

**University of West Florida
Quality Enhancement Plan**

Year 4 Impact Report

Fall 2018 – Summer 2019

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QEP Director

INTRODUCTION

LEADERSHIP TEAM

- Dr. Joshua Schutts, Director
- Dr. David Ramsey, College of Arts, Social Sciences, & Humanities Liaison
- Dr. Eric Bostwick, College of Business Liaison
- Dr. Matthew Schwartz, Hal Marcus College of Science and Engineering
- Dr. Daniel Drost, Usha Kundu MD College of Health Liaison
- Dr. Sara Evans, College of Education & Professional Studies
- Mrs. Lauren Loeffler, Co-Curriculum Liaison

INITIAL GOALS & OUTCOMES OF THE QEP

The overarching goal of the QEP is to improve the professional communication skills of UWF students. To accomplish this goal, the QEP is committed to pursuing three primary strategies:

1. Provide support and resources to faculty and staff who are developing high-impact courses and experiences that are focused on professional communication skill development.
2. Provide and promote professional development opportunities to faculty, staff, and students that aim to improve professional communication skills.
3. Provide tools that faculty, staff, and students can access that facilitate learning, development, and the evaluation of professional communication skills.

Associated with the overarching goal and strategies, UWF has identified 23 desired student learning outcomes. These desired learning outcomes are derived from the VALUE rubrics for Written and Oral Communication (Association of American Colleges & Universities, 2009). UWF also developed several program outcomes that address the efficient and effective implementation of the QEP over its lifecycle.

Desired Student Learning Outcomes

The student will be able to...

1. Establish common ground/shared understanding.
2. Use appropriate language and jargon.
3. Use media appropriately.
4. Support the intended purpose of the communication.
5. Adhere to time/page length constraints.
6. Present evidence in a logical and coherent sequence.
7. Appropriately transition between topics.
8. Address contradictory evidence.
9. Stay on topic.
10. Select appropriate and relevant sources.
11. Demonstrate congruence between content and the central message.
12. Support their main idea with discussion
13. Present a clear and focused scope.
14. Support their main idea with sufficient detail.
15. Introduce the "gist" of the message in one phrase.
16. Provide a clear statement of conclusion.
17. Present a conclusion that is consistent with the evidence presented.
18. Adhere to expected editorial style for the discipline.
19. Use appropriate editorial voice or author style.
20. Use standard grammar/syntax OR vocal inflection.
21. Use correct punctuation OR appropriate vocal volume
22. Present work that is generally free of spelling errors OR errors in diction/enunciation.
23. Use compelling and engaging language.

Program Outcomes

1. Increase students' participation in quality high-impact experiences.
2. Increase the adoption of quality high-impact experiences campus-wide by faculty and staff.

3. Increase employers' perceptions of the professional communication skills demonstrated by UWF graduates.
4. Favorably impact the campus conversation surrounding high-impact experiences.

SUBSTANTIVE CHANGES TO THE QEP

1. Reduced the number of student learning outcomes.

Rationale: Based on Pilot Year and Year 1 data, feedback from faculty members, project summary reports, and the results of Dr. Jane Halonen's QEP project, we reduced the number of student learning outcomes to seven (7). The new set of outcomes were aligned with the skills that UWF students appeared to need the most improvement. We believed this change reflected the overall concept of parsimony and presented a simpler view of what we hope students will be able to do. Faculty members responded favorably to the redesign effort. Moreover, faculty agreed that the smaller set of better-defined outcomes were easier to contextualize and assess. We also added one new outcome to reflect overall polish and professionalism—further reinforcing the nuance of *professional* communication skill development.

Table. Revised Set of Student Learning Outcomes

New (Old) SLO #	Short description	Long Description
1 (10)	Sources	Uses sources that are appropriate and relevant.
2 (22)	Spelling Pronunciation	(a) Spelling is generally error-free. (b) Pronunciation and diction are generally error-free.
3 (20)	Grammar	(a) Exhibits standard rules of grammar, syntax, and punctuation. (b) Exhibits standard rules of grammar, tone, volume, and tempo.
4 (4)	Audience	Language and content serve the intended purpose of the communication.
5 (2)	Language	Uses language and jargon tailored to audience understanding.
6 (16)	Conclusion	States a clear conclusion that is consistent with the evidence presented.
7 (NA)	Polish	Presents work with a professional level of polish.

2. Separated the student learning outcome rubric into oral and written versions.

Rationale: With a smaller and simpler set of student learning outcomes, faculty expressed a desire for separate tools to assess oral and written student work products.

