



QEP

**Compass: Navigating Excellence
through Effective Communication**

QEP Impact Report **Year One** **FY19**

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O **verview**

Each year, the QEP Executive Committee will provide the President's Executive Cabinet with an impact report, leading up to the required Fifth-Year Interim Report.

The Southern Association of Colleges and Schools Commission on Colleges is one of only a few accrediting commissions that conducts a comprehensive review of its institutions every ten years. Most accrediting agencies conduct such reviews every 5 to 7 years. The U.S. Department of Education requires accrediting agencies that it recognizes to monitor its institutions more often to ensure that institutions having access to federal funds continue to meet accreditation standards. To that end, the Commission has developed a Fifth-Year Interim Report.

This yearly report includes elements that will be addressed in the Fifth-Year Interim Report:

- **Executive Summary**
- **List of the initial goals and intended outcomes**
- **Discussion of changes made to the QEP and the reasons**
- **QEP's impact on student learning**
- **Reflection on what the institution has learned**
- **Budget summary**
- **Projection: Year Two**

Executive Summary

E 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.

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 the Del Rio, Eagle Pass, and Uvalde campuses enroll 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.

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.

Initial Goals and Outcomes of Compass

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.

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.

Compass provides students with communication skills across campus through the communication-infused courses. 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 four university colleges through identified communication-infused courses.

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.

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 provide interrater reliability, to serve as validation of the instrument and to ensure appropriate and consistent use of the Cardinal Rubric.

Changes Made to Compass

All changes made to Compass were made as our QEP progressed through year one, making it obvious that there were more efficient ways to accomplish our goals and effectively manage data and personnel. All changes were based on suggestions made by Navigators, Guides, or QEP Executive Committee members.

Changes include:

- Minor adjustment to the wording on the rubric because faculty in Del Rio requested one addition to the Cardinal Rubric. They also asked that the Cardinal Rubric be uploaded into Blackboard for the Mapped Courses. Here is the change:
 - Under Supporting Material under Exemplary, add this sentence at the end to provide continuity across the levels... “Sources are consistently attributed.”
- Job duties of Faculty Guides adjusted.
- Checklists for Faculty Guides and Navigators.
- Budget adjusted (within the same amount).
- Consent forms for filming of students.
- Data collection: Navigator applications.
- Navigator surveys will be replaced by focus groups.
- QEP Assessment Description forms.
- New Data Coordinator appointed and job description updated.
- Additional QEP Secretary for Del Rio, Eagle Pass, and Uvalde.
- Assessment Day reconfigured. The Executive Committee made the decision to create a faculty scoring cohort who will use the Cardinal Rubric to evaluate the student products each semester. By developing a dedicated scoring cohort, the Executive Committee believes that scorer reliability will be enhanced. Assessment Day for Navigators and all faculty will be held once a year in May. The focus of the meeting will be assessment design.
- The Executive Committee recognized that communication among Navigators and Faculty Guides is critical, so a Blackboard QEP organization has been created for all navigators to promote communication. Navigators will be introduced to the Blackboard site each August during Orientation.

Compass' Impact on Student Learning

During Compass' inaugural Fall 2018 implementation, five faculty Navigators infused Compass' communication rubric into six courses. We were excited for the variety of faculty and courses which our communication initiative was infiltrating. During Compass' first iteration, 68 students enrolled among those six infused courses. Sixty artifacts were collected and 65% (39) were ultimately scored. Analysis revealed students scored lowest ("developing") in writing proficiency and specifically needed help developing academic language. However, among oral and visual communication modes, students demonstrated a slightly better level of proficiency, indicated by a score rating of "satisfactory" with visual communication scores slightly out performing oral communication scores. Among oral and visual communication modes, students generally demonstrated difficulties dealing with supporting materials.

