiple e-mails	NA
	October 20, 2017	BAB 201	11:00 – 12:00
	December 4, 2017	Library Conference Room	1:00 – 2:00
	April 10, 2017	Library Conference Room	10:00 – 11:00

<i>Marketing and Communications</i>	June 1, 2017	Library Conference Room	10:00 – 11:00
	September 22, 2017	Library Conference Room	10:00 – 11:00
	October 26, 2017	Library Conference Room	10:00 – 11:00
	November 30, 2017	Library Conference Room	10:00 – 11:00
	December 4, 2017	Library Conference Room	11:00 – 12:00
	December 8, 2017	Library Conference Room	10:00 – 11:00
	January 18, 2018	Library Conference Room	10:00 – 11:00
	January 25, 2018	Library Conference Room	10:00 – 11:00

The QEP Executive Committee

As the QEP grows and evolves, an Executive Committee will oversee the effectiveness of the program. This committee is made up of both QEP Co-Coordinators, the Assistant Vice President of Institutional Effectiveness, the Student Government Association President, and Faculty Guides.

QEP Executive Committee Meetings 2017-2018

DATE	LOCATION	TIME
November 20, 2017	BAB 201	3:00 – 4:30
December 4, 2017	Library Conference Room	4:00 – 5:00
December 8, 2017	Library Conference Room	3:00 – 4:00
December 15, 2017	Library Conference Room	2:30 – 3:30
January 5, 2018	Library Conference Room	9:30 – 10:30
January 26, 2018	Library Conference Room	11:30 – 2:30
January 29, 2018	Library Conference Room	2:30 – 3:30
February 6, 2018	Reata	12:00 – 1:00
April 11, 2018	Library Conference Room	11:00 – 12:30
July 9, 2018	Library Conference Room	11:00 – 12:00
July 17, 2018	Reata	12:00 – 1:00

SACSCOC On-Site Visit and Subsequent Recommendations

SACSCOC sent a team of reviewers to SRSU campuses from April 3-5, 2018. Various members of the QEP Oversight and Executive Committees met with reviewers to present our plan. Before the meetings, our QEP Executive Committee submitted a list of questions and the SACSCOC team answered these thoughtfully (see Appendix D). Upon exit, reviewers deemed SRSU's QEP to be "acceptable," but recommended that *"the institution develop an adequate assessment plan for the QEP"* (see Appendix E).

After the visit in early April, meetings convened to begin to address the suggestions, and the following pages of this QEP have been edited to reflect the changes made. The recommendations and responses are easy to distinguish in this report: recommendations from the committee can be found in red boxes throughout this report, and responses follow.



4 Literature Review and Best Practices

Central to the QEP at SRSU is the concept of communication. For the purposes of this QEP, communication is defined as the process of sending, receiving and interpreting messages through written, oral, or nonverbal communication channels to effectively convey information, and/or by which two or more people reach understanding. As described below, our QEP aims to improve student skills in the areas of oral, written, and visual communication through the improvement of teaching and learning at SRSU.

To be successful in college and beyond, many sources indicate that communication competencies are essential. According to the 2016 Job Outlook survey by the National Association of Colleges and Employers (NACE), a majority of employers surveyed reported four communication-based attributes as highly desirable: the ability to work in a team, written communication, oral communication, and interpersonal skills (i.e., relates well with others). In a similar survey, *The Chronicle of Higher Education* (2013) reported that new employees are not lacking technical expertise in their new jobs. Rather, colleges inadequately prepare new professionals in written and oral communication, decision-making, analytical, and research skills. A study from Hart Research Associates (2010) reported that 89% of over 300 prospective employers agreed that colleges and universities need to place a greater emphasis on students' abilities to communicate effectively.



A 2015 survey of SRSU faculty and students supports the above viewpoint that college instruction in effective communication may be lacking and more specifically suggests that the instruction and learning of oral and written communication at SRSU needs improvement. Surprisingly, only 50% of students reported that they had orally presented work through coursework at SRSU. Interestingly, while SRSU students perceived that they have adequate written and oral communication skills, SRSU faculty disagreed with this general observation (see Appendix A for survey results).

After much deliberation, SRSU students, SRSU faculty, and community members identified written, oral, and visual communication skills as the greatest needs of improvement for teaching and learning across all SRSU campuses. This QEP, which is in line with the SRSU

Strategic Plan, Mission, Vision, and Values, focuses on improving communication on our campuses by increasing opportunities to communicate and by increasing the abilities of our instructors to teach oral, written, and visual communication skills.



Understanding how to communicate effectively through written and oral messages across various contexts, cultures, relationships, and media is gaining importance in contemporary society (McClosky, 1994; Korn, Morreale, & Boileau, 2000). Facilitating growth in communication competency is part of the mission of SRSU. Our focus on communication is supported by recent research that claims that, in the 21st century, communication instruction is critical to students' personal and professional success (Morreale, Osborn, & Pearson, 2000; Morreale & Pearson, 2008). We recognize, then, that it is vital that the current generation of undergraduate university students receive the required training to be able to navigate a global world and be competent in various contexts and channels of communication, ranging from electronic to intercultural communication (Rubin & Morreale, 2000; Morreale, Osborn, & Pearson, 2000; Morreale & Pearson, 2008). The challenge facing SRSU faculty is how to most effectively develop student competence in written, oral, and visual communication across all academic programs, academic colleges, and SRSU campuses.

The most accepted conceptualization of communication competence is the combination of *appropriateness* and *effectiveness* (Spitzberg, 2000). Appropriateness is generally defined as the perceived fitness or legitimacy of a communicator's behavior in a given context. In this sense, competence is audience-centered and context-centered. Effectiveness is defined as the extent to which a communicator achieves objective(s). These communicative objectives may be subjective to the individual and may not be shared by the audience. However, when standardized communicative objectives are in place and certain behaviors are associated with achieving those objectives, communication competency can be assessed.

The National Communication Association (NCA) has long been actively involved in assessment within the discipline of Communication Studies. Through several academic meetings and publications, the NCA has identified several communication skills that are vital for students to learn. Much attention has been given to skills related to oral communication. One result from the 1990 summer conference on communication assessment was the development of an evaluation instrument called *The Competent Speaker*, an evaluation form that identifies standards for evaluating students' eight basic speaking competencies:

1. Being able to choose an appropriate topic and restrict it according to the purpose and the audience;
2. Communicating the purpose of the speech in a manner appropriate for the audience and the occasion;
3. Using appropriate supportive materials to fulfill the purpose of the oral discourse;
4. Using an organizational pattern appropriate to the topic, audience, and occasion;
5. Employing language appropriate to the designated audience;
6. Employing vocal variety in rate, pitch, and intensity;
7. Articulating clearly, and using correct grammar and pronunciation;
8. Demonstrating nonverbal behavior that supports the verbal message.

The Modern Language Association (MLA) has a rich tradition of developing theory and practice focused on enhancing writing competency in student writers (See Tate, Rupiper, & Schick, 2001). Establishing writing competencies, however, is a hotly debated issue that spans several decades (Mutnick, 2001). Reviews of traditional and non-traditional writing pedagogies (Tate, et al., 2001; Velasco, 2005) indicate much agreement that competent writers effectively use language (e.g., appropriate use of grammar, coherence, clarity, varied use of vocabulary) and effectively employ prescribed or audience-centered forms of arrangement/structure (e.g., the five paragraph essay, literature reviews, response papers and/or expository papers, the academic research paper, various organizational patterns of persuasion).

Based on the Whitepaper on Writing Assessment (2008) by the National Council of Teachers of English (NCTE), the Association of American Colleges and Universities (AACU, 2009) further synthesized research on written communication competency in their development of their written communication value rubric which puts forth the following criteria for competent writing:

1. Content Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.
2. Context of and purpose for writing: The context of writing is the situation surrounding a text: Who is reading it? Who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
3. Disciplinary conventions: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of



- others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
4. Evidence: Source material that is used to extend, in purposeful ways, writers' ideas in a text.
 5. Genre conventions: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
 6. Sources: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

Visual communication can benefit many audiences, but can be especially helpful to individuals with lower literacy and numeracy skills (Simpson, 2005). It is important to note that the effective construction and interpretation of visual messages has been described as a literacy issue (Ogasawara, 1998) referred to as *visual literacy*. The concept of visual literacy, then, recognizes that people can interpret visual communication just as they do words, in different ways. Moreover, visually literate people are adept at effectively constructing and decoding visual messages. While improving visual literacy as a whole makes sense, the conceptualization of visual literacy is quite complex and has received criticism for being easily confused with media criticism and for being narrowly applied to contexts of persuasion through film genres (Messaris, 1994).

As part of our QEP, we seek to improve teaching and learning related to visual communication which we define as the construction and rendering of visual messages. Visual communication techniques, such as pictures, drawings, charts, graphs, objects, models, and diagrams, can effectively communicate information. Visual communication can make the presentation of complex information easier to comprehend, more attractive, and can reinforce written or spoken messages. It is understandable that there is a growing recognition of visual communication's benefits to students across several disciplines to deliver a more comprehensive approach, preparing students to produce complex multimodal communications required in many of today's collaborative work environments (Brumberger, 2005).

Communication competence is learned (Morreale & Pearson,



2008; Spitzberg, 1991; Spitzberg, 2006). A growing body of research indicates that single learning events such as a single class devoted to public speaking or writing composition are useful in developing some degree of communication competency; however, many researchers report that a single communication course is insufficient in supporting a truly excellent undergraduate education (Morreale, Osborn, & Pearson, 2000; Morreale & Pearson, 2008).

In their analysis of 99 communication articles, commentaries, and publications spanning 1955 to 1999, Morreale, Osborn, and Pearson (2000) identify five themes that emerge. Four of these themes support the claim that teaching communication is important. They are as follows:

1. **The development of the whole person** (17 references). This theme suggests that communication education plays an important role in student development by enhancing self-awareness and improving one's relationships with others and society as a whole.
2. **The improvement of the educational enterprise** (seven references). This theme suggests that all instruction is improved or enhanced through the inclusion of communication education, regardless of the subject taught.
3. **Being a responsible participant in the world**, both socially and culturally (eight references). This theme suggests that communication education enhances the development of sensitivities and skills that shape our social and political lives, help society's positive continuance, and erase cultural boundaries.
4. **Succeeding in one's career and in the business enterprise** (50 references). This theme suggests that communication is vital to career success and social mobility in multiple professions.

The fifth theme in their study demonstrated the need for communication specialists to provide communication education (15 references). This study was later extended by Morreale and Pearson (2008) to include literature from 1998 through 2006. Their review of 93 additional journal and newspaper articles, reports, and surveys further reinforced the presence of the above four themes, thereby supporting the claim that communication instruction continues to be critical to students' personal and professional success into the 21st century.

Communication-across-the-curriculum (CXC) refers to the implementation of communication instruction in disciplines other than Communication Studies, often in the form of a university-wide program or initiative. In many cases, universities seek to apply communication instruction to a wide variety of courses across a wide variety of disciplines with a goal of changing and enhancing these disciplinary cultures' teaching practices, instructional resources, and student learning abilities (Dannels & Gaffney, 2009). As a result of choosing a CXC approach to enhance student learning, universities who typically develop CXC programs strengthen and transform their institution's pedagogical course of development.

CXC scholarship over the past 25 years illustrates varying strategies for managing the infusion of communication instruction across several disciplines. Two different curricular models described for CXC are the *training model* and the *consulting model* (Cronin & Grice, 1993). Foundational scholars of the CXC initiative described the training model as one in which practitioners provided training to non-communication specialists/teachers to teach communication in their own subject areas. The consulting model was described as a process of placing CXC specialists in classrooms with non-communication faculty



as consultants to work with the students as well as provide training to the faculty. Our QEP would take a training model approach by identifying communication specialists to provide training to faculty across all disciplines.

A key aspect of CXC implementation is the development of constructive, valid and practical assessments. A thematic analysis of CXC literature highlighted the need for empirical rigor, theoretical sophistication, and reflective scholarly partnerships (Dannels & Gaffney, 2009). The literature provides a wide variety of implementation and assessment approaches, including systematic approaches such as design research based approach (Johnson, Veitch and Dewiyanti, 2015), and formative assessments such as departmental profiles (Anson & Dannels, 2009).

Since determining through surveys and meetings that our QEP would focus on improving the teaching and learning of communication, the QEP Oversight Committee and Subcommittees have investigated and discussed strategies for accomplishing our QEP. After reviewing



much deliberations amongst scholars spanning multiple disciplines, SRSU students, and community members, we determined a set of best-practices which include (1) the development of **Compass** SLO, (2) faculty development, and (3) the adoption of shared assessment methods.

Most faculty members learn how to teach by observing how other teachers/faculty members teach and not just by learning the content of interest (Macfarlane, 2014). Many higher education faculty members are often unprepared and unacquainted with best practices regarding communication and how to effectively engage students in this essential specialty.

Gardiner (2000) concurs with this general observation and further asserts that higher education faculty are less trained for instructional delivery than K-12 teachers. In addition to teaching, researchers (Daley, 2003; Macfarlane, 2014) observe that higher education faculty need to be trained and mentored effectively on how to develop and assess the **Compass** SLO.

Compass Glossary

Communication is the process of sending, receiving and interpreting messages through written, oral, or nonverbal communication channels to effectively convey information, and/or by which two or more people reach understanding.

Written Communication involves any type of message that makes use of the written word.

Oral Communication is the process of expressing information or ideas by word of mouth.

Visual Communication is the conveyance of ideas and information in forms that can be seen.

Faculty Guides mentor and recruit Faculty Navigators and manage data at SRSU.

Faculty Navigators teach Mapped Classes at SRSU.

Mapped Classes are infused with the QEP SLO and use Cardinal Rubrics to score communication-related assignments.

Cardinal Rubric is used to rate students' success.



5 Program Design

Compass provides students with communication skills across campus through the communication-infused courses. The QEP is directed at junior and senior-level courses because off-site instructional campuses have only upper-level students enrolled.

Program Outcomes

Successfully implementing **Compass** will have a two-pronged result:

- Increase opportunities for students to demonstrate competency in written, oral and visual communication through peer-reviewed or other externally-validated scholarship.
- Increase professional development opportunities for SRSU faculty via the development of a university-wide showcase of faculty innovation and scholarship in communication instruction to support enhancement of the educators' capacity to teach communication skills.

SACSCOC On-Site Visit and Subsequent Suggestions

“The institution might consider narrowing the scope of the QEP. Each student learning outcome is a substantive area of learning, and the institution may consider identifying learning outcomes that are not specific to the mode of communication (oral, visual, written).”

Compass SLO

Based on the SACSCOC suggestion, the QEP Oversight Committee reviewed the three previous communication-related SLOs to create a single complete one. The **Compass** Student Learning Outcome (SLO) is designed to enhance the knowledge, skills, behaviors, and values among the student population. The student learning outcome is infused into all university colleges (Education and Professional Studies, Arts and Sciences, Agricultural and Natural Resource Sciences, Rio Grande College) through identified communication-infused courses.

The final SLO was created in response to the SACSCOC suggestion and will be assessed yearly: *the student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual).*

Support Plan

In order for students to learn how to communicate effectively, it is imperative that SRSU faculty have the resources and opportunities to improve their classroom instruction, particularly improving their teaching of oral, written, and visual communication. Through the development of a QEP library, communication teaching guides, developmental faculty workshops, and contact with mentors in communication instruction, **Compass** will provide faculty with the required tools and methods to help them enhance their skills in teaching and assessing written, oral, and visual communication.

QEP Library

Books, journal articles, instructional videos, tutorials, and other materials relevant to our multifaceted QEP continue to be amassed by the QEP Committee, university faculty, staff, and administration. Physical and digital copies will be housed and managed by SRSU's Bryan Wildenthal Memorial Library and its staff. The QEP Collection will have its own designated



section within our Library. Efforts will be made to have duplicate print materials available on all SRSU campuses. Digital copies of various materials will be available to all faculty through the QEP and/or the Library’s website.

Communication Teaching Guides

The modern profession of the professoriate is multifaceted with many demands for faculty time. To make faculty development more accessible and less time-consuming, SRSU will compile and develop teaching materials that are brief in structure yet thoroughly rooted in pedagogical best-practices.

Compass Professional Development

Compass will provide professional development opportunities about teaching visual, oral, and written communication best practices for each of the QEP’s five years. The Professional Development Subcommittee will plan at least two professional development opportunities at each campus each year with the form created by the QEP Executive Committee (see Appendix F). The Professional Development Subcommittee has developed a criteria for screening webinars, speakers and proposed workshops to ensure the focus remains on teaching communication, and they will develop a schedule for professional development each year. A workshop or professional development topic list will be distributed as early as possible in the semester each year and will be added to the SRSU activities calendars.

IMPLEMENTING COMMUNICATION SKILLS IN THE CLASSROOM

This panel of experts will share great ideas and great lessons to teach students communication skills that can be applied across a variety of disciplines. Both the RGC and Alpine sessions will be filmed and archived.

SR-RGC Del Rio Campus
Friday October 27, 10:30am-noon
Room 102 (with lunch!)

SR-Alpine Campus
Wednesday, November 1, 3:30-5pm
Espino (with refreshments!)

Do you wish your students were better communicators?

- DR. THERON FRANCIS**
Guiding Creative and Constructive Peer Response Groups for Writing Projects
- BETSY EVANS**
Using Reflective Free Writing to Develop Good Habits
- DR. MICHAEL ORTIZ**
Math in Words and Pictures: A Humanistic Approach
- DR. JOSEPH VELASCO**
Communicating Research: How to Write an Academic Journal Article Summary
- DOMINIQUE VARGAS**
Infographics as a Communication Tool
- DR. JEN MCCORMACK**
Using Global Regional Geography to Develop Student Knowledge and Collegiality
- DR. TIFFANY CULVER**
Improving Students' Writing in the College Classroom

Sponsored by SRSU QEP Compass: Navigating Excellence through Effective Communication

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Attendance at professional development offerings is critical for the success of the QEP. Therefore, all offerings in person and online will be completed with a survey and a certificate of attendance. Additional methods to encourage attendance include:

- Faculty Guides and Navigators are required to attend QEP Professional Development.
- All new faculty members are strongly encouraged to attend workshops associated with the QEP.
- Department chairs will recommend that department faculty attend training conferences.
- Tenured faculty are encouraged to attend and present at professional development workshops.
- SRSU added wording to the FE-3 Yearly Faculty Evaluation form to encourage faculty to attend and report QEP Professional Development attendance (see Appendix G).

