Quality Enhancement Plan
2015

Communication for Professional Success:
Using High-Impact Practices to Improve Students' Written and Oral Communication
QEP 2015

Communication for Professional Success:
QEP 2015: Topic Selection

Academic Visioning
QEP 2015: Topic Selection

Calls for Concepts/Papers (Summer 2013)
Internal Stakeholder Meetings
External Stakeholder Meetings
Board Meetings:
• UWF Foundation
• Faculty Senate
• Staff Senate
• UWF Trustees
QEP 2015: Topic Selection

SACSCOC Steering Team:

• Reviewed all previous steps and materials

• Appointed a Topic Selection Team
QEP 2015: Topic Selection

QEP Fellows:

Dr. Jim Hurd
Dr. Karen Rasmussen
QEP 2015: Topic Selection

Topic Selection Team Workshops in October 2013

Facilitator: Dr. Jill White

Charge:

Finalize the QEP topic
QEP 2015: Topic Selection

Topic Selection Team

The Winner:

Communication for Professional Success!
QEP 2015: Topic Development

Topic Development Team

Chairs:

Dr. Matthew Schwartz
Dr. Kim LeDuff
Ms. Lauren Loeffler
QEP 2015: Topic Development

Topic Development Team

Surveyed and Developed Expectations for:
Written and Verbal Communication and
High-Impact Practices at UWF
Communication Products

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

• Focused on producing specific outcomes
• Audience-centered
• Ethical
• Sensitive to diversity and culture
• Rooted in the appropriate and strategic use of language
• Focused on building relationships
• A standard-setter for decorum
Kuh (2008) notes that High-impact Practices:

• are effortful
• build substantive relationships amongst peers and faculty
• engage across differences
• provide rich and frequent feedback
• test learning in new situations
• provide opportunities for reflection
Examples of HIPs include:

- Collaborative Assignments and Projects
- Diversity/Global Learning
- Undergraduate Research
- Service Learning, Community-Based Learning
- Internships/Field Experiences
- Capstone Course and Projects
- Learning Communities
QEP 2015: Assessment

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

• AUDIENCE
• CENTRAL MESSAGE
• CONTENT DEVELOPMENT
• LANGUAGE MECHANICS
# QEP 2015: Assessment

## RUBRICS

**Student Learning Outcome:** The student constructs a verbal or written product that addresses the audience and context of the communication.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audience</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Consideration of audience</strong> is defined by a product that:</td>
<td>Exemplary</td>
</tr>
<tr>
<td>1. Aligns language and use of technical terms to the expertise of the target audience.</td>
<td></td>
</tr>
<tr>
<td>2. Establishes common ground (shared understanding) required to introduce new ideas/concepts.</td>
<td></td>
</tr>
<tr>
<td>3. Avoids language that is overly technical (e.g., jargon and acronyms not commonly known) or overly broad (i.e., underestimates the knowledge level of the audience).</td>
<td></td>
</tr>
<tr>
<td><strong>Situational context</strong> is defined by a product that:</td>
<td>All applicable elements of both Consideration of audience and Situational context are fully addressed within the communication product</td>
</tr>
<tr>
<td>1. Chooses language and media that align with expectations established by the situational context.</td>
<td></td>
</tr>
<tr>
<td>2. Adheres to time and page-length constraints</td>
<td></td>
</tr>
<tr>
<td>3. Employs media expected for the communication context</td>
<td></td>
</tr>
<tr>
<td>Must not fail:</td>
<td></td>
</tr>
<tr>
<td>• <strong>Consideration of Audience</strong> item 1 (language alignment)</td>
<td></td>
</tr>
<tr>
<td>• <strong>Consideration of Audience</strong> item 3 (use of jargon or overly broad)</td>
<td></td>
</tr>
<tr>
<td>• <strong>Situational context</strong> item 2 (time and page constraints)</td>
<td></td>
</tr>
</tbody>
</table>

*Criteria not applicable to product.*
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The audience is defined as the intended or actual person(s) who read or listen to the verbal or written academic product</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Consideration of audience</strong> is defined by a product that:</td>
<td></td>
<td>All applicable elements of both <strong>Consideration of Audience</strong> and <strong>Situational Context</strong> are fully addressed within the communication product</td>
</tr>
<tr>
<td>1. Aligns language and use of technical terms to the expertise of the target audience.</td>
<td></td>
<td>The communication product addresses a majority of the applicable elements of both <strong>Consideration of Audience</strong> and <strong>Situational Context</strong>, and fails no more than one criterion.</td>
</tr>
<tr>
<td>2. Establishes common ground (shared understanding) required to introduce new ideas/concepts.</td>
<td></td>
<td>Must not fail:</td>
</tr>
<tr>
<td>3. Avoids language that is overly technical (e.g., jargon and acronyms not commonly known) or overly broad (i.e., underestimates the knowledge level of the audience).</td>
<td></td>
<td>• <strong>Consideration of Audience</strong> item 1 (language alignment)</td>
</tr>
<tr>
<td><strong>Situational context</strong> is defined by a product that:</td>
<td></td>
<td>• <strong>Consideration of Audience</strong> item 3 (use of jargon or overly broad)</td>
</tr>
<tr>
<td>1. Chooses language and media that align with expectations established by the situational context</td>
<td></td>
<td>• <strong>Situational context</strong> item 2 (time and page constraints)</td>
</tr>
<tr>
<td>2. Adheres to time and page-length constraints</td>
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QEP 2015: Implementation

Goals:

• Increase focused and effective instruction related to professional communication skills through HIPs in upper-division courses
• Expand the ability of faculty and staff mentors to both improve our students’ professional communication skills as well as assess the effectiveness of those efforts
• Provide a “toolbox” of best practices, assessment mechanisms, and communication skills training that will be available specifically for the HIP mentors as well as all faculty and staff in general at UWF.
QEP 2015: Implementation

HIP-DEE Request For Proposals

High-Impact Practice Development Enhancement Expansion
Other aspects of QEP Implementation

1. HIP-DEE RFP
2. Professional Development for HIP mentors and other faculty and staff
3. Preparation of a toolbox of professional communication skill best-practices from across the HIP-DEE efforts
4. Development of a HIP Certificate for student attainment
QEP 2015: HIP-DEE Implementation

Year 0 (2014-2015)

- Colleges solicit, review, and submit finalists to selection committee (housed in the UC)
- Each College must submit 2-3 proposals
- QEP funding distributed to the four colleges (CSEH, CASSH, CEPS, COB)
- One HIP-DEE to a unit outside of Academic Affairs
Years 1-3 (2015-2018): Colleges propose goals and plans to satisfy the intention of the QEP.

- Possibilities:
  - half of all college programs include appropriate QEP HIP
  - all college programs have appropriate QEP HIP
  - all majors in college have access to one or more QEP HIP(s)
  - all college majors report participation in one or more QEP HIP(s)
QEP 2015: HIP-DEE Implementation

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

• Possibilities:
  • All students in the College report participation in a High-Impact Practice that leads to improved Professional Communication skills
  • All programs in the College contain capstone or similar experiences that enhance Professional Communication and other forms of Professional Readiness
QEP 2015

Communication for Professional Success

Questions?
QEP 2015

THANK YOU!!!

Dr. Matt Schwartz
Chair, Environmental Science

Dr. Greg Lanier
Dean, University College