3. Reduced the number of “other” indirect measures.

Rationale: After the Pilot Year, faculty and staff reported that the QEP’s outcomes were too cumbersome, complex, and numerous. We decided to prioritize the analysis of direct assessment based on the desired student learning outcomes. This year, we discontinued plan to assess professional role confidence, communication apprehension, and writing self-efficacy. Although no longer a formal summative component of QEP assessment, the instruments remained part of the toolkit available to faculty and staff who wished to conduct formative assessment of professional communication skills.

4. Revised proposal review process.

Rationale: We revised the review process to streamline and simplify the review process. Feedback and conversations with the deans indicated that this revision would make the review and selection process more efficient and effective. The new “Proposal Review Committee” is a committee consisting of the QEP Liaisons and chaired by the QEP Director (ex-officio). Before the review session, Liaisons consulted with their respective Deans to develop a priority list. We then employed a consensus-building process to determine which projects were selected, and which were not.

5. Standardize the annual project award amount.

Rationale: As an extension of the previous change (revising the review process), we also standardized the annual project award amount this year at \$5,000. That was done to potentially increase students’ participation in quality high impact experiences (Program Outcome 1) and increase the adoption of quality high-

impact experiences campus-wide by faculty and staff (Program Outcome 2), the QEP should explore ways to fund more projects. Deans and Liaisons responded favorably to the idea when presented and supported this change.

6. Simplified the funding pool for projects.

Rationale: We determined that the original funding formula for projects was unsustainably complex. The formula allocated specific amounts to each college based on average FTEs generated. In one instance during Year 1, a college, a college did not use all of its allocation. This created a situation where viable projects from elsewhere on campus went unfunded or underfunded. In Year 2, we consolidated the entire project award budget (\$115,000) into one central pool.

7. Secured funding for the co-curriculum liaison position.

Rationale: When UWF launched its QEP, the position of Co-Curriculum Liaison was filled; however, no budget allocation was identified to support the position. All other Liaisons have budget support provided to their respective College for the individual's time and effort. This year, we funded this position on par with the other Liaisons.

8. Established a College of Health liaison and secure funding for the position.

Rationale: When UWF established its QEP, the College of Health did not exist. The Usha Kundu College of Health was established after university re-organization. The departments were previously housed within the College of Science, Engineering, and Health. The Liaison position was filled (Dr. Daniel Drost) and funded on par with the other Liaisons.

9. Faculty and Staff Reflections

Rationale: We recognized a need for an annual process to collect qualitative summary reflections from faculty and staff participants. These prompts were embedded into the project summary report that each project leader completes at the end of their projects.

IMPACT ON LEARNING & THE LEARNING ENVIRONMENT

Participation Statistics

College Participation

All colleges and the co-curriculum were represented in QEP projects this year.

Table: Number of Implicated Proposals by College

	Pilot	Year 1	Year 2	Year 3	Year 4	Total
Arts, Social Sci, Humanities	2	7	4	6	5	24
Business	2	3	7	7	8	27
Ed & Professional Studies	2	6	6	6	3	23
Health	0	6	1	15	4	26
Science & Engineering	2	3	5	3	9	22
Co-Curriculum	2	11	8	5	10	36
Grand Total	10	36	31	42	33	

Table: Number of Selected Projects by College

	Pilot	Year 1	Year 2	Year 3	Year 4	Total
Arts, Social Sci, Humanities	2	7	3	3	5	
Business	2	3	6	6	5	
Ed & Professional Studies	2	6	4	5	3	
Health	0	4	1	8	3	
Science & Engineering	2	2	5	3	5	
Co-Curriculum	2	6	7	4	7	
Grand Total	10	28	26	29	28	

Note: Collaborations are duplicate counted for each college involved.

Department Participation

This year, we added eight new departments to the participation list. These departments were Pensacola Art Museum, MBA Program, Equity & Diversity, Historic Trust, Housing & Residence Life, University Marketing & Creative Services, College of Health, and Information Technology.