In Person Workshops

Faculty Guides and the Professional Development Subcommittee design the opportunities to learn more about written, oral, and visual communication. In-person workshops are offered at least once per semester and at both Alpine and RGC campuses, and each will be filmed and archived on our QEP website so that all have a chance to view. The workshops will be a combination of SRSU faculty developed and led and guest trainer-led.

The Professional Development Subcommittee will model SRSU-generated content after the *Great Ideas for Teaching Students (GIFTS)*, sessions hosted annually by the National Communication Association (NCA). SRSU faculty will showcase class-tested activities,

**FY19
ROAD MAP TO
QEP SUCCESS**

**PROFESSIONAL
DEVELOPMENT SERIES**

**OCTOBER 4, DECEMBER 6 ALPINE
OCTOBER 5, DECEMBER 7 RGC**

DR. MARCIA IMBEAU

**COMING TO ALPINE AND RGC
IN JANUARY 2019**

DR. SHERRY MORREALE

SR

assignments, and assessment approaches which emphasize some aspect of written, oral, or visual communication. The first faculty-led events in the fall and spring of 2017 were well attended.

The Professional Development Subcommittee will seek experts in the field of communication or pedagogy to train faculty. There are several professional development opportunities planned for fall 2018. Dr. Sherry Morreale, communication scholar and professor of Communication at the University of Colorado, Colorado Springs, will visit SRSU campuses in January 2019 to provide a keynote session that will kick off our QEP in the spring. Dr. Marcia Imbeau, professor at the University of Arkansas at Fayetteville and consultant with the Association for Supervision and Curriculum Development (ASCD), will visit SRSU campuses in October to provide research-based professional development for university professors to deepen their understanding of rubrics and scoring to improve instruction, learning, and outcomes. Over the course of two professional development workshops (one in October to kick off the semester and prepare faculty to score with the Cardinal Rubrics, and one in December for Assessment Day), Dr. Imbeau will lead participants in developing a deeper understanding of assessments and rubrics (see Appendix H).

Online Workshops

Online workshops are available through the QEP's website. Webinars from subscription-based Magna Publications, Educause, and others related to teaching communication and pre-recorded trainings accessible via Blackboard are listed and can be linked to, and all in-person workshops will be turned into online workshops by filming and archiving materials.

Conferences

The QEP will send up to five faculty members to a communication-related conference each year. Faculty who would like to attend a conference must apply for funding (see Appendix I) to the QEP Executive Committee.

Faculty Reading/Learning Groups

Faculty Guides lead Reading and Learning Groups to encourage other campus members to learn more about communication methods. All resources used for Reading and Learning Groups are archived on the QEP website.

The Professional Development Subcommittee has designed instruments to assess the effectiveness of all professional development offerings. These assessments include faculty surveys to self-report how the workshops relate to their classes and influence decisions made in approaches to teaching communication (see Appendix J).



Student Events

A Student Compass Activities Committee, composed of faculty and/or staff and Student Government representation, will be charged with the responsibility of organizing the student events to meet our Program Goals and increasing the visibility of the QEP on campus over the next five years. These could include:

- Honoring Communication Scholars, students who have taken more than five Mapped Courses and completed a significant communication project, with a special branded pin upon graduation.
- Showcasing student communication skills in mini-conferences or competitions. Awarding 1st and 2nd prizes annually for best speech, written paper, artistic expression, etc.
- Showcasing student communication at public arenas (libraries, schools, etc.) and using technology like webinars.
- Partnering with the existing undergraduate research symposium.
- Partnering with existing student publications like *The Sage* literary magazine or *The Skyline* newspaper to further the theme of communication.
- Partnering with SRSU's Student Activities office to provide more opportunities for communication, or communication-inspired programs, like TED talks or speech/debate contests.
- Partnering with ambassadors and mentors and orientations to promote the QEP to younger students who will eventually take Mapped Courses.
- Funding students to compete in regional or national communication themed conferences/competitions.



6 Implementation Plan

SRSU will implement and monitor the QEP with the aid of the QEP Executive Committee, Faculty Guides, and Navigators teaching Mapped Classes. The Implementation Plan was expanded to address the Reaffirmation Committee recommendations.

SACSCOC On-Site Visit and Subsequent Suggestions

“The On-Site Reaffirmation Committee was not able to identify plans for online and off campus sites, and recruiting faculty and overseeing QEP implementation at multiple instructional sites may pose additional challenges.”

Plans for Online and Off-Campus Sites

The plan is to embed the Compass SLO into selected courses offered at all campuses and online. The plan is implemented by QEP Coordinators, Faculty Guides, and Navigators who represent all sites.

In 2016, two QEP Coordinators, representing the main campus in Alpine and off-campus instructional sites, were selected to work together to implement the same QEP for junior and senior students at all off-campus sites, the Alpine campus, and online. The 2018-2019 SRSU Course Catalog outlines the Quality Enhancement Plan for all students to see (see Appendix K).

QEP Executive Committee

To assure consistency and sustainability, the QEP Executive Committee was formed with representation from off-campus sites and Alpine. The QEP committee membership includes the two QEP Coordinators, Student Government Association representatives at Alpine and off-campus sites, the Assistant Vice President for Intuitional Effectiveness, and Faculty Guides. Its purpose is to oversee the QEP implementation at all sites. Co-coordinators, April Aultman Becker and Dan Foley, work with the Faculty Guides at each campus to provide support and oversight.

Faculty Guides

Faculty Guides are faculty members from all campuses identified by the QEP Executive Committee as pedagogical leaders who work with individual faculty members to effectively infuse communication instruction into the faculty members' course(s). Faculty Guides in Alpine and off-campus sites promote the plan by working with students and faculty, and they recruit future faculty to become Navigators. In December 2017, Dr. Joseph Velasco (Alpine) and Dr. Tiffany Culver (RGC) were selected as our initial Faculty Guides. We will supplement with additional Guides as the QEP progresses and grows, as is shown in Chapter 11, Budget and Resources.

Faculty Guides have recruited Navigator faculty from off-site and Alpine campuses who are interested in teaching Mapped Classes, and the response has more than met our goal of having each college represented across all campuses. We already have a waiting list for faculty who wish to become Navigators in 2019.



SRSU Faculty Guides are available to faculty on all campuses. Faculty Guides are compensated with a \$500 stipend per semester (see Appendix L). Primary duties assigned to the Faculty Guide include recruiting Navigator faculty to teach Mapped Classes, mentoring faculty engaged in the development and instruction of Mapped Classes, assisting with the development of Cardinal Assessments, and advising faculty as they gather data. The Navigator faculty will be responsible for entering the student assessment scores into the QEP Assessment Score Data Collection system (see Appendix M). The QEP Data Manager is responsible for managing and maintaining the QEP data collection processes and for aggregating and analyzing data.

Faculty Guides and those teaching Mapped Classes will open the doors to their classroom and encourage others to observe best practices in their communication-infused teaching. Faculty Guides will be close mentors to Navigators. They will work with Navigators to provide training to best infuse communication skills into courses and to design effective assignments in Mapped Courses.

Faculty Navigators

For communication skills to be improved among students, volunteer faculty will redesign an existing course to incorporate the Compass SLO into the curriculum. Faculty who infuse the communication SLO into their courses will be known as Navigators. The QEP goal is to have up to four Navigators from each college each academic year teach Mapped Classes, and in Year





One of the QEP, we have far exceeded that goal with ten Navigators. If no faculty volunteer within a college in a given year, the dean of that college will select at least one Navigator to develop and teach a Mapped Class. The QEP budget illustrates that we will be increasing the number of possible new Navigators each year at each campus. The budget provides for up to 61 different courses to be infused with communication by the end of the QEP cycle. This plan allows for sustainability and a wider reach of our QEP.

Navigators receive a \$1000 one-time stipend per course with stipulation that they must continue to offer the Mapped Course for five years, even if the faculty volunteer in year four of the QEP, as this promotes sustainability of our QEP beyond the initial five years. Once a Navigator agrees to implement the communication SLO in his/her course, he/she will continue to implement the revised course and collect data each ensuing year and participate in all QEP professional development.

Faculty who wish to volunteer to teach Mapped Classes apply through an online form that is then evaluated by the QEP Executive Committee (see Appendix N). All Navigator faculty are required to participate in professional development regarding instructional strategies to promote communication skills and assessment measures and evaluation of student performance. Navigators participate in professional development to learn techniques on how to incorporate communication teaching in their practice. Navigators also have the opportunity to join a QEP Learning Community where they can discuss their practice, share ideas and their assignments and assessment results; this Learning Community is open to all faculty.

All Mapped Courses follow a Compass Syllabus Template created by Faculty Guides that clearly spells out the expectations of the QEP (see Appendix O).

Mapped Classes

The Reaffirmation Committee recommended to lessen the prescriptiveness of our QEP. To achieve this, the required pre and posttest have been eliminated—only a posttest will be used to assess student communication skills, and the Fall 2018 semester will be considered the baseline.

SACSCOC On-Site Visit and Subsequent Suggestions

“The requirements for QEP courses may be too prescriptive for the QEP to be successfully recruiting faculty for participation.

The assessment plan to require faculty to do the pre and posttest in each of their QEP courses may also pose additional challenge in ensuring the quality of data and continuous faculty participation.

While QEP faculty are expected to implement the three pre-designed assignments and collect data during the entire QEP period, but the On-Site committee did not find the plan to ensure this commitment.

The institution should seek ways to make this QEP sustainable. For example:

- allowing faculty more autonomy in determining how they integrate the communication skills as a part of their existing assignment,
- reducing the amount of assessment required of each faculty.”

With only one SLO in our revised plan, we address the Reaffirmation Committee’s concerns about pre-designed assignments as well. By allowing for more autonomy in determining how Navigators integrate the communication skills as a part of their existing assignment, faculty will have the freedom to instruct via different methods to suit their specific disciplines and choose the assignment within their course that they feel best meets the QEP communication goals. This means that faculty have the freedom to design their own assessment, as long as communication is a central part of the assignment and the Cardinal Rubric is the instrument used to assess student performance (see Appendix P).

SACSCOC On-Site Visit and Subsequent Suggestions

“The institution may consider consolidating the three rubrics into one that assess students’ essential communication skills applicable across the modality of communication. Simplified assessment may allow the institution to overcome some of the potential challenges.”



Cardinal Rubric

At the core of our effort to assess student learning is the adoption of a single Cardinal Rubric. This rubric, created by the QEP SLOs and Assessment Committee, with input from Faculty Guides and Navigators, was influenced by the Association of American Colleges and Universities Oral Communication VALUE Rubric, the National Communication Association's Speaking and Listening Competencies for College Students, Texas A&M University's Visual Communication rubric, Otis College of Arts and Design's Fine Arts rubric, Lane Community College Communicating Effectively Rubric, and Stephen F. Austin State University's assessment rubric for Oral and Visual Communication. Through the adoption of one revised Cardinal Rubric, our QEP provides a common standard and framework to align faculty assessment of student work.

Faculty will score the student work with the Cardinal Rubric in their classes. They will bring all student artifacts to Assessment Day, held at the end of each semester. Artifacts will include writings, visual representations, and oral presentation. For oral presentations, the Navigators will need to arrange filming through our Office of Information Technology on both campuses.

SACSCOC On-Site Visit and Subsequent Suggestions

"The institution should seek ways to make this QEP sustainable. For example:

- holding assessment day to assess student learning rather than pre and posttest"

Assessment Day

The QEP will sponsor an Assessment Day at the end of each semester, in which all Faculty Guides, Navigators, and other members of the SRSU faculty body gather in the same room to assess Mapped Course assignments as a group. All attendees use the Cardinal Rubric on the Assessment Day to score the various assignments brought by Navigators. Attendees will score anonymous written, oral, and visual (via video) assignments to provide interrater reliability and



to serve as validation of the instrument and to ensure appropriate and consistent use of the Cardinal Rubric.

To best prepare faculty for assessment in their classes with the Cardinal Rubric, an Association for Supervision and Curriculum Development (ASCD) consultant will provide training in

October 2018 using the Cardinal Rubric and sample assignments. The consultant will return in December to guide the first Assessment Day process using the scoring rubric and the Mapped Class assignments.

During Assessment Day, Faculty Guides will use iPads or computers to enter data into the QEP data collection system that will allow assessment scores tracking and analysis (see Appendix Q).

Approved Mapped Courses to Begin in 2018

Faculty response has been highly successful and the goal of having each college represented across all campuses has been met, and even exceeded. Recruitment efforts by Faculty Guides have resulted in a waiting list for 2019 Navigators.

SACSCOC On-Site Visit and Subsequent Suggestions

“The institution should seek ways to make this QEP sustainable. For example:

- identify specific courses in each department/ program where the QEP to be implemented”

The following courses will begin in 2018, and are identifiable in SRSU's Course Catalog:

Title of Course	Faculty Name, Position	Department, College, Campus	Frequency of Course
COMM 4302.001 Communication Theory & Research	Joseph Velasco, Associate Professor	Fine Arts and Communication, College of Arts and Sciences, Alpine	Fall or Spring
PSY 4310-001 Advances in Psychological Thought: Trauma and Resiliency	Bibiana Gutierrez, Assistant Professor	Behavioral and Social Sciences, College of Arts and Sciences, Alpine	Every three semesters
ED 3302 Developmental and Learning Theories	Diana Rodriguez, Instructor	Education, College of Education and Professional Studies, Alpine	Fall and Spring
ED 4306 Survey of Exceptional Children	Samuel Lee Renfroe, Educational Diagnostician and Program Coordinator	Education, College of Education and Professional Studies, Alpine	Spring
NRM 4305 Wildlife Management Techniques	Ryan Luna, Assistant Professor	Wildlife Management, College of Agricultural and Natural Resource Sciences, Alpine	Spring



ANSC 4317 Senior Capstone	Rebecca Splan, Associate Professor	Animal Science, College of Agricultural and Natural Resource Sciences, Alpine	Spring
ANSC 4306 Control of Domestic and Wildlife Disease	Jamie Boyd, Assistant Professor	Animal Science, College of Agricultural and Natural Resource Sciences, Alpine	Fall
NRM 5324 Conservation Biology	Richard Mrozinski, Lecturer	Natural Resource Management, College of Agricultural and Natural Resource Sciences, Alpine	Every Semester
MTH 4327 Math Readings and Research	Michael Ortiz, Associate Professor	Math, Rio Grande College, Uvalde	Fall and Spring
MGT 4322 Management Communication	Thomas Matula, Associate Professor	Business, Rio Grande College, Uvalde Online Delivery	Once per year



7 Assessment Plan

Properly implemented institutionalized assessment can influence innovation in the curriculum, and provide quality data that can result in improved curricular decisions. It is essential that assessment provide constructive evaluation to confidently influence and strengthen students' communication skills.

SACSCOC On-Site Visit and Subsequent Suggestions

“The assessment plan was not detailed enough to determine how well the institution can measure the students' success. There was a limited baseline data available, which may impact determining the level of success of the QEP.”

In response to the SACSCOC suggestions, the QEP Oversight Committee revised the assessment plan.

Student Direct Assessment Measures

- Faculty-chosen assessments designed to evaluate students' performance on the QEP SLO will be administered in all Mapped Classes throughout the 5 years and scored with the Cardinal Rubric.
- The ETS Proficiency Profile, which measures skill areas of reading, writing, mathematics and critical thinking, will be administered online each year in the fall to a sample of seniors taking Mapped Classes.

Other Measures

- Students will complete the Graduating Student Survey (GSS) with questions assessing their evaluations of their communication skills during their last semester at SRSU (see Appendix R). The existing survey will be slightly modified to allow QEP students to be identified.
- Seniors will complete the National Survey of Student Engagement (NSSE) with focus on addressing communication skills. Similarly to the GSS, the QEP students will be identified.

In addition to measuring student learning outcomes, the Assessment Plan provides for program evaluation as well. Evaluation and feedback instruments include faculty satisfaction surveys, faculty evaluations of course experiences and teaching/learning strategies implemented, student evaluations of course experiences and teaching/learning strategies employed, and overall counts of faculty and students involved. Some of these instruments are available in the appendices, while others are still in developmental stages.

Program Measures

- Navigator faculty will assess their perceptions of student achievement of SLO via post-semester surveys.
- Number of faculty participating in **Compass** professional development opportunities and activities.
- Analysis of professional development events.



- Number of Navigators offering the Mapped Classes.
- Number of students participating in Mapped Classes.
- Number of students participating in Compass activities.

Baseline Data and Benchmark Goals

Baseline data will be collected in Fall of 2018, the first year of the QEP.

SACSCOC On-Site Visit and Subsequent Suggestions

The institution should seek ways to make this QEP sustainable. For example:

- establishing yearly benchmark goals for the QEP implementation

The following participation goals have been set forth to reach yearly:

Participation Goals in Mapped Courses		
QEP Year	Number of Mapped Courses taught by Faculty Navigators	Number of Students Enrolled in Mapped Courses (<i>duplicated count</i>)
2018-2019	4 (met and exceeded with 10)	58
2019-2020	13 additional (23 total)	132
2020-2021	17 additional (40 total)	264
2021-2022	19 additional (59 total)	528
2022-2023	2 additional (61 total)	984

It is our goal to increase the number of faculty participating as Faculty Navigators each year. By the last QEP year, about 50% of SRSU faculty teaching upper level courses will be participating as Faculty Navigators. Similarly, by the last QEP year, it is expected that 50% of all upper level courses will be Mapped Courses. Average enrollment in upper level courses at the Alpine campus is 11 students per course; and at RGC is 25 students per course. The set goals for the number of students enrolled in Mapped courses is weighted by the difference in average enrollment per course and the course distribution over the two campuses.

Programmatic goals include a minimum of two Student Compass activities and two Faculty Compass activities per academic year. A Student Compass Activities Committee, composed of faculty and/or staff and Student Government representation, will be charged with the responsibility of organizing the student events. The QEP Professional Development Subcommittee has the responsibility of organizing the Faculty Compass activities.