With the subsequent Spring 2019 semester, comparisons and/or progress could be determined. During the Spring 2019 Compass entered its second semester of implementation. During this semester, four faculty infused Compass' communication rubric into four courses. Accordingly, Compass impacted fewer students (52) and fewer artifacts were collected (47) for evaluation, although a higher proportion (77%) of those total artifacts was reviewed. **Analysis of our second iteration of Compass' implementation indicated the exact same trend as the previous semester. Among the three modes of communication Compass seeks to improve, students again performed lowest on writing skills with only a "developing" level of proficiency.** Moreover, with regards to writing proficiency, the data indicated students had the most difficulties dealing with supporting materials and effective technique. Students again demonstrated "satisfactory" oral communication skills with organization the measurement that students needed the most assistance with. Visual communication again was the mode of communication students demonstrated the highest degree of proficiency, but still needed assistance with implementing effective technique.

In summary, the general trend between these first two semesters was the same. Students performed lowest on writing skills followed by better oral communications skills followed by better yet visual communication skills. However, qualitatively incremental improvements were recorded in both oral and visual communication skills from one semester to the next. Only students' writing proficiency remained stagnant and unchanged over these first two semesters. We associate the qualitative improvement in two of Compass' three communication modes to hosting multiple faculty development seminars. These seminars explicitly focused on implementing communication skills more broadly and Compass' rubric specifically. Accordingly, we surmise these seminars had a positive impact on faculties' instruction from one semester to the next.

What SRSU Learned as a Result of Compass

The process of accreditation and implementing Compass has taught us much.

- Collecting data and storing it is not easy to manage, especially across offices and campuses
- QEP and assessment don't end with the approval of accreditation from SACSCOC; it just begins.
- Students need the most work on academic language and supporting materials on our rubric.
- Faculty need and want more time for professional development and for talking together about their classes and methods.
- Communicating among QEP Executive Committee, Faculty Guides, and Navigators is important.

In short, it appears as though our faculty must be fully versed in why and how best to implement effective communication skills into their courses. During Compass' second semester, the quality of communication instruction and subsequent learning increased. We attribute that to the faculty development workshops on communication that Institutional Effectiveness and the QEP Executive Committee sponsored.

Budget Summary

The QEP was given \$125,000 to implement in Year One. This was broken down into \$52,480 in personnel and \$72,520 in maintenance and operations and travel.

Year One (FY19) Budget by Category				
Campus	Year One Proposed		Year One Actual	
	Alpine	RGC	Alpine	RGC
Personnel				
QEP Coordinators	\$15,360	\$15,360	\$15,360	\$15,360
Secretary	\$2,560		\$2,560	\$2,560
Data Coordinator	\$2,560		\$2,560	
Faculty Guide Number of Guides	\$2,560 2	\$1,280 1	\$1,280 1	\$1,280 1
Faculty Navigator Number of Navigators	\$10,240 8	\$2,560 2	\$6,400 5	\$2,560 2
FY19 Personnel Sum	\$30,720	\$21,760	\$28,160	\$21,760
Maintenance and Operation (M&O)				
Professional development	\$20,000	\$5,240	\$18,000	\$4,000
Assessment	\$3,300	\$1,450	\$0	\$0
Marketing	\$12,530	\$3,000	\$2,291.52	\$1,798.83
Operations	\$5,000	\$2,000	\$1,416.18	\$817.87
Student incentives	\$5,000	\$2,000	\$0	\$0
Travel				
Intercampus travel	\$1,000	\$2,000	\$777.00	\$0
Annual conference	\$5,000	\$4,000	\$5,049.22	\$3,673.15
FY19 M&O and Travel Sum	\$52,830	\$19,690	\$27,533.92	\$3,673.15
QEP TOTAL COST	\$83,550	\$41,450	\$55,693.92	\$25,433.15

In FY19, the QEP did not spend the entire \$125,000. Therefore, in FY20, to maximize our budget to affect student learning, we plan the following:

- Purchasing books for a book study on assessment
- Additional professional development
- Mini-grants for faculty to implement communication strategies
- Paying stipends to faculty for training in the ETS
- Paying stipends to faculty for Assessment Day
- Additional marketing materials
- Offering student incentives or rewards for excellent assessments

Projection: Year Two

In addition to the changes above that have already been implemented, or are in process of implementation, we are looking forward to the following modifications that will help us grow and manage Compass.