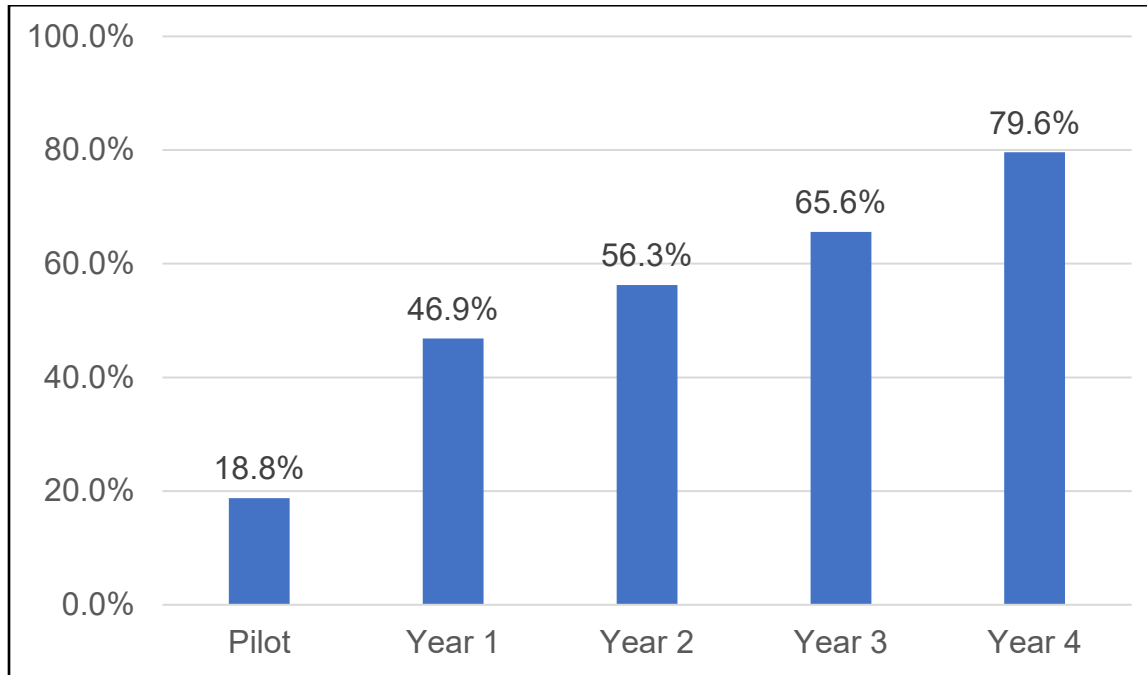
Cumulatively, 79.7% of relevant campus offices/departments have participated in the QEP (n=51 of 64). Participation is defined as submitting a proposal and/or being selected as an affiliated project.

Table: Number of Implicated Proposals by Department

	P	Y1	Y2	Y3	Y4	Total
Arts, Social Sci, Humanities						
Anthropology & Archaeology	0	1	0	0	0	1
Art	0	1	0	2	2	5
Askew Center for Multidisciplinary Studies	0	0	0	0	0	0
CFPA	0	0	0	0	1	1
Communication	1	3	1	2	2	9
English	1	0	1	1	1	4
Government	0	0	1	1	0	2
History	0	1	1	0	0	2
Music	0	0	0	1	1	2
Pensacola Art Museum	0	0	0	0	1	1
Philosophy	0	1	0	0	0	1
Theatre	0	0	0	0	0	0
Business						
Accounting & Finance	1	2	5	3	4	15
Center for Entrepreneurship	0	1	0	0	0	1
College of Business (General Business)	0	0	0	1	0	1
Global Hospitality & Tourism Management	1	2	5	4	5	17
Management & MIS	2	2	6	5	6	21
Marketing & Economics	1	2	5	3	4	15
MBA Program	0	0	0	0	1	1
Ed & Professional Studies						
Administration and Law	0	0	1	2	1	4
Aerospace ROTC	0	0	0	0	0	0
Army ROTC	0	0	0	0	0	0
Criminology & CJ	0	1	1	2	0	4
Instructional Design and Technology	0	1	0	1	0	2
Social Work	1	2	1	0	0	4
TEEL	1	3	2	1	2	9
Health						
Center for Behavior Analysis	0	0	0	0	0	0
College of Health	0	0	0	0	1	1
Health Science Administration	0	1	0	2	0	3
Medical Lab Sciences	0	0	0	2	1	3
Movement Sciences and Health	0	2	0	6	1	9
Nursing	0	1	0	4	0	5
Psychology	0	1	1	0	1	3

Science & Engineering						
Biology	0	1	1	2	4	8
Chemistry	1	0	1	1	1	4
Computer Science	0	1	1	1	1	4
Earth & Environmental Science	0	0	1	0	2	3
Electrical and Computer Engineering	0	0	0	0	0	0
Information Technology	0	0	0	0	1	1
Intelligent Systems and Robotics	0	0	0	0	0	0
Math & Stat	1	0	0	0	0	1
Mechanical Engineering	0	0	0	1	2	3
Physics	0	1	1	0	0	2
Co-Curriculum						
Admissions	0	0	0	0	0	0
Alumni Relations	0	0	0	0	0	0
CDCE	0	3	3	3	5	14
Center for Accessibility Resources	0	0	0	0	0	0
Dean of Students	0	0	0	0	0	0
Division of Enrollment & Student Affairs	0	0	0	0	0	0
Emerald Coast	0	0	1	0	0	1
Equity & Diversity	0	0	0	0	2	2
Historic Trust	0	0	0	0	1	1
Housing/Residence Life	0	0	0	0	1	1
International Programs	0	1	0	0	0	1
Kugelman Honors	0	0	0	1	1	2
Marketing & Creative Services	0	0	0	0	1	1
OUR	1	1	0	0	0	2
Recreation and Sport Services	0	2	0	0	0	2
Retention Programs	0	0	0	0	0	0
Student Involvement	1	3	2	0	0	6
University Advancement	0	0	0	1	1	2
University College	0	0	1	0	0	1
Wellness Services	0	1	0	0	0	1
Writing Lab	0	0	1	0	1	2