Participation in Compass Activities Outside Mapped Courses		
QEP Year	Student Participation	Faculty Participation
2018-2019	20	20
2019-2020	40	30
2020-2021	60	40
2021-2022	80	50
2022-2023	100	60

**Duplicated counts*



QEP Data Collection System

A system is being developed to collect and store the various datasets that will be produced by the program activities and assessments, to ensure program outcomes can be evaluated and analyzed.

A research tool called Qualtrics will be used as the primary data collection system. Collection forms to be implemented during the QEP benchmark year (AY 2018-19) are ready for implementation:

- Faculty QEP Navigator Application (see Appendix N)
- Faculty QEP Navigators' Reflections (see Appendix S)
- Faculty QEP Professional Development Event Evaluation (see Appendix J)
- Student QEP Self-Assessment (see Appendix T)

These forms can be deployed electronically or in physical form. If deployed in physical form, an appropriate process for data entry will be followed.

Other datasets will be created from queries of institutional data, such as student records identifying upperclassman enrolled in QEP Mapped Courses, and datasets with demographic and academic variables for QEP students to allow for further analysis.

The QEP data storage will be managed through a restricted access and customized SharePoint site. This site will be used to store and organize QEP related data sets and related evidence.

The site is owned by Institutional Research and will be managed by the QEP Data Manager, who will work in close collaboration with the Director of



Institutional Research and QEP Coordinators. The QEP Executive Committee will have access to the site. Other staff may be granted access only if necessary to facilitate the data collection process. The Director of Institutional Research or QEP Data Manager will manage access requests, which will be evaluated on case-by-case basis.

This site will also store the Data Collection Schedule and contact information for faculty and staff who have assigned data collection responsibilities, as outlined below:

Responsibility for Data Collection	Staff Assigned to Collect Data
Faculty Navigator Applications	Dr. Joseph Velasco Faculty Guide, Alpine Campus jvelasco@sulross.edu 432.837.8370
	Dr. Tiffany Culver Faculty Guide, Off-Campus Instructional Sites tculver@sulross.edu 830.279.3015
Faculty Professional Development	Brandy Snyder Chair of QEP Professional Development Subcommittee bsnyder@sulross.edu 432.837.8022
Faculty Navigator Reflections	Elbert Bassham QEP Data Manager ebassham@sulross.edu 432.837.8199
Student Enrollment and Participation	Alejandra Villalobos Meléndez Director of Institutional Research axv16gy@sulross.edu 432.837.8585
Student Self Assessments	Elbert Bassham QEP Data Manager ebassham@sulross.edu 432.837.8199
ETS Student Proficiency Profile	Libby Newman Director of Institutional Effectiveness edalton@sulross.edu 432.837.8239
Graduate Student Survey (GSS)	Alejandra Villalobos Meléndez Director of Institutional Research axv16gy@sulross.edu 432.837.8585
NSSE	Libby Newman Director of Institutional Effectiveness edalton@sulross.edu 432.837.8239

The data collection and storing system is flexible and can evolve, as the QEP does year-by-year. The QEP Data Manager will conduct an end of term review each semester to ensure all datasets were collected and properly stored, and this information will be included in the yearly QEP Progress Report, written by the QEP Coordinators.



SRSU COMPASS SLO Assessment Plan

QEP SLO: The student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual)

Type of Measure	Assessment/ Method	Frequency	Data Management
Summative Direct	QEP Mapped Class Assessment will be administered and scored with the QEP Cardinal Rubric.	Administered in all Mapped Classes, each semester, throughout the life of the QEP.	Navigators will evaluate, assign rubric ratings to students' work, and record student scores into the QEP data collection system.
Summative Direct	At Assessment Day, faculty will score a representative sample of assessments with the Cardinal Rubric.	At the end of each semester, throughout the life of the QEP.	Faculty Guides will coordinate with the QEP Data Manager to submit rubric ratings into the QEP data collection system.
Summative Direct	ETS Proficiency Profile measuring written communication skills will be administered to a sample of students.	Each year in March to a sample of seniors	ETS report is received by the Office of Institutional Effectiveness. IE will distribute the report to QEP stakeholders as appropriate.
Summative Indirect	National Survey of Student Engagement (NSSE) will be administered to seniors (communication related questions will be reported for QEP).	Seniors will complete the National Survey of Student Engagement (NSSE) every spring semester.	Institutional Research manages the NSSE implementation and receives the report. IR will identify the appropriate data and store a copy on the QEP data warehouse for review and analysis.
Summative Indirect	Graduating Student Survey (GSS) will be administered to graduating seniors with questions on how their studies at SRSU (including QEP courses) helped improve their communication skills.	Administered to graduating seniors at the end of the fall and spring semesters. Six QEP related questions will be added to the GSS starting Fall 2018.	
Summative Indirect	Students will complete a post-course survey to assess improvement of their writing	Administered in all Mapped Classes, at the end of each semester, throughout the life of the QEP.	Course surveys will be conducted using a Qualtrics form distributed through the Blackboard course interface.

SRSU COMPASS Program Goal Metrics

Goal 1: Increase opportunities for students to demonstrate competency in written, oral and visual communication through peer-reviewed or other externally validated scholarship.

Assessment/ Method	Frequency	Data Management
Number of students enrolled in QEP Mapped Classes	Each semester	A QEP attribute for the course in Banner will allow tracking of students enrolled in Mapped Courses.
Number of opportunities for students to communicate (such as research symposiums, speech contests, online and in-person presentations) on each campus.	At least one QEP-sponsored communication event per semester at both Alpine and RGC	Data will be collected and analyzed by QEP management and submitted into the QEP data collection system.
Number of students participating in communication opportunities	Headcount and sign in sheets at each event, count of online attendee clicks	Data will be collected and analyzed by QEP management and submitted into the QEP data collection system.

Goal 2: Enhance capacity of educators to teach communication skills through increased professional development opportunities via the development of a university-wide showcase of faculty innovation and scholarship in communication instruction.

Assessment/ Method	Frequency	Data Management
Number of professional development offerings on each campus	At least one professional development offering per semester at both Alpine and RGC	The Professional Development Subcommittee will plan offerings using the Professional Development Planning Document; will collect data and submit data into the QEP data collection system.
Number of faculty participating in professional development opportunities	Headcount and sign in sheets at each event, count of online attendee clicks	Data will be collected by QEP management and submitted into the QEP data collection system.
Number of Navigator Faculty teaching QEP Mapped Classes	Each semester	Data will be collected by QEP management and submitted into the QEP data collection system.
Navigator Faculty will complete a reflection survey regarding their experiences teaching a Mapped Class and their perceptions of improvement or growth in student communication	At the end of each semester	Data will be collected by QEP management and submitted into the QEP data collection system.

8 Marketing Plan

An essential element of the QEP is awareness, and an important role of the QEP Oversight Committee is to help spread the message. Word-of-mouth through QEP Oversight Committee Members is an effective method of communication, and one that we relied on for all faculty and staff and student populations.

The QEP presence on the SRSU website (www.sulross.edu/qep) is crucial to making our plan and resources easily available to all stakeholders in the coming years. The SRSU Office of Information Technology (OIT) allowed the QEP Executive Committee to design the QEP website to meet our needs. With the web presence, faculty, staff, and students can see how **Compass** affects them and how they can benefit and be involved in the plan.



The Marketing and Communication Subcommittee specifically targeted the **Compass** plan to stakeholders in different ways and has collected efforts for reporting.

Targeted Marketing to Faculty and Staff

Faculty and staff are difficult to catch together, so the QEP Executive Team met them where they gather on each campus. We visited the following meetings to deliver the developing news of the QEP and to solicit more involvement:

- University faculty and staff meetings
- Faculty Senate and Faculty Assembly meetings
- Staff Council meetings
- Department Chair meetings
- Departmental meetings

In addition to speaking at meetings, the QEP Executive Team sent emails throughout the process to update and inform SRSU about our theme, logo, promotions, and professional development and celebratory events.

Compass Points, our QEP newsletter, began in December of 2017, and continued in weekly installments in the spring (see Appendix U).



Targeted Marketing and Promotion to Students

As with faculty, it is impossible to deliver the message of the QEP in just one way, so we used many different methods to reach our students, including Student Government Association meetings, informational emails sent to campus addresses, and branded signage.

To further awareness and to customize the **Compass** brand, the QEP Marketing and Communications subcommittee sponsored a campus-wide contest in the fall of 2017 for students to illustrate our QEP theme, ***Compass: Navigating Excellence through Effective Communication***. We received more than 20 student entries, and the QEP Oversight Committee voted for the design they thought best exemplified our theme, with consideration given to designs that were easy to reproduce and recolor.

Maria Garza, a graduate student in Education at the Eagle Pass campus of RGC, designed the winning logo that she entitled, "Right Direction." The design includes SRSU's official color-scheme and brand (the bar-SR-bar) within a compass. The points of the compass illustrate the QEP SLO: a speech bubble for oral communication, an exclamation mark for written communication, and an eyeball for visual communication. Ms. Garza won \$500 in the QEP-sponsored contest for her excellent branding effort.

To make sure **Compass** is visible throughout campus and to excite students, faculty, staff, and community members about our QEP, the Marketing and Communications Subcommittee purchased promotional branded materials, using Maria Garza's design and eye-catching graphics.



Once we had a logo and swag, the QEP Marketing and Communications Subcommittee threw a New Year's Party and Informational Fair at each campus that included the logo reveal, enticing giveaways, and foods for attendees. More than 200 students, staff, and faculty members attended the party at Alpine and received information about our QEP. Off-Site Instructional Campus parties were also well attended.

At each party, we stressed the QEP SLO. Visually, we communicated our QEP theme through a scrolling animated PowerPoint presentation and through posters and branded items. We used specialized handouts to communicate through the written word for each stakeholder group at each table. We communicated verbally during the parties every 15 minutes, discussing tidbits about the QEP and giving away door prizes.

We received quite a bit of follow up publicity about the parties: there was an article in the *Skyline* student news magazine, a general article on the SRSU website, and articles in both the *Big Bend Sentinel* and *Odessa American* newspapers about the QEP kickoff.

The chart that follows illustrates what we have purchased so far to help brand and market our QEP to all faculty, staff, students, and community members on each campus. Plans to continue marketing can be seen in the overall QEP budget.



SRSU Marketing and Student Incentive Materials				
Item Description	Number	Vendor	Total Price	Usage
QEP logo Retractable Banners	8	PrintCo (Alpine, TX)	\$600	Retractable banners are portable and will be used on both campuses at meetings or celebrations.
QEP logo Pole Banners with Hardware	20	PrintCo (Alpine, TX)	\$2,000	Pole Banners on the Alpine campuses will be used to promote the QEP along the highway and main entrances of campus.
QEP logo 12 X 24 Static Cling Decals	50	PrintCo (Alpine, TX)	\$750	These large decals will be placed on the doors to key buildings to help establish a presence on campus.
QEP logo 2.75 X 6.5 Static Cling Decals	100	PrintCo (Alpine, TX)	\$200	The small decals are for students, faculty, and staff to place on windows or clear surfaces as another way of promoting the QEP.
QEP logo Large One Color Banner	1	PrintCo (Alpine, TX)	\$550	The large banner was purchased for Alpine. It resides in the University Center where many students congregate daily.
QEP logo Mousepads	100	Bettermousepads.com	\$370.95	These mousepads are for reminding students, during the studies, of the QEP and how it will benefit them.
QEP logo Battery Banks	750	Powerbanks Depot	\$3,967.50	This will help students charge their electronic devices and keep up the communication.
QEP logo Spiral Notebooks	750	4imprint	\$1,230.00	The notebooks will help students when taking notes in class or for personal reason, thus enhancing the effectiveness of written communication.
QEP logo Tablecloths	4	4imprint	\$599.79	The QEP tablecloths will be easily recognized across the campus at the various meetings.
QEP logo Value Tote Bags	750	Executive Advertising	\$1,458.39	These tote bags will provide students with a free carrying case and will help spread the word, even across campus.

QEP logo Pen/Highlighter Combinations	750	Executive Advertising	\$788.42	The pen/highlighter combinations, paired with the spiral journals will help students excel in their written communication skills.
M&Ms	2 lbs with 2 jars	My M&Ms	\$476.98	The M&Ms are a fun piece of advertising that has already been a big hit among students and faculty/staff alike.
QEP logo compasses	750	USImprints	\$1,612.50	The compasses are extremely practical when living in West Texas. The QEP's theme is driven further by the compass.
QEP logo Toothpick Flags	300	The Flag Company	\$118.95	The toothpick flags are excellent decorations for many food items provided at QEP parties and informational fairs.
Gift Card	1	Rangra Movie Theater (Alpine, TX)	\$36.00	These gift certificates were provided at the QEP's New Year's Party(s) in the months of January and February of 2018. They were given to students, faculty, and/or staff that attended the events and had the matching ticket.
Gift Card	1	Porter's Grocery Store (Alpine, TX)	\$50.00	
Gift Card	1	Plaine Coffee (Alpine, TX)	\$20.00	
Gift Card	1	SRSU Campus Bookstore (Alpine, TX)	\$25.00	
Gift Card	1	B's Salon and Day Spa (Alpine, TX)	\$50.00	
Gift Card	1	CowDog Food Truck (Alpine, TX)	\$25.00	
Gift Cards (Del Rio)	4	Various Locations	\$100.00	
Miscellaneous decorations	1	Dollar General and Porter's Grocery Store	\$52.99	These items were used to decorate the room for the QEP party and to further promote the QEP's theme, strategies, and plans.
Total:			\$15,082.47	

9 Timeline

FY16: 2015-2016

- QEP Planning Committee formation for monthly meetings
- QEP Planning Committee examined surveys of staff and students and isolated “communication” as a target to address
- QEP Subcommittees formed to discuss and define the topic of communication
- QEP Subcommittees presented their takes on communication to the entire SRSU campus and community
- Committee and subcommittee conclusions conveyed to the various stakeholders
- Leadership provided by QEP Coordinators (RGC & Alpine)

FY17: 2016-2017

- QEP Oversight Committee formed
- Specified scope of the QEP
- Identified principal elements of the QEP
- Presented theme and scope to EC for approval and support
- Divided into Subcommittees for SLOs, Assessment, Budget, Publicity, Faculty Development, Literature Review
- Completed early draft of SLOs
- Began development of an assessment protocol
- Communicated committee work to stakeholders
- Researched best practices
- Factored QEP implementation plan and budget into the campus budget conversation
- Completed an early draft of the QEP
- John Hardt visited SRSU June 6, 2017

FY18: 2017-2018

- Selection and approval of QEP Lead Evaluator, Dr. Mariko Izumi
- Fall Semester Professional Development Trainings at RGC on October 27, 2017
- Fall Semester Professional Development Trainings in Alpine on November 1, 2017
- Developed and maintained a QEP website
- Continued communication efforts and events across campus



- Garnered broad based faculty input on the QEP
- Conducted focus groups with students to garner broad based student input
- Created the Cardinal Rubric
- Identified Faculty Guides, Dr. Velasco and Dr. Culver
- Celebrated the QEP at New Year's Party and Informational Fair in Alpine on January 25
- Celebrated the QEP with all stakeholders at New Year's Party and Informational Fair at each RGC campus on February 6, 7, and 8
- Open submission for Faculty Navigators Application for Fall 2018 February 1-March 1
- Prepared final QEP for submission to SACSCOC
- SACSCOC Visit April 3-5
- Communication Best Practices Professional Development via Blackboard Collaborate April 6
- Mapped Class syllabus due May 1
- Revised QEP prepared for submission to SACSCOC

FY19: 2018-2019

- Online Fall Orientation for Faculty Navigators, presented by Faculty Guides August 27
- Fall 2018 Mapped Classes begin on August 27; identify students enrolled in Banner
- Fall Semester Professional Development Trainings at both campuses with Sherry Morreale, Professor at University of Colorado, Colorado Springs and communication scholar October 4 and 5, 2018
- Student post-course survey given December 7-14, 2018
- Assessment Day attendees will score a representative sample of assessments and scores will be submitted by December 22, 2018
- Continue communication efforts and events across campus
- Spring Semester Professional Development Training
- Assessment Day attendees will score a representative sample of assessments and scores will be submitted by May 25, 2019
- Coordinators generate QEP annual report for President's Executive Cabinet and university community