We have added 8 new Navigators (6 in Alpine, 2 in Del Rio, Eagle Pass and Uvalde campuses) to teach Mapped Classes. This means 15 courses are being taught with a special focus on written, oral, and visual communication.

In our QEP report, we outlined a ratio of five Navigators : one Faculty Guide. Because of the growing number of Navigators on the Alpine campus, we have added an additional Faculty Guide, Dr. Jennifer Miller.

The QEP schedule of events is included here. Highlights for the next year include the QEP New Year's Party, ASCD Professional Development, and opportunities for Navigators and Faculty Guides to interact more.

IMPLEMENTATION YEAR 2 (FY20) QEP CALENDAR					
Date	Time	Location	Event/Due Date	Required Attendees	Description/Purpose
Wednesday, August 7, 2019	10:00 - noon	MAB 300 + Blackboard Collaborate	QEP Administrative Meeting	All Navigators, Guides, QEP Executive Committee	Administrative updates
Friday, August 30, 2019	5:00pm	SRSU site	Due: Fall Syllabus Upload	Navigators	Administrative
Monday, September 2, 2019	5:00pm	Offices	Due: Guides check-in with Navigators	Guides	By September 2, Guides will check in with all Navigators to be sure they have the info and resources they need to teach Mapped Classes in the fall.
Wednesday, September 18, 2019	12:00- 1:00pm	BAB 201 + Blackboard Collaborate	Fall Book Talk Meeting #1	All Navigators and New Faculty	Laura Payne and Sally Roche will lead a discussion about the book, Engaging Ideas, with all Navigators and also all new SR faculty. Lunch provided by the QEP.
Friday, September 20, 2019		BAB 201	QEP Executive Committee Meeting	QEP Executive Committee	Fall check-in

Friday, September 27, 2019	5:00pm	Blackboard	Due: Fall Discussion Question 1 in Blackboard	Navigators and Guides	Communication between Navigators and Guides
October		Alpine	ASCD-led Professional Development	All Navigators, Guides, QEP Executive Committee, any interested faculty	
October		Del Rio	ASCD-led Professional Development	All Navigators, Guides, QEP Executive Committee, any interested faculty	
Wednesday, October 23, 2019	12:00-1:00pm	BAB 201 + Blackboard Collaborate	Fall Book Talk Meeting #2	All Navigators and New Faculty	Laura Payne and Sally Roche will lead a discussion about the book, Engaging Ideas, with all Navigators and also all new SR faculty. Lunch provided by the QEP.
Week of November 4-8, 2019		Library Classroom	ETS Testing	Navigators IE Director	Assessment of student communication
Wednesday, November 20, 2019	12:00-1:00pm	BAB 201 + Blackboard Collaborate	Fall Book Talk Meeting #3	All Navigators and New Faculty	Laura Payne and Sally Roche will lead a discussion about the book, Engaging Ideas, with all Navigators and also all new SR faculty. Lunch provided by the QEP.
Friday, November 15, 2020		BAB 201	QEP Executive Committee + Guides Meeting	QEP Executive Committee + Guides	Fall de-briefing, planning for Spring
Wednesday, December 11, 2019	5:00pm	Blackboard	Due: Student Fall Self-Assessments	Navigators	All students in Mapped Courses should complete the Qualtrics Self-Assessment by this day.
Friday, December 13, 2019	5:00pm	Blackboard	Due: Fall Discussion Question 2 in Blackboard	Navigators and Guides	Communication between Navigators and Guides