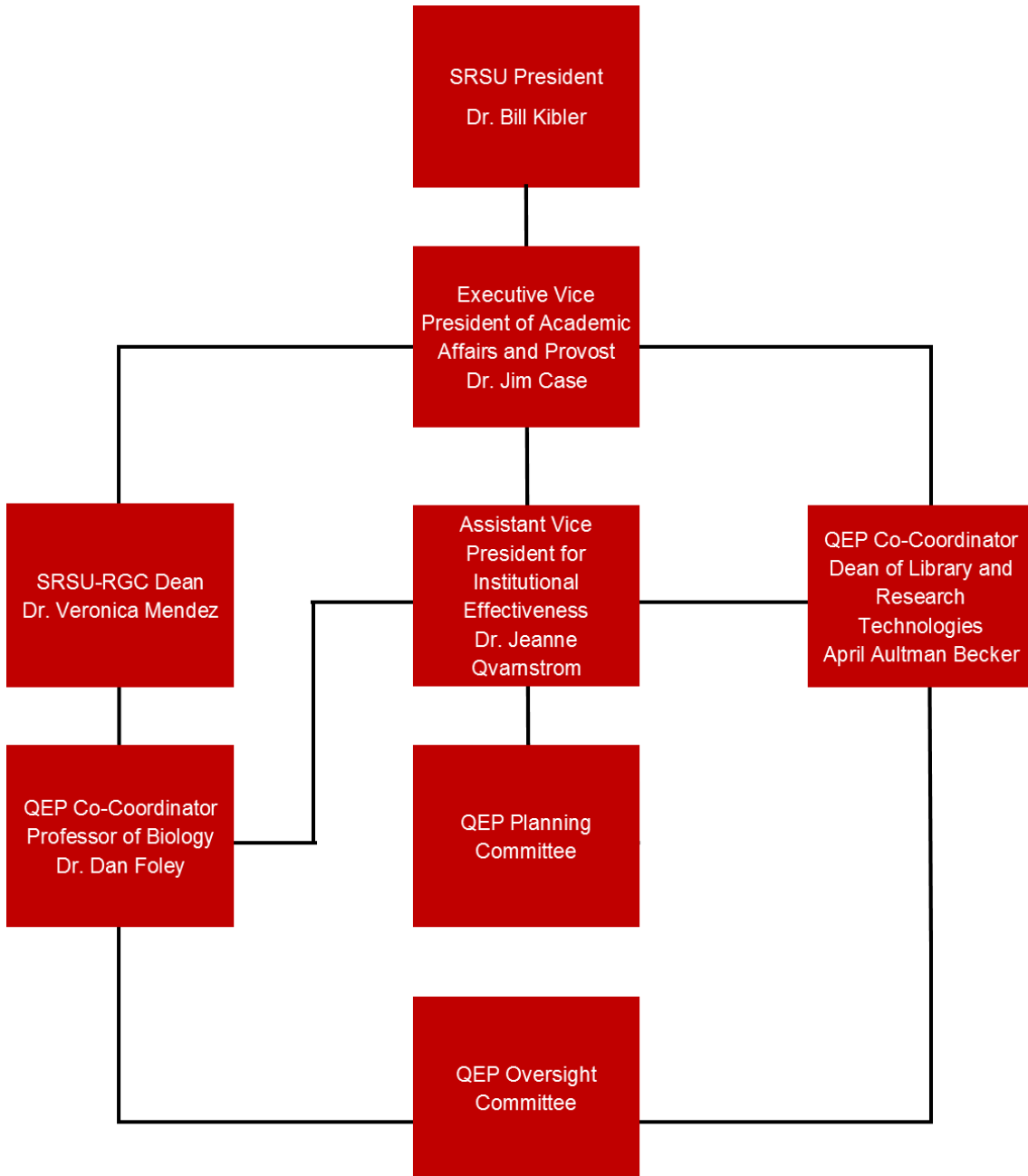
FY20 and Beyond: 2019-2023

- Mapped Classes continue, increasing number of offerings each year
- Additional Faculty Guides will be added as needed
- Assessment Day at the end of each long semester
- Data from assessments tracked in a customized data collection system
- Continue communication efforts and events across campus
- Professional Development offerings each semester
- Coordinators generate QEP annual report for President's Executive Cabinet and university community



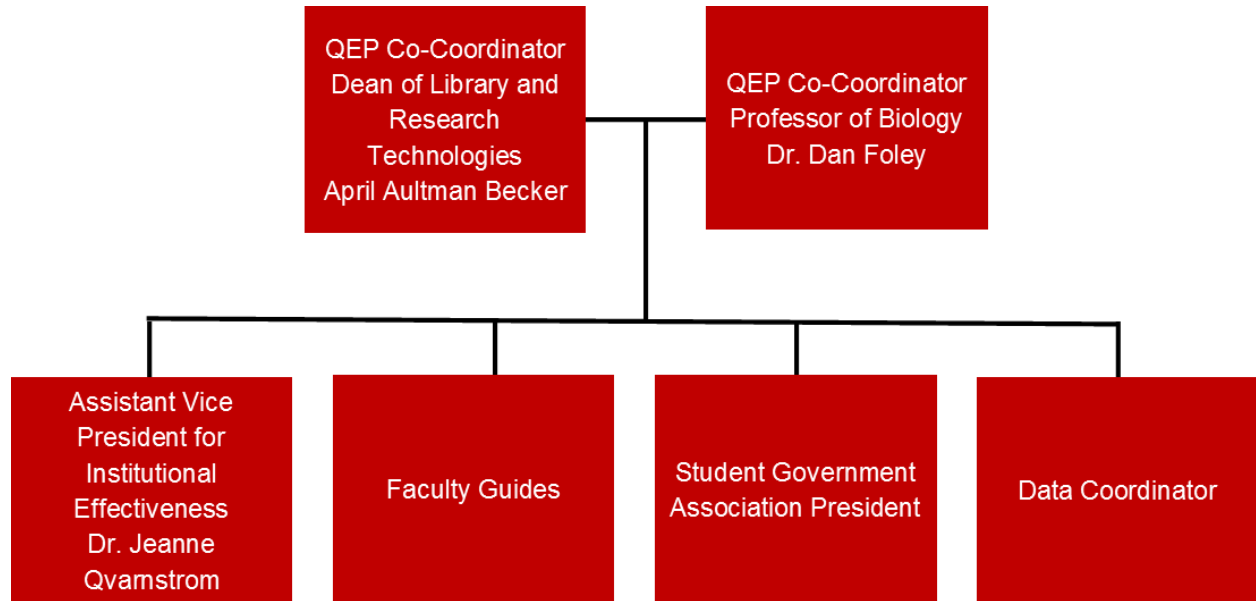
10 Organizational Structure

Implementation of **Compass** requires a structure for leadership and accountability. The following chart indicates the accountability between Academic Affairs and Institutional Effectiveness, with both Alpine and Off-Site Instructional Campuses represented by Co-Coordinators.



The QEP Executive Committee

The QEP Executive Committee is led by the Assistant Vice President for Institutional Effectiveness, but includes Co-Coordinators, Faculty Guides, and student representation.



The QEP Oversight Committee will play an advisory role to the QEP Executive Committee as **Compass** is carried out over the five years of the project, with members assisting in reviewing assessment data, reports, and making recommendations for improvement in **Compass** components and implementation.

Names and roles of the members of the QEP Planning Committee (2015-2016), the QEP Oversight Committee (formed in 2016), and the five subcommittees formed from the Oversight Committee follow. These committee members represent faculty, staff, and students of SRSU, along with key community members.

QEP Planning Committee

In order to create a QEP that focuses on student learning and meets the other SACSCOC requirements, a QEP Planning Committee was established to identify several viable QEP topics via input from our SRSU stakeholders and community. All QEP Teams have included broad representation every College, including faculty, staff, and students. Community members have also been instrumental on the QEP Teams.

NAME	TITLE	DEPARTMENT/COLLEGE
Jeanne Qvarnstrom, QEP chair for 2015-2016	Assistant Professor/ Assistant Vice President/ Director of Teacher Education	Education/ Institutional Effectiveness
April Aultman Becker	Dean	Library & Research Technologies

Daniel Foley	Professor/RGC	Natural & Behavioral Sciences
Jeffery Blake	Director	University Center & Campus Activities
Sandy Bogus	Instructional Designer	Office of Information Technology
Jimmy Case, Ex-Officio	Executive Vice President & Provost	Academic Affairs
Chris Estep	Chair/ Associate Professor/ SACSCOC Faculty Liaison	Department of Animal Science
Larry Francell	County Commissioner	Jeff Davis County
Theron Francis	Assistant Professor	Department of Languages and Literature
Samuel Garcia	Professor/RGC	Counseling Curriculum Development
Matthew Hall	Student	Student Government Association
Sharon Hileman	Dean	Graduate Studies
Leslie Hopper	Community Member	
John Jones	Director	Institutional Research
David Leaver	Assistant Professor	Department of Biology, Geology, and Physical Sciences
Cristal Maltos	Student	Student Worker Office of Institutional Effectiveness
Juan Morales	President/RGC	Student Government Association
Ebdawna Musquiz	Student Services Specialist/ Recruiter/ RGC MBA Student	Student Services
Libby Newman	Director	Office of Institutional Effectiveness
Michael Ortiz	Associate Professor/RGC President of Faculty Senate	Natural & Behavioral Sciences
Jennifer Penland	Director of Experiential Learning	Lobo Road to Success- Title V
Andy Peters	Superintendent	Marfa I.S.D.
Esther Rumsey	Professor/Department Chair/Director of International Studies	Fine Arts and Communication
Brandy Snyder	Director	Lobo Den
Kathy Stein	Director of ACE and Asst. Professor	Academic Center for Excellence
Rick Stephens	Community Member	Alpine, TX
Derek Stratton	President	Student Government Association

Sara Stropoli	Executive Director	Family Crisis Center of the Big Bend
Aaron Tavitias	Head Women's Basketball Coach	Athletics
Barbara Tucker	Associate Professor/ Department Chair	Department of Education
Joey Velasco	Associate Professor/ President of Faculty Assembly	Fine Arts and Communication
Scott Wassermann	Instructor	Industrial Technology
Erik Zimmer	City Manager	Alpine, TX

QEP Oversight Team

Once the QEP topic was selected, a QEP Oversight Team was established to develop the topic into a viable plan for Implementation. This team divided their work into five subcommittees (see below). This team will also play an advisory role as the QEP is carried out over the five years of the project.

NAME	TITLE	DEPARTMENT/COLLEGE
April Aultman Becker, QEP Coordinator for Alpine	Dean	Library & Information Technologies
Daniel Foley, QEP Coordinator for RGC	Professor/RGC	Natural & Behavioral Sciences
Jeanne Qvarnstrom, QEP chair for 2015-2016	Assistant Professor/ Assistant Vice President/ Director of Teacher Education	Education/ Institutional Effectiveness
Jimmy Dale Abner	Student	Student Government Association
Sandy Bogus	Instructional Designer	Office of Information Technology
Rosemary Briseno	Assistant Professor	Department of Languages and Literature
Jimmy Case, Ex-Officio	Executive Vice President & Provost	Academic Affairs
Liz Castillo	Director of Student Support Services	Student Support Services
Karlin DeVoll	Director	Human Resources
Chris Estep	Chair/ Associate Professor/ SACSCOC Faculty Liaison	Department of Animal Science
Larry Francell	Emergency Management Director/ Community Member	Jeff Davis County
Theron Francis	Assistant Professor	Department of Languages and Literature

Chancellor Ginithan	Student	Student Government Association
Scott Grubitz	Director	Facilities Planning, Construction & Operations
Leslie Hopper	Community Member	
David Leaver	Assistant Professor	Department of Biology, Geology, and Physical Sciences
Patricia Long	Director	Small Business Development Center
Judith Loya	Director	Student Support Services
Danielle Lucero	Student, SGA Vice-President	Student Government Association
Alejandra Villalobos Melendez	Director	Institutional Research
Ebdawna Musquiz	Student Services Specialist/ Recruiter/ RGC MBA Student	Student Services
Libby Newman	Director	Office of Institutional Effectiveness
Jennifer Penland	Director of Experiential Learning	Lobo Road to Success- Title V
Pam Pipes	Registrar	Center for Enrollment Services
Francine Richter	Associate Professor	Department of Languages and Literature
Bret Scott	Assistant Professor	Fine Arts & Communication
Marjorie Scott	Assistant Professor and Chair	Fine Arts & Communication
Hamin Shabazz	Dean	Education and Professional Studies
Brandy Snyder	Director	Lobo Den
Rebecca Splan	Associate Professor, Equine Science	Department of Animal Science
Kathy Stein	Director of ACE and Assistant Professor	Academic Center for Excellence
Sara Stropoli	Executive Director/ Community Member	Family Crisis Center of the Big Bend
Alicia Trotman	Assistant Professor	Behavioral & Social Sciences
Barbara Tucker	Associate Professor/ Department Chair	Department of Education
Dominique Vargas	Director of McNair Grant	McNair Scholars Program
Joey Velasco	Associate Professor/ President of Faculty Assembly	Fine Arts and Communication
Gloria Villanueva	Student	Student Government Association
Kayla Waggoner	Administrative Secretary	Library

QEP Subcommittees

The Quality Enhancement Plan (QEP) Subcommittees were formed within the QEP Oversight Committee in 2017.

Subcommittee	Members
Literature Review and Best Practices	
<i>This committee's task is to research and compile the appropriate sources available to inform the design and implementation of the QEP; then compose a literature review for the QEP document.</i>	David Leaver Danielle Lucero Alejandra Villalobos Melendez Francine Richter Kathy Stein Joey Velasco
Faculty Development	
<i>This committee is responsible for developing the aspects of the faculty development for teaching communication and assessment best practices.</i>	Rosemary Briseno Theron Francis Chancellor Ginithan Esther Rumsey Hamin Shabazz Brandy Snyder
Student Learning Outcomes and Assessment	
<i>This committee is responsible for refining the student learning outcomes and determining how those outcomes will be assessed.</i>	Chris Estep Jennifer Penland Jeanne Qvarnstrom Barbara Tucker Dominique Vargas Gloria Villanueva
Budget and Resources	
<i>This committee collects information from the other subcommittees, examines existing university resources, and determines how the university will support the QEP.</i>	Larry Francell Daniel Foley Libby Newman Rebecca Splan Brittany Thompson
Marketing and Communications	
<i>This committee determines how to promote the QEP to the campus community, alumni, and the wider community.</i>	Jimmy Dale Abner April Aultman Becker Ebdawna Musquiz Marjorie Scott Sara Stropoli Kayla Waggoner

11 Budget and Resources

The overall budget for Year Zero (2017–2018) through Year Five (2022–2023) of this QEP is estimated at \$625,000, as approved by SRSU's President's Executive Cabinet.

The budget allows for Year Zero preliminary professional development opportunities, promotional advertisement items, and requisite travel expenditures. Approximately two-thirds of the requested funds were dedicated to implementing the QEP on the Alpine campus and one-third of the requested funds were dedicated to implementing the QEP on the Off-Site Instructional Campuses. Regardless of the campus, a variety of resources are critical to the successful implementation of this QEP.

Required salaries and stipends consume about half of requested funds. In order to ensure the successful implementation and administration of the QEP, SRSU will continue to offer a yearly stipend (in addition to normal pay schedule) for two Coordinator positions, one for the Alpine campus and one for the SRSU-RGC off-site campuses. Furthermore, the QEP will continue to provide stipends for a QEP secretary and a Data Manager position, both housed in Alpine.

Navigators receive a \$1000 one-time stipend for each course faculty agree to redesign to infuse with enhanced communication techniques over five years. Faculty Guides receive a \$500 stipend each semester they agree to mentor Navigators. These funds are paid at the end of the semester of teaching or mentoring.

Support for faculty development utilizes approximately 15% of requested funds. We will recruit external professionals and use local expertise twice per year (at each campus) to demonstrate and instruct best practices with regards to infusing a variety of communication skills into existing courses. All faculty are encouraged to attend, but those faculty specifically volunteering to instruct Mapped Courses are required to attend. Additionally, SRSU will send up to five faculty annually to conferences which highlight improving the teaching and implementation of communication skills within the classroom.

Approximately 10% of the requested funds are dedicated to marketing the QEP over its five-year term. Web design, banners, posters, mailings, student competitions, giveaways, etc. are all envisioned as components of our marketing strategy.

Finally, we allocate approximately 5% of the requested funds to student incentives, as outlined in the Marketing Plan.

The remainder of the funds will be used to cover the day-to-day management and operations expenses incurred.



Proposed Personnel Budget by Category Over the Duration of Compass

	Year Zero 2017-18		Year One 2018-19		Year Two 2019-20		Year Three 2020-21		Year Four 2021-22		Year Five 2022-23	
	Alpine	RGC	Alpine	RGC	Alpine	RGC	Alpine	RGC	Alpine	RGC	Alpine	RGC
QEP Coordinators	\$15,360	\$15,360	\$15,360	\$15,360	\$15,360	\$15,360	\$15,360	\$15,360	\$15,360	\$15,360	\$15,360	\$15,360
Secretary	\$2,560		\$2,560		\$2,560		\$2,560		\$2,560		\$2,560	
Data Manager	\$0		\$2,560		\$2,560		\$2,560		\$2,560		\$2,560	
Faculty Guide	\$640	\$640	\$2,560	\$1,280	\$2,560	\$1,280	\$3,840	\$2,560	\$5,120	\$2,560	\$5120	\$2,560
Number of Guides	.5	.5	2	1	2	1	3	2	4	2	4	2
Faculty Navigator	\$0	\$0	\$10,240	\$2,560	\$12,800	\$3,840	\$15,360	\$6,400	\$17,920	\$6,400	\$1,280	\$1,280
Number of Navigators	0	0	8	2	10	3	12	5	14	5	1	1
Campus Personnel Sum	\$18,560	\$16,000	\$30,720	\$21,760	\$33,280	\$23,040	\$37,120	\$26,880	\$40,960	\$26,880	\$24,320	\$21,760
Personnel Sum	\$34,560		\$52,480		\$56,320		\$64,000		\$67,840		\$46,080	
QEP PERSONNEL TOTAL = \$321,280												

Personnel stipend amounts include 28% fringe benefits, as required by SRSU Human Resources.

Proposed M&O and Travel Budget by Category Over the Duration of Compass												
Campus	Year Zero 2017-18		Year One 2018-19		Year Two 2019-20		Year Three 2020-21		Year Four 2021-22		Year Five 2022-23	
	Alpine	RGC	Alpine	RGC	Alpine	RGC	Alpine	RGC	Alpine	RGC	Alpine	RGC
Maintenance and Operation (M&O)												
Professional development	\$1,778	\$1,000	\$20,000	\$5,240	\$20,000	\$5,000	\$18,000	\$4,000	\$18,000	\$4,000	\$0	\$0
Assessment	\$0	\$0	\$3,300	\$1,450	\$3,300	\$1,450	\$3,300	\$1,450	\$3,300	\$1,450	\$3,300	\$1,450
Marketing	\$11,312	\$3,770	\$12,530	\$3,000	\$11,930	\$3,000	\$9,938	\$3,312	\$6,808	\$2,602	\$0	\$0
Operations	\$1,000	\$500	\$5,000	\$2,000	\$4,000	\$2,000	\$4,000	\$1,000	\$4,000	\$1,000	\$1,000	\$500
Student incentives	\$3,000	\$1,000	\$5,000	\$2,000	\$5,000	\$2,000	\$4,000	\$1,000	\$4,000	\$1,000	\$1,250	\$500
Travel												
Intercampus travel	\$1,000	\$1,000	\$1,000	\$2,000	\$1,000	\$2,000	\$1,000	\$2,000	\$1,000	\$2,000	\$1,000	\$2,000
Annual conference	\$2,000	\$2,000	\$5,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$2,000	\$2,000
Campus Yearly Sum	\$19,510	\$9,850	\$52,830	\$19,690	\$49,230	\$19,450	\$44,238	\$16,762	\$41,108	\$16,052	\$8,550	\$6,450
M&O+ Travel Sum	\$29,360	\$29,360	\$72,520	\$68,680	\$68,680	\$61,000	\$57,160	\$57,160	\$15,000	\$15,000	\$15,000	\$15,000
QEP M&O + TRAVEL TOTAL = \$303,720												
QEP Yearly Sum	\$63,920	\$63,920	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000	\$61,080	\$61,080
QEP TOTAL = \$625,000												

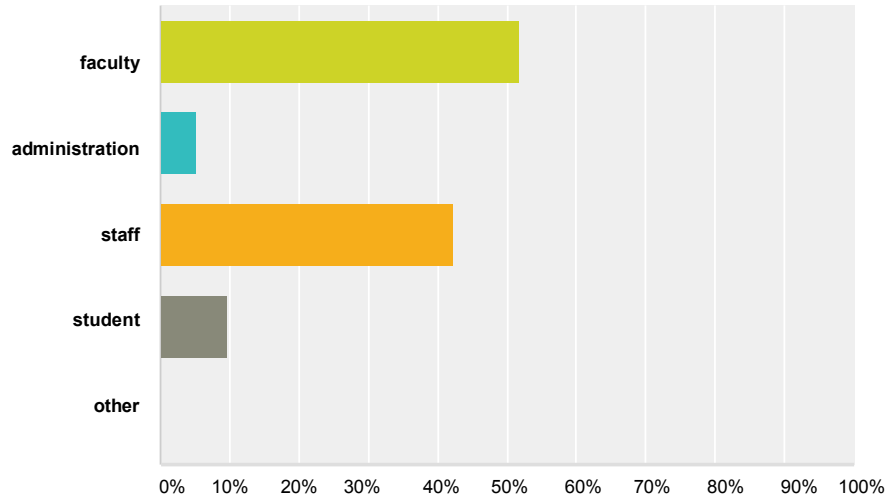
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SRSU/RGC Survey for Quality Enhancement Plan Theme 2018

Q1 Please identify your role.

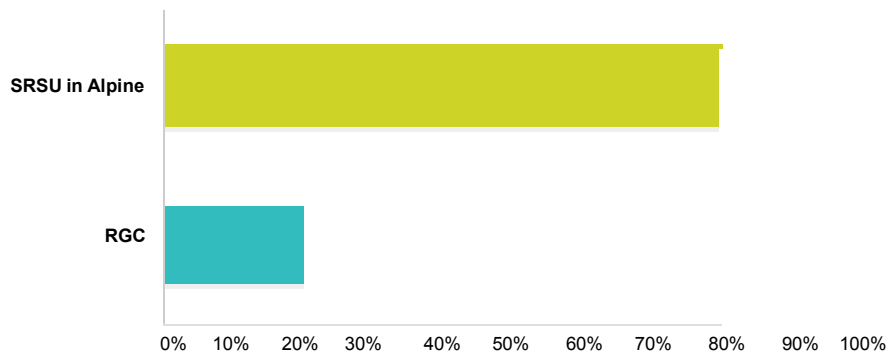
Answered: 114 Skipped: 0



Answer Choices	Responses	Count
faculty	51.75%	59
administration	5.26%	6
staff	42.11%	48
student	9.65%	11
other	0.00%	0
Total Respondents: 114		

Q2 Please identify your campus.

Answered: 108 Skipped: 6

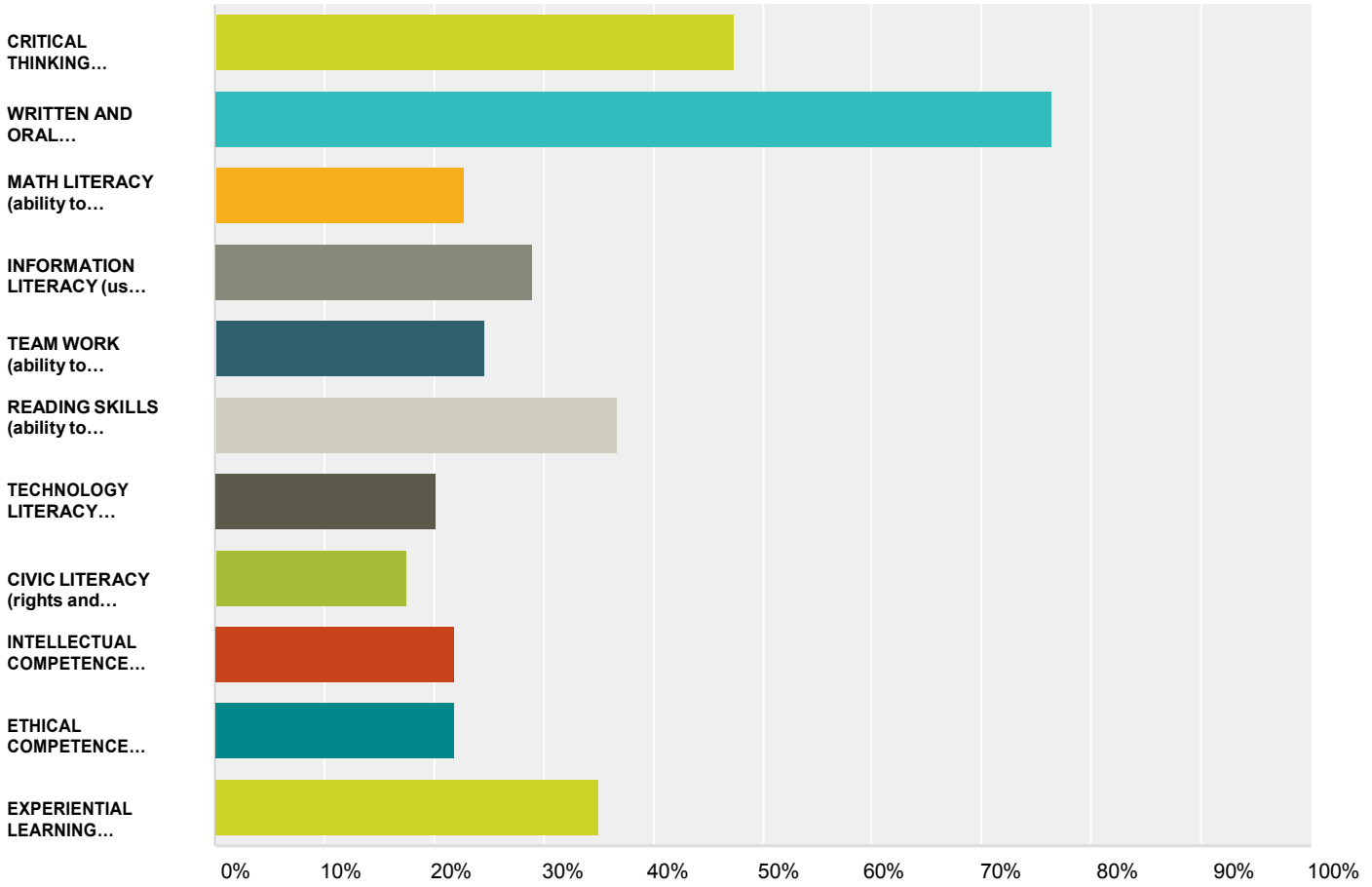


Answer Choices	Responses	Count
SRSU in Alpine	79.82%	91
RGC	20.18%	23
Total		114



Q3 Listed below are the most popular QEP themes, as reported by SACSCOC. Please select one or more top priorities among the eleven themes.

Answered: 114 Skipped: 0

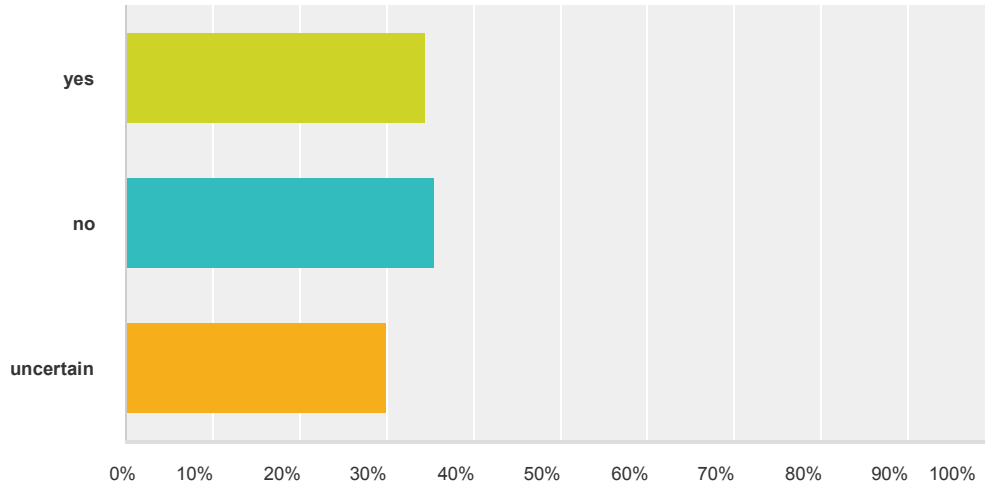


SRSU/RGC Survey for Quality Enhancement Plan Theme 2018

Answer Choices	Responses
CRITICAL THINKING (habits of the mind such as inferencing, predicting, drawing conclusions)	47.37% 54
WRITTEN AND ORAL COMMUNICATION (effective expression of ideas via written and oral skills)	76.32% 87
MATH LITERACY (ability to reason and solve quantitative problems from a wide array of authentic contexts)	22.81% 26
INFORMATION LITERACY (use of resources to find information through multiple venues-digital, visual, textual)	28.95% 33
TEAMWORK (ability to share and learn with others in group situations)	24.56% 28
READING SKILLS (ability to comprehend texts using context clues, vocabulary analysis, and other comprehension strategies)	36.84% 42
TECHNOLOGY LITERACY (ability to use technology as a tool for lifelong learning)	20.18% 23
CIVIC LITERACY (rights and responsibilities of citizens in a democracy)	17.54% 20
INTELLECTUAL COMPETENCE (proficiency in subject content areas)	21.93% 25
ETHICAL COMPETENCE (applies knowledge of ethical guidelines to life situations)	21.93% 25
EXPERIENTIAL LEARNING (process to develop skills, knowledge, and values from direct experiences)	35.09% 40
Total Respondents: 114	

Q4 Please indicate, if you would like to be involved in the QEP planning process.

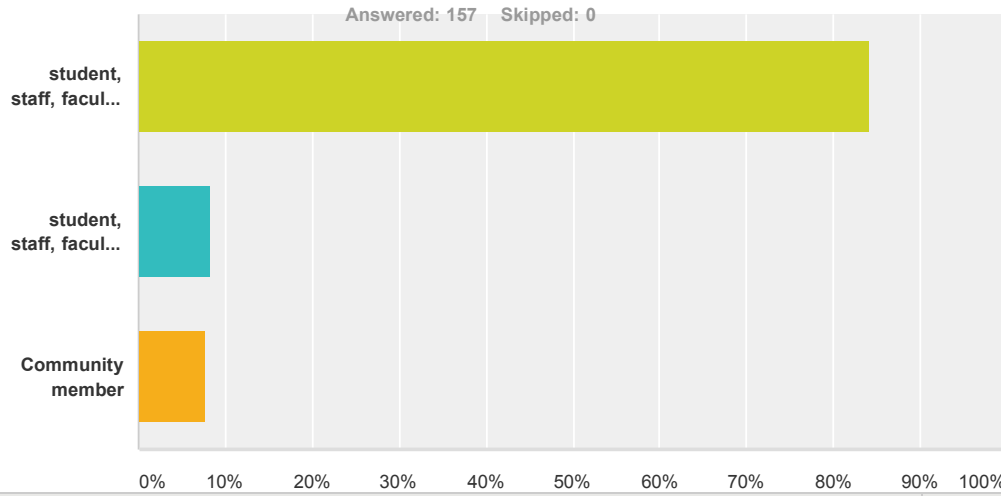
Answered: 113 Skipped: 1



Answer Choices	Responses
yes	34.51% 39
no	35.40% 40
uncertain	30.09% 34
Total	113

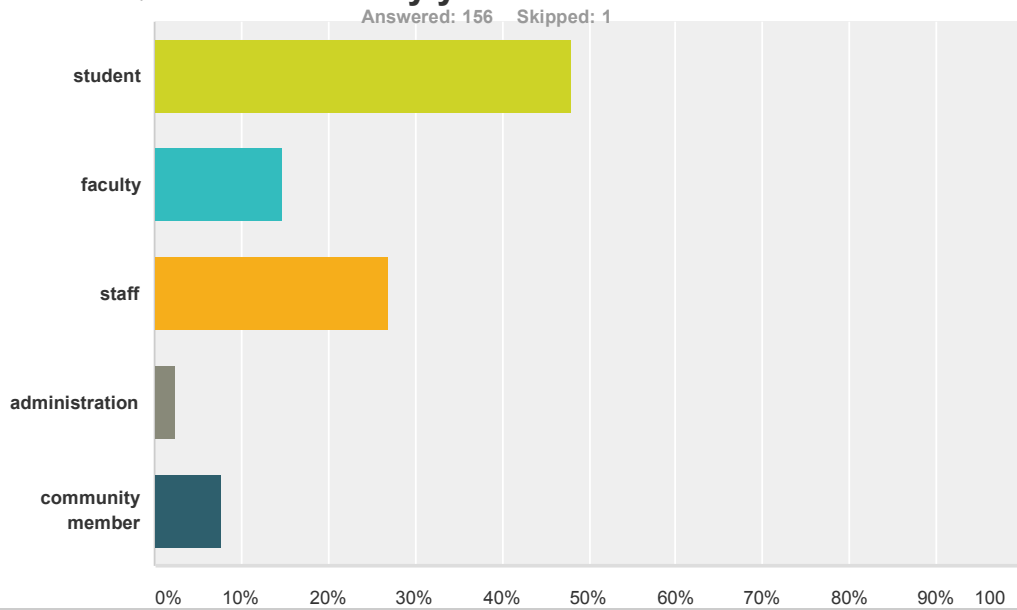


Q1 Please indicate your connection to SRSU/RGC.



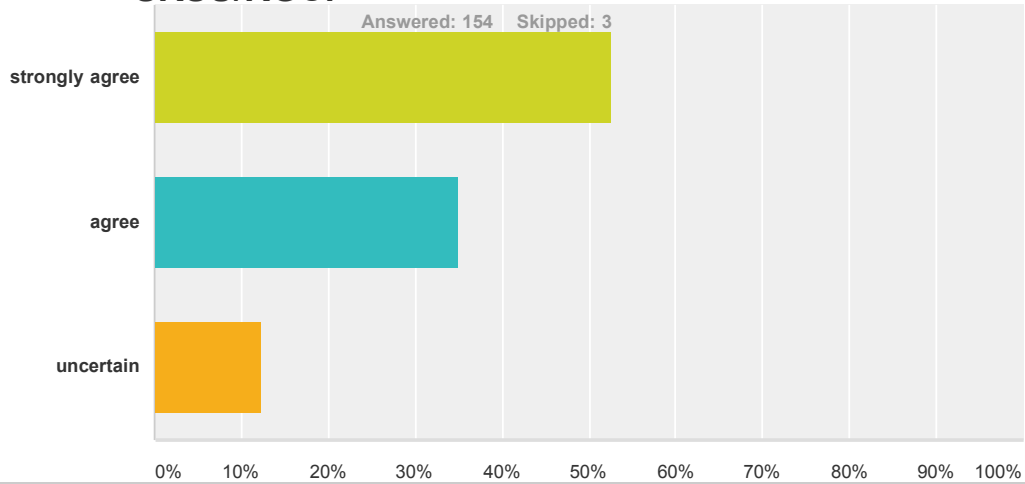
Answer Choices	Responses	Count
student, staff, faculty, and/or administrator at SRSU in Alpine	84.08%	132
student, staff, faculty, and/or administrator at Rio Grande College	8.28%	13
Community member	7.64%	12
Total		157

Q2 Please identify yourself.



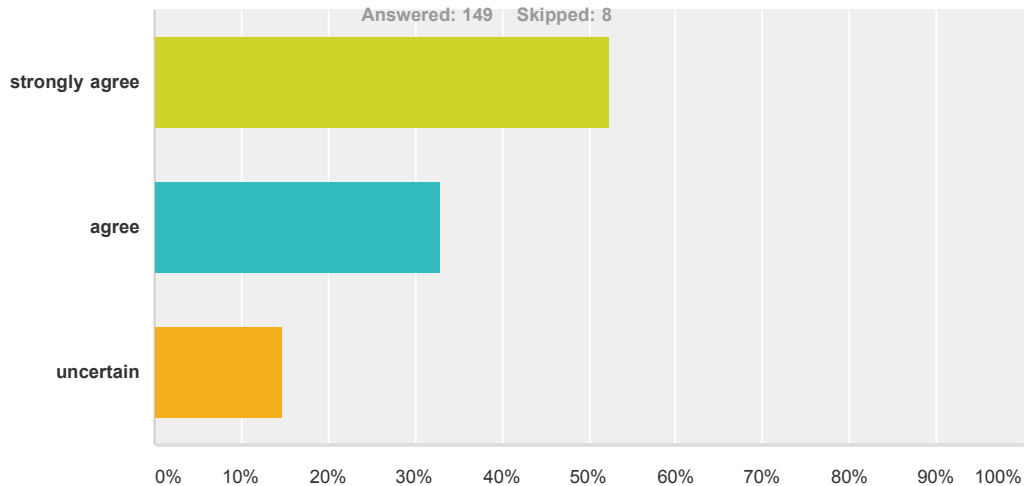
Answer Choices	Responses	Count
student	48.08%	75
faculty	14.74%	23
staff	26.92%	42
administration	2.56%	4
community member	7.69%	12
Total		156

Q3 Communication with Experiential Learning would most benefit students at SRSU/RGC.