Friday, December 13, 2019	5:00pm	IE Office	Due: Fall Assessments	Navigators	Navigators will deliver all student fall artifacts to Guides, who will deliver to Data Coordinator
Wednesday, January 1, 2020	5:00pm		Fall Navigator and Guide Payment	Navigators and Guides	Payment for those Guides/Navigators who taught in spring will be on June paycheck
Friday, January 17, 2020	5:00pm	SRSU site	Due: Spring Syllabus Upload	Navigators	Administrative
Tuesday, January 21, 2020	5:00pm	Offices	Due: Guides check-in with Navigators	Guides	By January 21, Guides will check in with all Navigators to be sure they have the info and resources they need to teach Mapped Classes in the spring
Thursday, January 23, 2020	12:00-1:00pm	UC, Espino	QEP Luncheon/Networking	All Navigators, Guides, QEP Executive Committee	All Alpine Navigators, Guides, QEP Executive Committee are invited for a lunch sponsored by the QEP.
Thursday, January 23, 2020	3:00-4:30pm	UC, Espino	QEP New Year's Party - Alpine	All SRSU is invited	This annual event will include Navigator round tables, student testimonials, and lots of celebration.
Friday, January 24, 2020	12:00-1:00pm	RGC	QEP Luncheon/Networking	All Navigators, Guides, QEP Executive Committee	All RGC Navigators, Guides, QEP Executive Committee are invited for a lunch sponsored by the QEP.
Friday, January 24, 2020		RGC	QEP New Year's Party - RGC	All SRSU is invited	This annual event will include Navigator round tables, student testimonials, and lots of celebration.
Friday, February 21, 2020		BAB 201	QEP Executive Committee Meeting	QEP Executive Committee	Spring check-in
February			NSSE Testing	IE Office	Assessment of student communication
Friday, February 28, 2020	5:00pm	Blackboard	Due: Spring Discussion Question 1 in Blackboard	Navigators and Guides	Communication between Navigators and Guides
Friday, April 3, 2020	5:00pm	Qualtrics	Due: Applications for Navigators/Guides	QEP Executive Committee + Guides	All Guides should be recruiting, and all online applications for

					future Navigators are due on this day.
Friday, April 10, 2020	5:00pm	Provost Office	Due: Submit all Mapped Classes for Course Catalog	QEP Executive Committee	Administrative
Friday, April 24, 2020		BAB 201	QEP Executive Committee + Guides Meeting	QEP Executive Committee + Guides	Spring de-briefing, planning for Fall
Week of April 20-24, 2020		Library Classroom	ETS Testing	Navigators IE Director	
Wednesday, May 6, 2020	5:00pm	Blackboard	Due: Student Spring Self-Assessments	Navigators	All students in Mapped Courses should complete the Qualtrics Self-Assessment by this day.
Friday, May 8, 2020	5:00pm	Blackboard	Due: Spring Discussion Question 2 in Blackboard	Navigators and Guides	Communication between Navigators and Guides
Friday, May 8, 2020	5:00pm	IE Office	Due: Spring Assessments	Navigators	Navigators will deliver all student spring artifacts to Guides, who will deliver to Data Coordinator
Tuesday, May 12, 2020		UC, Espino	Peer Review of Navigators' Assessment Design	Navigators and Guides	Communication between Navigators and Guides
Wednesday, May 13, 2020		UC, Espino	Assessment Day	Paid Evaluators	Invited Scoring Cadre to Evaluate Student Artifacts
Friday, June 12, 2020		BAB 201	QEP Executive Committee Meeting	QEP Executive Committee	FY20 de-briefing, plan for FY21
Monday, June 1, 2020	5:00pm		Spring Navigator and Guide Payment	Navigators and Guides	Payment for those Guides/Navigators who taught in spring will be on June paycheck
Sunday-Wednesday, July 19-22, 2020		Gaylord Palms Resort and Convention Center, Orlando, FL	SACSCOC Institute on Quality Enhancement and Accreditation Conference	Interested Navigators or Guides	Professional Development
Tuesday, July 28, 2020	9:00am	BAB 201	Year 2 Report Presentation to EC	QEP Executive Committee	Administrative
Wednesday, August 5, 2020		Blackboard Collaborate	QEP Administrative Meeting	All Navigators, Guides, QEP Executive Committee	Administrative updates

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