Answer Choices	Responses	Count
strongly agree	52.60%	81
agree	35.06%	54
uncertain	12.34%	19
Total		154

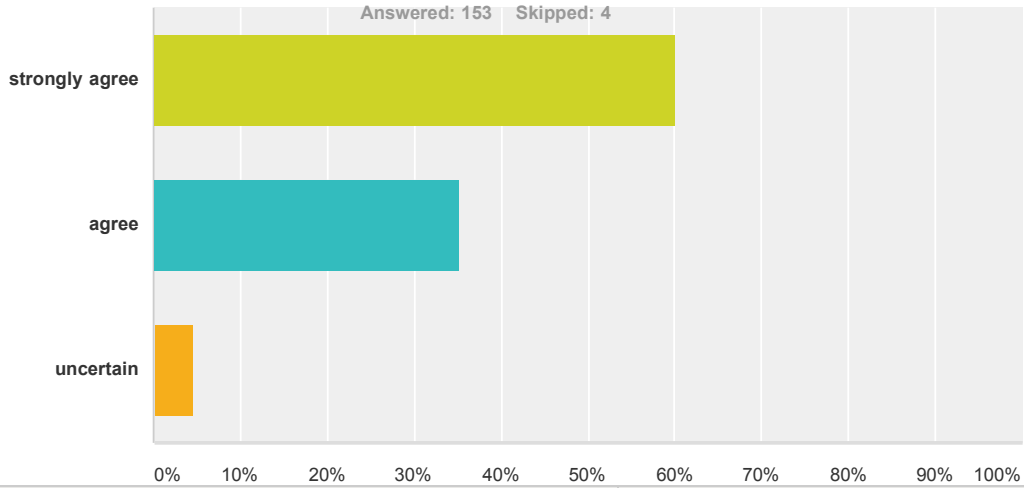
Q4 Communication with Leadership would most benefit students at SRSU/RGC.



Answer Choices	Responses	Count
strongly agree	52.35%	78
agree	32.89%	49
uncertain	14.77%	22
Total		149

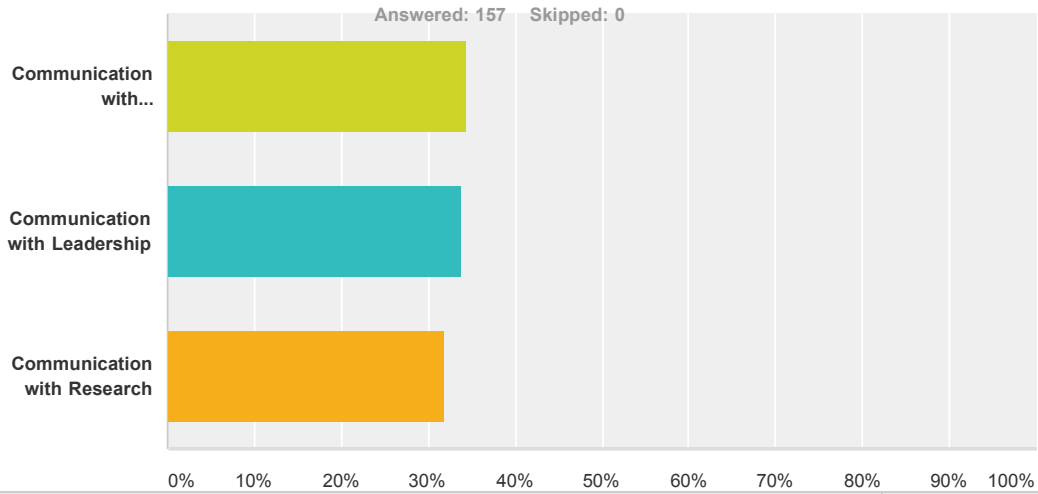


Q5 Communication with Research would most benefit students at SRSU/RGC.



Answer Choices	Responses	
strongly agree	60.13%	92
agree	35.29%	54
uncertain	4.58%	7
Total		153

Q6 Which QEP Proposal do you recommend?



Answer Choices	Responses	
Communication with Experiential Learning	34.39%	54
Communication with Leadership	33.76%	53
Communication with Research	31.85%	50
Total		157

Sul Ross State University Position Description

Official Title: QEP Coordinator

Salary Group: Stipend \$12,000/yearly (\$15,360 with benefits)

General Statement

This position will provide leadership for the Quality Enhancement Plan (QEP) throughout the planning stages and implementation stages. To create a detailed timetable for year-by-year activities including specific actions, budgetary expenditures, assessment processes, communication, and evaluation. Plan development spans May 2016-December 2017 with a five year implementation and evaluation following.

Duties and Responsibilities

- Develops and implements the QEP
- Prepares required QEP reports for the university and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
- Promotes broad-based involvement of institutional constituencies in the plan development and implementation
- Confers regularly with the Assistant Vice President of Institutional Effectiveness
- Responsible for personal safety and the safety of others; must exercise due caution and practice safe work habits at all times

Supervision

- Received: Assistant Vice President for Institutional Effectiveness
- Given: Secretary for QEP

Education

- Required: Some experience with SACSCOC/Quality Enhancement Plan
- Preferred: PhD or experience in communication education, online teaching experience

Equipment/Skills

- Required: General office skills and strong research background

Working Conditions

- Usual: Exempt from overtime provisions. Position is security sensitive

Any qualifications to be considered as equivalents, in lieu of stated minimums, require the prior approval of the Human Resources Director.

Updated March 2016



Questions to SACSCOC Site Visit Committee Regarding QEP

1. **Given your experience, what types of outreach activities have proven the most successful to encourage faculty participation?**
 - Integrating QEP activity/ events in the university's signature events (student orientation, new faculty seminar, residence hall events, welcome back address by the president/dean, etc.), so that everyone on campus is reminded of the importance of the QEP
 - The strong support of the office of the Provost and making connections with the previous QEP
 - A QEP kick-off week that provided classroom ideas for faculty
 - lots of campus media coverage promoting professional development initiatives; a steady drum beat of media coverage through QEP Spotlight profiles
 - it would be good to provide continuous marketing, rather than just at the beginning of the QEP. Around year-3, the momentum slows down, and you need people to support the QEP
 - faculty staffing tables at prime spots on campus to talk with students about critical reading and to hand out swag
 - Peer-led activities seem to work best. Faculty appreciate the input of their colleagues and respond better.
 - TILT Assignment Template (Transparency in Learning and Teaching) from University of Nevada is a good place to bring faculty into the QEP. Have students assess how transparent the assignment instructions are from the faculty to include students as co-designer of the QEP process
https://www.unlv.edu/sites/default/files/page_files/27/Provost-Faculty-TransparentAssgntTemplate-2016.pdf (Template)
 - Transparency Strategies
<https://www.unlv.edu/provost/transparency>
 - Transparent Assignment Resources
<https://www.unlv.edu/provost/transparency/tilt-higher-ed-examples-and-resources>
 - NILOA (National Institute of Learning Outcome Assessment) offers peer-review process of assignment designs. It's called Assignment Charrette. You can find the toolkit here:
<http://www.learningoutcomeassessment.org/assignmenttoolkit.html>
 - NILOA/ DQP assignment library
You can find assignments designed by faculty across the nation to borrow ideas from others for communication infused courses.
<https://www.assignmentlibrary.org/>
 -
 - Personally inviting individual faculty to join planning and implementation committees
 - Small peer marketing works -- Compass lunch meeting by QEP faculty, Compass coffee hours, Compass to share the failures over drinks, etc.)

- Reaching out to departments who express concern about students' communication skills and developing custom Professional Development path for them
- Providing ongoing PD to first-year courses instructors
- A strong connection to the Gen Ed Program, with the Associate Dean requiring all Gen Ed instructors to participate in QEP Professional Development
- Collaboration with the Teaching and Learning Center/Noel Studio for marketing, scheduling, reminding, surveying faculty
- Ongoing, frequent professional development opportunities
 - Go to LEAP Texas Conference. <http://leaptx.org/>
 - LEAP Texas have a listserv where you can ask questions about the LEAP rubrics and how other Texas institutions are adopting to their use, and connect with many faculty development and assessment folks.
- Calling events celebrations and conversations is helpful.
- "Events" should be practical and ask people to do something instead of talking at them.
 - Micro-incentives – hold a skill-driven workshop, have faculty turn in their work product (assignment design, etc.) for \$50 or \$100. It makes it easier to get faculty to practice what you want them to practice with little resistance.

2. What lessons learned could you share with us regarding keeping assessment meaningful and efficient?

- Every assessment measure should be designed with faculty input and should clearly link to reasonable goals. One of the easiest ways to do this is to ask "What specifically do my students need to know/be able to demonstrate when they finish this class?"
- Try not to assess everything; stay focused on most important skills and continuously assess them.
- We built our assessment as an integration into the pre-existing structures rather than reinventing assessment for the QEP. That allows faculty to bring a sense of ownership to the conversation as they're already familiar with processes and structures in place.
- Open and fun communication – not lengthy reports. Infographics are very useful. Make data practical and useful. What would people would do with the information.
- Make the assessment sustainable – do an assessment day, etc.
- Frame the assessment by individual faculty as a way to diversify their P&T portfolio to demonstrate their teaching effectiveness.
- Simplify the implementation process – avoid broad learning outcomes and narrow it in ways that's applicable to many disciplines
- Lessen the burden of assessment and implementation on the faculty so that they will continue participating in the QEP
- Train the faculty on the rubric as their professional development.
- Have Deans discuss the QEP data with their faculty and hold a conversation about their students' performance with faculty
- We looked other institution's QEP on similar topics to develop our rubric and it was helpful to learn from other institutions.

3. Given your experience, which types of assessments methods have proven most insightful for a university's QEP?

- **Need both internal and external measures. One of the most powerful is pre/post student assessments.**
- I think the support we have gotten has come from three main places:

- 1) A clear focus on a singular topic and a focused approach for *how* to achieve our goals,
 - 2) A feeling that the topic is one that affects everyone and, therefore, we all have shared responsibility for addressing it, and
 - 3) An emphasis that we're focused, meaningful pedagogical changes can have a big impact even if faculty don't (yet) consider themselves experts in our topic.
- Artifact review conducted by faculty. Using outside instruments can impeded buy-in.
 - Involve staff, not just faculty, in the assessment process, so that they share the understanding and see what they do in res life, advising, etc. are a part of the larger mission of the QEP. Work with the student life so that the importance of the communication skills can be stressed from multiple angles. Career Center can have a resume writing workshop for students, and tie that into the QEP; Residence Life can have a workshop on conflict resolution, etc. Where does students' life unfold on campus, and how can we bring these locations as places to reinforce your QEP message and skills building?
4. **Given your experience at other institutions, what percentage of the student population was directly impacted?**
 - Depending on the nature of the QEP, as much as 75% of students have at least an awareness of the QEP.
 - Over half the student population.
 - At our institution, the year one reached about 23% of the student population, the year 2 reached about 47%. What may be the good benchmark goals of the QEP reach for Sul Ross? How do you ensure the quality and consistency of instruction as you try to widen the reach of the QEP? (Quantity doesn't often guarantee the quality/ impact on student learning).
 5. **What strategies are most successful in advancing a culture of support for the QEP throughout the institution?**
 - Repeatedly saturating all stakeholders with information. Use the student newspaper, involve SGA, identify a handful of faculty champions from a broad spectrum of programs and empower them to create activities/conversations surrounding QEP.
 - Continuous communication
 - To build the faculty skills that will last beyond this cycle of QEP
 - Quality Matter (QM) certification for online courses
 6. **What strategies do you suggest for maintaining consistent and high quality instruction in all of our communication-infused courses?**
 - Invite faculty to develop an internal checklist/rubric to be used to monitor high-impact activities. Will take more time but will be worth the effort. Trying to adopt an external ready-made instrument will not be as well received. Also, involve students/recent graduates in assessing the instructional activities that made a difference for them.
 - Faculty development.



Southern Association of Colleges and Schools
Commission on Colleges

Name of the Institution: Sul Ross State University
Alpine, TX

Date of the Review: April 3-5, 2018

SACSCOC Staff Member: Dr. John S. Hardt

Chair of the Committee Dr. Warren J. Carson
Senior Associate Vice Chancellor, Academic
Affairs, and Chief Diversity Officer (Retired)
University of South Carolina Upstate
Spartanburg, SC

Part III. Assessment of the Quality Enhancement Plan

Brief description of the institution's Quality Enhancement Plan

The Sul Ross State University's Quality Enhancement Plan (QEP), *Compass: Navigating Excellence through Effective Communication*, aims at improving its students' competency in communication. It focuses on written, oral, and visual communication as the key facets of effective communication and targets the upper division students. The QEP is designed to impact student learning across campuses through faculty development.

Student Learning Outcomes:

1. Demonstrate effective development and expression of ideas in writing
2. Exhibit skills in prepared, purposeful oral communication of materials or concepts
3. Create and deliver visual works that facilitate audience understanding of a central message or purpose



Program Outcomes:

1. Increase opportunities for students to demonstrate competency in written, oral and visual communication through peer-reviewed or other externally-validated scholarship
2. Enhance the capacity of educators to teach communication skills through increased professional development opportunities via the development of a university-wide showcase of faculty innovation and scholarship in communication instruction

Key QEP implementation strategies:

1. Standardized assignments and rubrics to provide consistent learning experiences and assessment
2. Faculty Development to provide resources (stipend, teaching techniques, mentorship)
3. Public Exhibits to showcase student learning and faculty development

The institution has developed acceptable QEP.

Analysis of the Acceptability of the Quality Enhancement Plan

- A. **Topic Identification.** *The institution has a topic identified through its ongoing, comprehensive planning and evaluation processes.*

The institution used available institutional data on student learning and involved broad constituencies to determine its QEP topic. The institution began its QEP planning process in 2015, using its institutional data (such as core curriculum assessment data, student survey, ETS results and NSSE survey) to solicit QEP topic ideas from all faculty, students and staff. The institution formed QEP oversight committee and QEP Planning committee with broad representations of faculty, staff, and students. Based on the all-campus survey, the institution identified six areas of needs for student learning: communication, writing, reading, leadership, research, internship, and community service. The institution formed four subcommittees with broad representation to explore these areas of needs and narrowed the QEP topic to communication.

- B. **Broad-based Support.** *The plan has the broad-based support of institutional constituencies.*

The institution has provided evidence of broad support for the QEP among institutional constituencies. This evidence includes multiple meetings with the Faculty Assembly, Faculty and Staff meetings, involvement with deans, department chairs, and academic planning committees, as well as the Faculty Senate. QEP information has been shared with students in Informational Fairs in early 2018. Faculty have participated in subcommittees working on literature reviews, faculty development, student learning outcomes and assessment, budgeting, and marketing and communications. The membership of the institution's QEP Executive Committee provides further evidence of broad-based support since it includes the SGA President and faculty members. Interviews with students at the Uvalde, Del Rio, and Alpine campuses all confirmed student support for the QEP.



C. **Focus of the Plan.** *The institution identifies a significant issue that focuses on improving specific student learning outcomes and/or student success.*

The institution identified three student learning outcomes and the outcomes for improving learning environment. The institution identified three key areas of communication (written, oral, visual) as their learning outcomes. The three learning outcomes specify the areas of communication (written, oral, and visual) the institution intends to improve students.

Student Learning Outcomes:

- Demonstrate effective development and expression of ideas in writing
- Exhibit skills in prepared, purposeful oral communication of materials or concepts
- Create and deliver visual works that facilitate audience understanding of a central message or purpose

Program Outcomes:

- Increase opportunities for students to demonstrate competency in written, oral and visual communication through peer-reviewed or other externally-validated scholarship
- Enhance the capacity of educators to teach communication skills through increased professional development opportunities via the development of a university-wide showcase of faculty innovation and scholarship in communication instruction

Key QEP implementation strategies:

- Standardized assignments and rubrics to provide consistent learning experiences and assessment
- Faculty Development to provide resources (stipend, teaching techniques, mentorship)
- Public Exhibits to showcase student learning and faculty development

D. **Institutional Capability for the Initiation, Implementation, and Completion of the Plan.** *The institution provides evidence that it has committed sufficient resources to initiate, implement, sustain, and complete the QEP.*

The documentation and multiple interviews on site determined that the administration provides supports for the QEP plan. There are two QEP coordinators to oversee the QEP implementation in Alpine and Rio Grande campuses, and the institution has established procedures for Compass Guide and Navigator for faculty to apply and become the QEP mentor and/or QEP faculty to implement the QEP. The institution provided the yearly budget plan and demonstrated that it has allocated adequate funding for the implementation of the QEP. The QEP document and the on-site interviews provide the evidence that the IE office oversees the assessment data collection processes and has identified the data collection platform that is already in use at the institution.

E. **Assessment of the Plan.** *The institution has developed an appropriate plan to assess achievement.*

The institution developed an assessment plan for the QEP. The plan includes the three

Form edited May 2016



assignments and three rubrics. However, upon reviewing the QEP document and interviewing faculty, student and staff, the On-Site Reaffirmation Committee determined that the rubrics developed by the institution do not align with the assignments as well as the learning outcomes. The assessment plan was not detailed enough to determine how well the institution can measure the students' success. There was a limited baseline data available, which may impact determining the level of success of the QEP.

Recommendation 4: The On-Site Reaffirmation Committee recommends that the institution develop an adequate assessment plan for the QEP.

Additional Analysis and Comments for Strengthening the QEP

The On-Site Reaffirmation Committee was not able to identify plans for online and off campus sites, and recruiting faculty and overseeing QEP implementation at multiple instructional sites may pose additional challenges. The requirements for QEP courses may be too prescriptive for the QEP to be successfully recruiting faculty for participation. The assessment plan to require faculty to do the pre and post test in each of their QEP courses may also pose additional challenge in ensuring the quality of data and continuous faculty participation. While QEP faculty are expected to implement the three pre-designed assignments and collect data during the entire QEP period, but the On-Site committee did not find the plan to ensure this commitment.

Other Comments

The institution should consult with the external experts early-on to plan and clarify some of the points addressed above.

The institution should seek ways to make this QEP sustainable. For example:

- allowing faculty more autonomy in determining how they integrate the communication skills as a part of their existing assignment,
- reducing the amount of assessment required of each faculty,
- holding assessment day to assess student learning rather than pre and post test,
- establishing yearly benchmark goals for the QEP implementation
- identify specific courses in each department/ program where the QEP to be implemented

The institution might consider narrowing the scope of the QEP. Each student learning outcome is a substantive area of learning, and the institution may consider identifying learning outcomes that are not specific to the mode of communication (oral, visual, written). The institution may consider consolidating the three rubrics into one that assess students' essential communication skills applicable across the modality of communication. Simplified assessment may allow the institution to overcome some of the potential challenges on-site committee noted above.

Form edited May 2016





QEP Compass Activity Planning Form

Start of Block: INTRODUCTION

The Professional Development Subcommittee will plan at least two faculty professional development opportunities at each campus each year about teaching visual, oral, and written communication best practices for each of the QEP's five years.

At least two student activities will be hosted by the QEP each year.

Please complete and submit this planning document to organize a QEP Event.

The QEP Co-Coordinators April Aultman Becker and Dan Foley will review this document and contact you.

End of Block: INTRODUCTION

Start of Block: PART I: TYPE OF ACTIVITY

PART I: Type of activity

Select the type of activity for this event.

- Student Compass Event (1)
 - Faculty Compass Professional Development (2)
-



Provide the following information for the proposed session.

Name (1) _____

Date: (2) _____

Time: (3) _____

Briefly describe the goals of the session:

End of Block: PART I: TYPE OF ACTIVITY

Start of Block: PART II: MODE OF DELIVERY

PART II: MODE OF DELIVERY

Select the mode of delivery for this session

In-Person Workshop (1)

Online Workshop (2)

Reading and Learning Group (3)

End of Block: PART II: MODE OF DELIVERY

Start of Block: IN-PERSON WORKSHOP

IN-PERSON WORKSHOP

In-person workshops will be offered at least once per semester and at both Alpine and RGC campuses. The workshops will be a combination of SRSU faculty developed and led and guest trainer-led. In-Person Workshops must be filmed and archived with handouts on the QEP website.



What is the format of the workshop? (Presentation, hands-on, etc.)

Will this workshop be given at both Alpine and RGC?

Yes (1)

No (2)

Explain plan:

Is the speaker a member of the SRSU community?

Yes (1)

No (2)

Display This Question:

If Is the speaker a member of the SRSU community? = No

If the speaker is not from SRSU, describe qualifications.

Will travel expenses be necessary?

Yes (1)

No (2)



Display This Question:

If Will travel expenses be necessary? = Yes

Explain travel plans:

Is an honorarium for speaking expected?

Yes (1)

No (2)

Display This Question:

If Is an honorarium for speaking expected? = Yes

Explain honorarium:

Will the session require catering?

Yes (1)

No (2)

Display This Question:

If Will the session require catering? = Yes

Explain catering needs:



Have filming plans been made for the workshop?

- Yes (1)
- No (2)
-

Number of people expected to attend professional development:

End of Block: IN-PERSON WORKSHOP

Start of Block: ONLINE WORKSHOP

ONLINE WORKSHOP

Online workshops will be available through the QEP's website. Webinars related to teaching communication and pre-recorded trainings accessible via Blackboard will be listed and linked to, and all in-person workshops will be turned into online workshops by filming and archiving materials.

Is this a free resource or will the QEP need to purchase?

- Free resource (1)
- Requires QEP purchase. Please explain. (2)
- _____
-

Is this online workshop given live or is it recorded?

- Live (1)
- Recorded (2)
- Explain details here: (3) _____



Who is leading the workshop?
Describe the speaker's qualifications.

End of Block: ONLINE WORKSHOP

Start of Block: READING AND LEARNING GROUP

READING AND LEARNING GROUP

Faculty Specialists will lead Reading and Learning Groups to encourage other campus members to learn more about communication methods. All resources used for Reading and Learning Groups will be archived on the QEP website.

What resources are needed for this group?

Do we have free access to the resource or will the QEP need to purchase?

- Free Access (1)
- Requires QEP Purchase. Please describe. (2)
-

End of Block: READING AND LEARNING GROUP

Start of Block: PART III: ASSESSMENT OF PROFESSIONAL DEVELOPMENT

PART III: Assessment of Professional Development

What instrument will be used to assess the effectiveness of the offering described above?



How will this assessment be administered?

How will results be gathered and reported?

End of Block: PART III: ASSESSMENT OF PROFESSIONAL DEVELOPMENT





ACADEMIC EVALUATION SYSTEM

**ANNUAL REPORT ON TEACHING/JOB PERFORMANCE, SCHOLARLY/ARTISTIC
ACTIVITIES, PROFESSIONAL GROWTH AND SERVICE**

FORM FE-3

Name

College

Department

Rank

Years in Present Rank

Years in Teaching at SRSU

Cite your accomplishments as necessary. Use outline form when possible. Add pages and attachments as necessary.

I. Teaching/Job Performance

II. Scholarly/Artistic Activities

III. Professional Growth and Development

To include QEP sponsored professional development:

IV. University Service





Sul Ross State University

Assessment at the Collegiate Level

February 2018

Senior Project Manager
Cell: 513.519.1443
<http://www.ascd.org>

Submitted to: Jeanne Qvarnstrom
Assistant Vice President for Institutional
Effectiveness
Phone: 432.837.8395
jqvarnstrom@sulross.edu

Submitted by: Lance Frank
lance.frank@ascd.org

1703 North Beauregard Street
Alexandria Virginia 22311-1714
1.703.578.9600 • 1.800.933.ASCD

DESCRIPTION OF SERVICES

Assessment at the Collegiate Level: A Professional Learning Opportunity

ASCD will partner Sul Ross State University to provide engaging, research-based professional development for university professors to deepen their understanding of rubrics and scoring to improve instruction, learning, and outcomes. The demands of the 21st century require a refined approach to assessing college student to fully prepare them for academic achievement and success in their careers. Utilizing rubrics for assessment at the collegiate level can lead to more accurate and consistent assessment, improved grading practices, and bettering learning outcomes for students. The goal of this professional learning opportunity will be for participants to have the knowledge and skills needed to create rubrics and utilize them for scoring assignments.

While partaking in the ASCD professional learning sessions, participants will examine concepts, strategies, and instructional tools aligned to best practices in assessment. ASCD will work closely with Sul Ross State University and collaborate with leadership to develop a customized, aligned professional learning plan that is tailored to meet the specific needs of your university. This professional learning opportunity will center on sharing strengths-based strategies and research-based practices.

This professional learning opportunity includes two two-day onsite workshops led by one ASCD faculty member. Through these professional development workshops, participants can learn, reflect upon, and implement strategies used to create and utilize effective rubrics.



DESCRIPTION OF SERVICES

Assessment at the Collegiate Level: Professional Learning Specifications

Session Format	Target Audience
<ul style="list-style-type: none"> ○ Two-Day Customized Workshop on Analyzing Rubrics ○ Two-Day Customized Workshop on Scoring Rubrics 	Sul Ross State University
Session Description	
<p>This professional development opportunity is designed for Sul Ross State University professors to establish a deep understanding of rubrics and their instructional impact. Rubrics are important tools for three main reasons: they help professors teach, they help coordinate instruction and assessment, and they help students learn. Rubrics can be a valuable evaluation tool, used to assess performance of both processes and products. They help students to clarify the qualities their work should have and they help professors coordinate instruction and assessment, helping students to learn.</p> <p>Over the course of two professional development workshops, ASCD faculty will lead participants in developing a deeper understanding of assessments and rubrics. Sul Ross State University professors will have the opportunity to develop a common foundation of understanding on rubrics, and explore the relationship and connections between assessment, learning targets, instruction, and student work products. The first two-day customized workshop will center on creating rubrics, and the topic of the second two-day customized workshop will be on scoring and utilizing rubrics. Participants may focus on the following topics during the workshops:</p> <ul style="list-style-type: none"> ○ Exploring various types of rubrics appropriate for college coursework, including benefits and limitations ○ Understanding the purpose and impacts of using rubrics ○ Analyzing the critical connections between instruction, assessments, and grading ○ Crafting effective rubrics and accurate assessments ○ Scoring rubrics and utilizing the results 	



PROPOSED BUDGET AND RESOURCES

The proposed costs are all inclusive pricing estimates. Exact costs will be reflected in the Extended Service Contract.

Products and Services	Quantity	ASCD Faculty	Rate	Total Investment
Customized Onsite Professional Development Workshop: Rubrics	2 Days	1 ASCD Faculty Member	\$5,500/day*	\$11,000
Customized Onsite Professional Development Workshop: Scoring	2 Days	1 ASCD Faculty Member	\$5,500/day*	\$11,000
TOTAL				\$22,000



Recommended Curriculum Resources

How to Create and Use Rubrics for Formative Assessment and Grading	\$22.36/book**	TBD Dependent upon # of participants
PER SCHOOL PRICING (Entire School)		
ASCD ACTIVE	Number of Educators	Cost per School
District-wide Pricing Available	1 – 20	\$1,599
	21 – 50	\$2,599
	51 – 75	\$3,599
	76+	\$4,599

*All costs are inclusive. There is no cost to the district for travel expenses of any kind, including airfare, hotel, meals and ground transportation. Pricing for ASCD Author/Faculty members ranges from \$5,500 – \$10,000.00 per day onsite depending on the ASCD Author/Faculty Member. Exact cost will be determined as an appropriate match is made for Sul Ross State University.

**Quantity discounts may apply once total number is determined.



Faculty Travel Application

The QEP will send up to five faculty members to a communication-related conference each year. Faculty who would like to attend a conference must apply for funding through the QEP Executive Committee during the fall or spring calls for travel. Please complete this application and return it to QEP Co-Coordinator April Aultman Becker.

PART I: QEP Application

Faculty Name: _____

Faculty A Number: _____

Campus: _____

Title of Conference: _____

Dates of Conference: _____

Which of the following QEP Program Goals and/or Student Learning Outcomes does this conference address?

Program Goals

- Increase opportunities for students to demonstrate competency in written, oral and visual communication through peer-reviewed or other externally-validated scholarship.
- Enhance capacity of educators to teach communication skills through increased professional development opportunities.
- Develop a university-wide showcase of faculty innovation and scholarship in communication instruction.

Student Learning Outcomes

- The student will demonstrate effective development and expression of ideas in writing.



- The student will exhibit skill in prepared, purposeful oral communication of material or concepts.
- The student will create and deliver visual works that facilitate audience understanding of a central message or purpose.

How does this conference apply to improving student communication?

How will this conference improve or inform the faculty member's teaching of communication skills?

PART II: Authorization for Travel

- Faculty has reviewed and will follow SRSU Travel Regulations APM3.01
- Faculty member will meet with QEP Secretary, Kayla Waggoner, to complete further application.

Faculty Signature: _____ Date: _____

Department Head Signature: _____ Date: _____

Dean Signature: _____ Date: _____

QEP Executive Committee Signature: _____ Date: _____





Faculty Professional Development Evaluation Template

Start of Block: Default Question Block

Dear SRSU and RGC Faculty,

Thank you for attending this Quality Enhancement Plan (QEP) Faculty Development session,

The following questions will allow us to evaluate this Faculty Development session and plan future sessions.

Select your primary site:

ALP (1)

RGC (2)

Please describe your level of agreement with the following statement:

The Faculty Development session topic(s) and discussion supported the QEP Student Learning Objective (SLO): *The student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual).*

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)	N/A (6)
Topic/Technique 1 (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Topic/Technique 2 (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Please tell us the following about the teaching techniques presented today:

	I was not aware of this technique (1)	I already knew about this technique (2)	I have used this technique before (3)	I plan to implement this technique in some or all of my courses (4)
Topic/Technique 1 (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Topic/Technique 2 (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe your level of proficiency and interest in implementing the teaching techniques presented today.

	Proficient (1)	Not Proficient - but interested to try it (2)	Not Proficient - but not interested to try it (3)
Topic/Technique 1 (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Topic/Technique 2 (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you incorporate any of these techniques into your subject area?

Which of the following formats would you prefer for future Faculty Development sessions:

Rank your selections by selecting the item and moving it up or down with your mouse.

- _____ Faculty Panel discussion (same as today's format) (1)
- _____ Faculty Panel discussion with follow up workshops (2)
- _____ Visiting expert presentations (3)
- _____ Round table (4)
- _____ Reading groups (5)
- _____ Peer-to-Peer mentoring/Support Groups (6)
- _____ Videos available on the QEP website (7)



Did this Faculty Development session give you sufficient opportunity to network and share ideas?

- Sufficient (1)
 - Neither insufficient nor sufficient (2)
 - Insufficient (3)
-

Please rate this Faculty Development session.

- Excellent (1)
 - Good (2)
 - Adequate (3)
 - Needs Improvement (4)
-

How likely are you to attend another QEP Faculty Development session?

- Extremely likely (1)
 - Somewhat likely (2)
 - Neither likely nor unlikely (3)
 - Somewhat unlikely (4)
 - Extremely unlikely (5)
-

If you are interested in teaching a QEP communication-intensive course, please provide your name and email below:

- Name (1) _____
 - Subjects you teach (2) _____
 - Email (3) _____
-

Please let us know how Faculty Development sessions can be improved.

End of Block: Default Question Block





QUALITY ENHANCEMENT PLAN

As a requirement for the Southern Association of Colleges and Schools Commission on Colleges, SRSU/RCG must implement a Quality Enhancement Plan (QEP) for students to begin in 2018-2019. Faculty, staff, and students worked since fall 2015 to develop our QEP that focuses on building students' communication skills through courses that incorporate instruction on writing, oral, and visual strategies. These courses are designated as Mapped Courses, and they are open for junior and senior students. There are 10 courses in the 2018-2019 Course Catalog, and more will be added each year for students to select.



Sul Ross State University Position Description

Official Title: QEP Faculty Guide

Salary Group: Stipend \$500 per semester served

General Statement

A QEP Faculty Guide serves as a mentor for those faculty who infuse communication skills into some of their courses as part of the QEP. Both Alpine and RGC campuses will hire Faculty Guides as needed.

Duties and Responsibilities

- Serve as mentor to faculty teaching Communication-Infused Courses
- Assist faculty volunteers in the following activities:
 - Discuss classroom intervention and implementation of intervention (at least once per semester)
 - Provide common template to faculty volunteers upon which all communication infused courses will follow
 - Assist faculty volunteers in development of SLO common assessments
 - Review faculty volunteer's syllabi per semester
- Gather assessment data from participating faculty
- Enter QEP assessment data into TracDat
- Participate in one large group meeting per semester with Alpine and RGC QEP co-coordinators, faculty specialists, and all participating faculty to assess the effectiveness of the mentor program
- Recruit faculty to teach future QEP Communication-Infused Courses
- Finalize communication-infused courses for course catalog
- Attend and present QEP professional development sessions

Minimum Qualifications & Requirements

Knowledge/Skills/Ability

- Strong knowledge of personal computers including PC and Mac
- Knowledge of the internet, Microsoft Office, Windows, and Blackboard software
- Good communication skills
- Ability to work with teams

Education

- Required: PhD or teaching faculty status
- Preferred: PhD or experience in communication education, online teaching experience

Experience

- Required: Three years of teaching experience
- Preferred: Three years of teaching or research experience in communication disciplines, experience using TracDat software



**Sul Ross State University
Position Description**

Official Title: QEP Data Manager

Salary Group: Stipend \$2000 yearly
(\$2560 including benefits)

Job Code: xxxx

Summary:

Job duties consist of: Collecting, maintaining, analyzing, and reporting data in support of the Sul Ross State University Quality Enhancement Program (QEP).

Duties

Collecting: Implement a data collection system suitable to receive data from QEP management, committees, Faculty Guides, and Navigators.

Maintaining: Monitor, improve and back up the data collection system.

Analyzing: Analyze the data quantitatively and qualitatively to search for relations across data reports that may reveal useful information.

Reporting: Prepare reports to facilitate the search for improved curricular decisions.

Responsible for personal safety and the safety of others; must exercise due caution and practice safe work habits at all times.

Supervision

- Received: Works under general direction provided by Director of Teacher Education.
- Given: Supervises student workers and graduate assistants as assigned.

Education

- Required: Bachelor's degree in related field required
- Preferred: Master's degree preferred.

Experience

- Required: Experience with records and data
- Preferred: Preferable in an educational environment experience with records and data

Working Conditions

Usual: Office conditions, exempt from overtime provisions. Position is security sensitive.

Any qualifications to be considered in lieu of stated minimums require the prior approval of the Human Resources Director.

Date revised: February 2018





Navigator Faculty Application

Faculty may apply to infuse a course with communication. Those who are chosen to become Navigator Faculty teaching a Mapped Course will receive a \$1000 stipend. Please complete this application and return it to QEP Co-Coordinator April Aultman Becker.

PART I: Application

Faculty Name: _____

Title and section of proposed Mapped Course: _____

How often do you teach this course? _____
(Preference will be given to those courses frequently taught or those with high enrollment)

Number of students expected to enroll in Mapped Course: _____

Previous experience teaching communication skills, public speaking, writing, or visual communication; or experience with communication research:

How/why the particular class and students would benefit from Compass SLO:

PART II: Agreement

Applicant must initial next to each.



- _____ 1. Redesign an existing course to incorporate the Compass QEP SLO: The student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual)
- _____ 2. Continue to offer the Mapped Course for 5 years, even if the faculty volunteer in year four of the QEP, as this promotes sustainability of our QEP beyond the initial 5 years.
- _____ 3. Commit to continue to teach and collect data from the Mapped Course for each ensuing semester the course is taught.
- _____ 4. Follow the Mapped Course syllabus template.
- _____ 5. Use the Cardinal Rubric when scoring the chosen QEP assignment.
- _____ 6. Report Cardinal Assessment data to Faculty Guides to be tracked.
- _____ 7. Participate in Compass Professional Development regarding instructional strategies to promote communication skills and assessment measures and evaluation of student performance.

PART III: Authorization

Faculty Signature: _____ Date: _____

Department Head Signature: _____ Date: _____

Dean Signature: _____ Date: _____

QEP Executive Committee Signature: _____ Date: _____



**COMM #####.001 – [INSERT COURSE NAME]
 FALL 2018
 Course Syllabus**



Instructor:	
Office Hours:	
Office Location:	
Telephone:	
Email Address:	
Class Schedule:	
Classroom Location:	
Required Texts:	

Section I. Introduction

[INSERT COURSE INTRODUCTION]



Section II. Course Design: Communication Infused

To be successful in college and beyond, many sources (e.g., Morrealle & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university students should receive training to navigate a global world as competent communicators in various contexts and channels of communication.

Through our Quality Enhancement Plan (QEP) called *Compass*, Sul Ross aims to equip you to navigate excellence in the 21st century by developing your communication skills across multiple courses. This [insert program/discipline/course name] course is designed to enhance your communication skills. Therefore, this course has the following QEP Student Learning Outcome:



Section III. QEP Student Learning Outcome

QEP SLO: The student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual).

Section IV. Course Objectives

[INSERT COURSE OBJECTIVES HERE.]

Section V. Student Learning Outcomes

[INSERT YOUR PROGRAM'S SLOs HERE]

Section VI. Course Requirements and Grading

Requirement	Points Possible	Grading Scale
[INSERT]	###	Entire Course A = 895-1000 B = 795-894 C = 695-794 D = 595-694 F = < 595
[INSERT]	###	
[INSERT]	###	
[INSERT]	###	
[INSERT QEP ASSIGNMENT]	###	
Possible Points	#####	



Section VII. Course Assignments

[INSERT DESCRIPTIONS OF ASSIGNMENTS HERE]

Section VIII. Policies

Attendance.

Classroom Demeanor.

Academic Integrity.

Grading.

Late Work.

Section IX. Notes on University Programs and Services

ADA

(Alpine)


It is Sul Ross University policy to provide reasonable accommodations to students with disabilities. If you would like to request such accommodations because of a physical, psychological, or learning impairment/disability/challenge, please contact the ADA Coordinator for Program Accessibility located in FH 112 or call 837-8203. E-mail: mschwartz@sulross.edu

(RGC)

Our institution complies with state and federal laws concerning people with disabilities. If a student needs accessibility services, it is the student's responsibility to initiate a request. This may be done by contacting Ms. Kathy Biddick at 830-279-3003. Office: 2623 Garner Field Rd (C 102), Uvalde, TX 78801 E-mail: kbiddick@sulross.edu

Technical Support.

[SAMPLE CALENDAR]
(This calendar is subject to change)

Week	Date	Topic	Chapter	Assignment Due/Activity
One	May 30	Intro to Course	N/A	Introductions
	May 31	Intro o Human Communication	1	Interview Speech
	June 1	Perception, Self, and Communication	2	N/A
Two	June 4	Language and Meaning	3	N/A
	June 5	Listening and Critical Thinking	5	N/A
	June 6		N/A	Oral Reading
	June 7		N/A	Exam 1
	June 8	Informative Presentations		N/A
Three	June 11	Topic Selection & Audience Analysis	10	N/A
	June 12	Source Credibility & Evidence	11	N/A
	June 13	Organizing Your Presentation	12	N/A
	June 14	Basic Research	N/A	Work on Speeches
	June 15	<i>Library Workshop – Arrive Early</i>	N/A	Work on Speeches
Four	June 18	Delivery & Visual Resources	13	N/A
	June 19		N/A	Exam 2
	June 20		N/A	Peer Evaluations
	June 21	Last Chance Work on Speeches	N/A	Speech Workshop
	June 22	Informative Speech Presentations! 😊	N/A	Informative Speeches
Five	June 25	The Persuasive Speech 	15	N/A
	June 26	The Persuasive Speech	15	Impromptu
	June 27		N/A	Peer Evaluations
	June 28	Last Chance to Work on Speeches	N/A	Speech Workshop
	June 29	Persuasive Speech Presentations! 😊	N/A	Persuasive Speeches
Six	July 2	Persuasive Speech Presentations! 😊	N/A	Persuasive Speeches
	July 3	Course Wrap-up and Course Evaluation	N/A	Course Evaluation
	July 4	NO CLASS! HAPPY 4th of JULY!	N/A	Be SAFE!
	July 5	Final Exam	N/A	Do your best!

QEP MAPPED CLASS CARDINAL RUBRIC

Definition

The process of sending, receiving and interpreting messages through written, oral, or nonverbal communication channels to effectively convey information, and/or by which two or more people reach understanding.

Framing Language

Communication is transmitted through a variety of modes (oral, written, or visual). This rubric is specifically designed to evaluate communication in an academic environment to determine that the central message is conveyed, reinforced by multiple supporting materials and purposefully organized. Communication in an academic environment may include: a variety of written works such as academic papers, lab reports, poetry, webpages, personal essays; oral presentations of sufficient length such that a central message is conveyed, supported and purposefully organized; visual media, including but not limited to posters, PowerPoint, videos, graphic art, and infographics.



Glossary

The definitions below serve to clarify terms and concepts used in this rubric only.

Organization: The grouping and sequencing of ideas and supporting material. Organizational patterns supporting effectiveness typically include an introduction, one or more identifiable sections in the body and a conclusion. An organizational pattern should be purposeful and make the content easy to follow. Potential patterns might include a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern.

Content Development: The ways in which a topic is explored and represented in relation to its audience and purpose.

Purpose: The main point/thesis/"bottom line"/"take-away" of a message. A clear purpose is easy to identify. For example, is the message meant to persuade or to inform, to report or to summarize, or to amuse?

Academic Language: Language supporting the effectiveness of a central message is appropriate to the topic, genre/discipline, audience, is grammatically correct, and clear. Language enhancing the effectiveness may also be vivid, imaginative, and expressive.

Supporting Material: In communication, students draw upon sources to extend, develop, define, or shape their ideas. Digital citizenship, the careful consideration of copyright and fair use of images is important. The student considers reliability of communication to include an understanding of accuracy, applicability, currency, liability, and completeness.

Technique: Execution or performance of communication skills given the mode of communication. For example, in writing, technique may include mechanics and use of style; in oral communication, it may include nonverbal cues and use of voice; in visual works, it may include the use of the medium.

Cardinal Rubric was adapted from the Association of American Colleges and Universities oral communication VALUE rubric, the National Communication Association's Speaking and Listening Competencies for College Students, Texas A&M University's Visual Communication rubric, Otis College of Arts and Design's Fine Arts rubric, Lane Community College Communicating Effectively Rubric, and Stephen F. Austin State University's assessment rubric for Oral and Visual Communication.

QEP MAPPED CLASS CARDINAL RUBRIC

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet formative (cell one) level performance.

	4 = Exemplary	3 = Satisfactory	2 = Developing	1 = Formative
Organization	Organizational pattern is clearly and consistently observable, skillful, and makes the content of the message cohesive.	Organizational pattern is clearly and consistently observable; contains elements of logical development; contains clear transitions; has a recognizable flow of ideas.	Organizational pattern is intermittently observable; lacks organization; it is sometimes disjointed and/or awkward.	Organizational pattern is not observable; has no discernible organizational structure; contains random unconnected elements.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the topic, conveying understanding or a useful perspective.	Uses appropriate, relevant, and compelling content to explore ideas within the context. It is clear, accurate and appropriate.	Uses appropriate and relevant content to develop and explore ideas but may have inaccuracies or may be unclear at times. Provides limited insight or information.	Uses appropriate and relevant content to develop simple ideas in some parts of the work. May contain misinformation, or may be confusing or misleading.
Purpose	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. The purpose of the message is clearly conveyed.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). The purpose of the message can be discerned with some effort.	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). The purpose of the message is vague or unclear.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). The purpose of the message is not at all apparent or is missing.
Academic Language	Communication is grammatically correct. Language choices are imaginative, memorable, compelling, and demonstrate constructive knowledge, connects with audience and flows well. Error free.	Communication is grammatically correct. Language choices are thoughtful and generally effective, demonstrate constructive knowledge, connects with audience and flows well. Limited errors.	Grammar occasionally interferes with communication. Language choices are mundane, commonplace, and partially effective. Language is moderately appropriate to audience. Includes some errors.	Errors in grammar and format. Language choices are questionable and minimally effective. Language is not appropriate to audience. Uses language that sometimes impedes meaning.
Supporting Material	Demonstrates skillful use of a variety of supporting material that are high-quality, credible, relevant sources to develop ideas that are appropriate for the intended message or discipline.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the intended message or discipline. Though limited, it refers to supporting information or analysis, or establishes credibility of authority on the topic. Generally attributes sources as appropriate.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the intended message or discipline. Makes reference to weak/partial supporting information or analysis. Sources are inconsistently attributed.	Demonstrates an attempt to use sources to support ideas but it insufficiently makes reference to information or analysis that minimally supports the intended message or topic. Fails to attribute sources as appropriate.
Technique	Demonstrates exemplary appropriateness and quality of technique for the chosen mode. For example, skillful execution of genre and disciplinary conventions on written works; skillful oral delivery; exemplary craftsmanship of visual works.	Demonstrates appropriateness and quality of technique for the chosen mode. For example, appropriate execution of genre and disciplinary conventions on written works; or, effective oral delivery; or, notable craftsmanship of visual works.	Attempts to demonstrate appropriateness and quality of technique for the chosen mode. For example, follows expectations of execution of genre and disciplinary conventions on written works; satisfactory oral delivery; satisfactory craftsmanship of visual works.	Marginal demonstration of appropriateness and quality of technique for the chosen mode. For example, attempts to execute basic genre and disciplinary conventions on written works; poor oral delivery; poor craftsmanship of visual works.



QEP Assessment Score Data Collection

Start of Block: Default Question Block

Welcome to the QEP Assessment Scores Collection System

This is the repository where QEP Faculty Navigators must submit the assessment scores for their students.

To submit your students' scores, please navigate using the button at the bottom-right of your screen and follow the instructions as they appear.

For assistance please contact:

Elbert Bassham
QEP Data Manager
ebassham@sulross.edu
432.837.8199



Q1 Select the term for the scores you are reporting.

▼ Fall 2018 (1) ... Spring 2023 (10)

Q2 Select the instructor's name.

▼ Dr. Gutierrez (2) ... Dr. Velasco (1)

Q3 Select the course for which you are reporting assessment scores.

▼ ANSC 4317 (1) ... NRM 4305 (11)

Q4 Select the communication assignment type

- Verbal (1)
 - Visual (2)
 - Written (3)
-

Q5

Provide a full description of the assignment.

For example:

Written - Research paper, literature review, essay, script, or any other type of written material.

Oral - Power point presentation, debate, performance or any other type of oral presentation.

Visual - Infographic, poster, art work, or any other type of visual works.



Q6

Assign 0 to 4 points for each of the dimensions evaluated depending on the quality of the student's work:

Exemplary = 4
Satisfactory = 3
Developing = 2
Formative = 1

If the student's work does not meet formative level of performance, assign zero.

Each work may have a maximum of 24 points.

For your reference, below you can access the QEP Mapped Class Cardinal Rubric.

Display This Question:

If Select the course for which you are reporting assessment scores. = ANSC 4317

Q7

Below record student scores as defined by the QEP Mapped Class Cardinal Rubric.

Students in [\\${Q3/ChoiceDescription/1}](#).



	Organization (1)	Content Development (2)	Purpose (3)	Academic Language (4)	Supporting Material (5)	Technique (6)
Student1 (1)						
Student2 (2)						
Student3 (3)						
Click to write Statement 4 (4)						
Click to write Statement 5 (5)						
Click to write Statement 6 (7)						

Display This Question:

If Select the course for which you are reporting assessment scores. = COMM 4302-001

	Organization (1)	Content Development (2)	Purpose (3)	Academic Language (4)	Supporting Material (5)	Technique (6)
StudentA (1)						
StudentB (2)						
StudentC (3)						
Click to write Statement 4 (4)						
Click to write Statement 5 (5)						



Click to
write
Statement
6 (7)

--	--	--	--	--	--	--

Q8

Below record student scores as defined by the QEP Mapped Class Cardinal Rubric.

End of Block: Default Question Block





QEP Compass Questions for Graduating Student Survey

Existing questions:

(21) How much did your education at SRSU contribute to your personal growth in each of the following areas?

	Very Much	Somewhat	Very Little
Writing effectively			
Speaking effectively			
Understanding written information			

Added questions:

Did you take any QEP communication-infused courses?

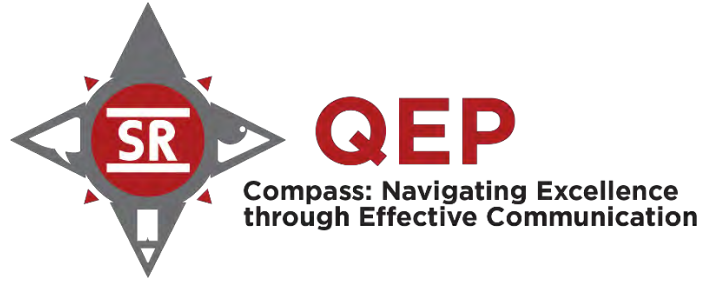
Yes

No

Don't Know

Please rate your agreement with the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
I had sufficient opportunities to enrolled in courses that develop my communication skills (written, oral, visual).						
My oral communication skills improved significantly as a result of enrolling in (QEP) communication-infused courses.						
My written communication skills improved significantly as a result of enrolling in (QEP) communication-infused courses.						
My graphic/visual communication skills improved significantly as a result of enrolling in (QEP) communication-infused courses.						
I learned more communication techniques as a result of enrolling in (QEP) communication-infused courses.						



QEP Faculty Navigators' Reflections

Start of Block: Default Question Block

Dear QEP Faculty Navigator,

Thank you for your interest, time and effort teaching a QEP communication infused course this semester.

The questions below provide you with an opportunity to reflect on your experience as a QEP Faculty Navigator this semester, and provide us with valuable feedback for program improvement and reporting.

This brief questionnaire should take no more than five minutes to complete.

Please select the term this course was taught.

▼ Fall 2018 (1) ... Summer 2023 (15)



How challenging was modifying the structure of your course to embed communication teaching and address the QEP SLO?

- Extremely challenging (1)
 - Very challenging (2)
 - Moderately challenging (3)
 - Slightly challenging (4)
 - Not challenging at all (5)
-

In your opinion, how effective was the QEP assessment used in your course to measure student progress regarding the QEP SLO?

- Extremely effective (1)
 - Very effective (2)
 - Moderately effective (3)
 - Slightly effective (4)
 - Not effective at all (5)
-



Overall, how receptive were your students to learning and/or practicing effective communication in your class.

- Extremely receptive (1)
 - Very receptive (2)
 - Moderately receptive (3)
 - Slightly receptive (4)
 - Not receptive at all (5)
-

Overall, how well does embedding communication in your course help improve student performance of communication skills?

- Extremely well (1)
 - Very well (2)
 - Moderately well (3)
 - Slightly well (4)
 - Not well at all (5)
-

Rate your comfort level using the Cardinal Rubric.

- Extremely comfortable (1)
 - Somewhat comfortable (2)
 - Neither comfortable nor uncomfortable (3)
 - Somewhat uncomfortable (4)
 - Extremely uncomfortable (5)
-



Overall, how satisfied are you with your experience as a QEP Faculty Navigator this semester?

- Extremely satisfied (1)
 - Somewhat satisfied (2)
 - Neither satisfied nor dissatisfied (3)
 - Somewhat dissatisfied (4)
 - Extremely dissatisfied (5)
-

How satisfied are you with the support you received from your QEP Faculty Guide this semester?

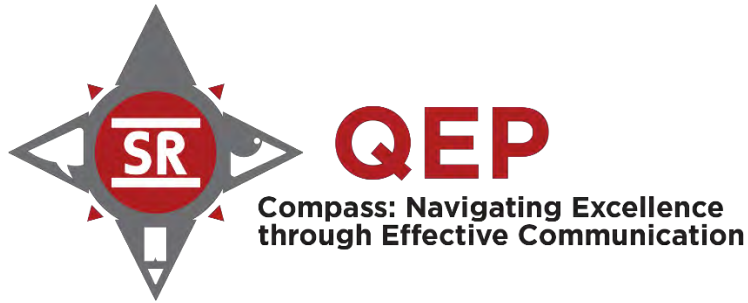
- Extremely satisfied (1)
 - Somewhat satisfied (2)
 - Neither satisfied nor dissatisfied (3)
 - Somewhat dissatisfied (4)
 - Extremely dissatisfied (5)
-

Please list two positive experiences and two challenging experiences you had teaching the QEP communication embedded course.

Please list two recommendations for your QEP Mapped course for the upcoming semester.

End of Block: Default Question Block





QEP Student Self-Assessment

Start of Block: Default Question Block

Dear Student,

This course you are now completing is a communication infused course part of the 2018-2023 SRSU Quality Enhancement Plan.

Your input is valuable and allows us to make programmatic improvements.

Completing this evaluation should take you no more than two minutes.



Please rate your agreement with the following statements.

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)	Not Applicable (6)
This course offered sufficient opportunities to develop my communication skills (written, oral, visual). (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My oral communication skills have improved as a result of this course. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My writing communication skills have improved as a result of this course. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My graphic/visual communication skills have improved as a result of this course. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned new communication techniques and/or skills during this course. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will seek to enroll in communication infused courses in the future. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend to my classmates to enroll in communication infused courses. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Default Question Block



COMPASS POINTS

Volume 1 / Issue 1

Also, don't forget to attend the QEP New Year party at 3:30 on January 25th in Alpine (dates to come for RGC campuses).



QEP...

You've heard the acronym tossed around at meetings and you've seen some emails, but what does QEP really mean? COMPASS POINTS, a new weekly newsletter, will help you understand more about the QEP requirements and process, the plan for SRSU, and how you can be involved.

This week, we'll start at the very beginning: What's a QEP?

QEP stands for Quality Enhancement Plan, and the QEP must affect student learning on a college campus. QEP is a required part of SACSCOC (The Southern Association of Colleges and Schools Commission on Colleges).

*The mission of SACSCOC is to "assure the educational quality and improve the effectiveness of its member institutions."*¹

The QEP is the 100-page document developed by a university during the SACSCOC accreditation process that:

1. includes a process identifying key issues emerging from institutional assessment
2. focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution
3. demonstrates institutional capability for the initiation, implementation, and completion of the QEP
4. includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP
5. identifies goals and a plan to assess their achievement.²

In the coming weeks, we'll talk about how SRSU's QEP, which focuses on improving students' oral, written, and visual communication, addresses all five points above. More information can be found at the

links below or by contacting your QEP Co-Coordinators, [April Aultman Becker](#) in Alpine and [Dr. Dan Foley](#) at RGC.

¹ <http://www.sacscoc.org/>

² <http://www.sacscoc.org/QEPsummaries.asp>



Presentations begin at Alpine's first QEP Professional Development Offering "Implementing Communication Skills into the Classroom" on November 1, 2017

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