Figure: Cumulative Departmental Participation Rate



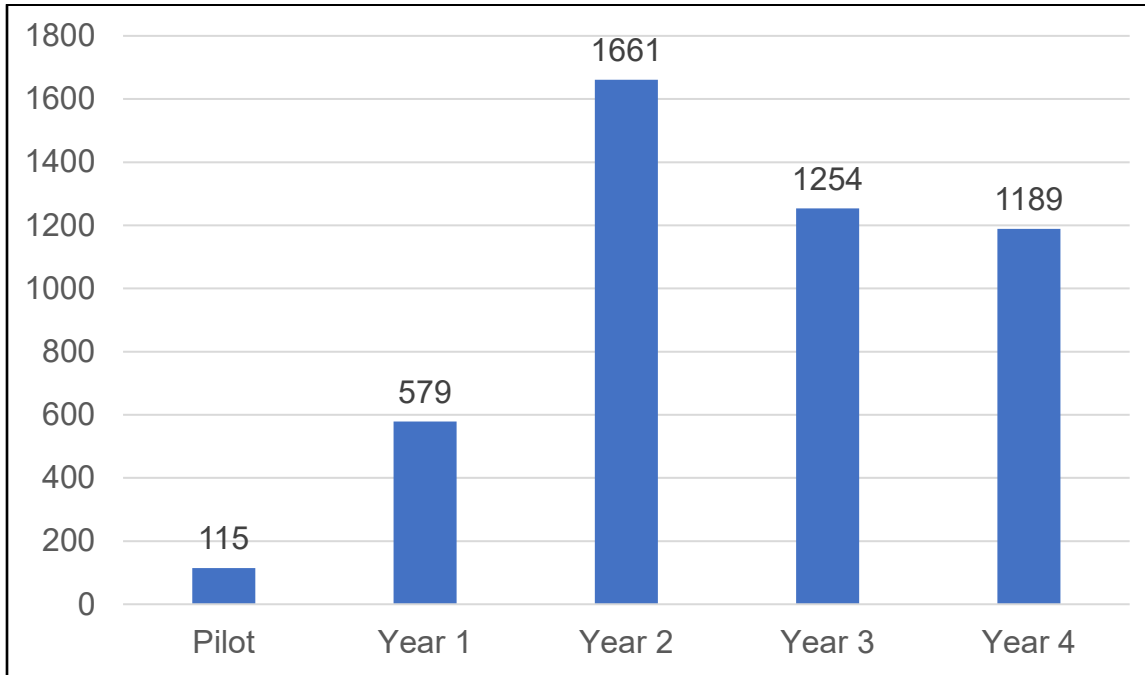
Student Participation

This year, 1189 students participated in the QEP. About half (50.8%; n=637) were female. More than half (59.2%) were White (n=742). Cumulatively, 3609 students have participated in QEP projects. Slightly over half (53.8%; n=1942) were female. By race, participation is as follows:

Table: Cumulative Student Participation by Race

	Frequency	Percent
African American	460	9.7%
Asian or Pacific Islander	92	1.9%
Hispanic	298	6.3%
Non-Resident Alien	206	4.3%
Not Reported/Race Unknown	1251	26.4%
Other	12	0.3%
Two or More	182	3.8%
White	2245	47.3%

Figure: Student Participation over Time



Faculty Participation

This year, 56 faculty and staff submitted 33 proposals. Of those, 25 faculty members (42.9%) had not previously participated in the QEP. Moreover, 24 (72.7%) of the proposals were new ideas. The acceptance rate of proposals was 66.7% (22 out of 33).

Cumulatively, 139 different faculty members have proposed a total of 145 QEP projects. Of those 145 proposals, 109 (80.7%) have been accepted as official QEP projects.

Table: Yearly Acceptance Rate of Proposals

Pilot	Year 1	Year 2	Year 3	Year 4	Overall
100.0%	80.6%	96.2%	74.4%	57.5%	80.7%

Figure: Yearly Faculty Participation Based on Proposal Submissions

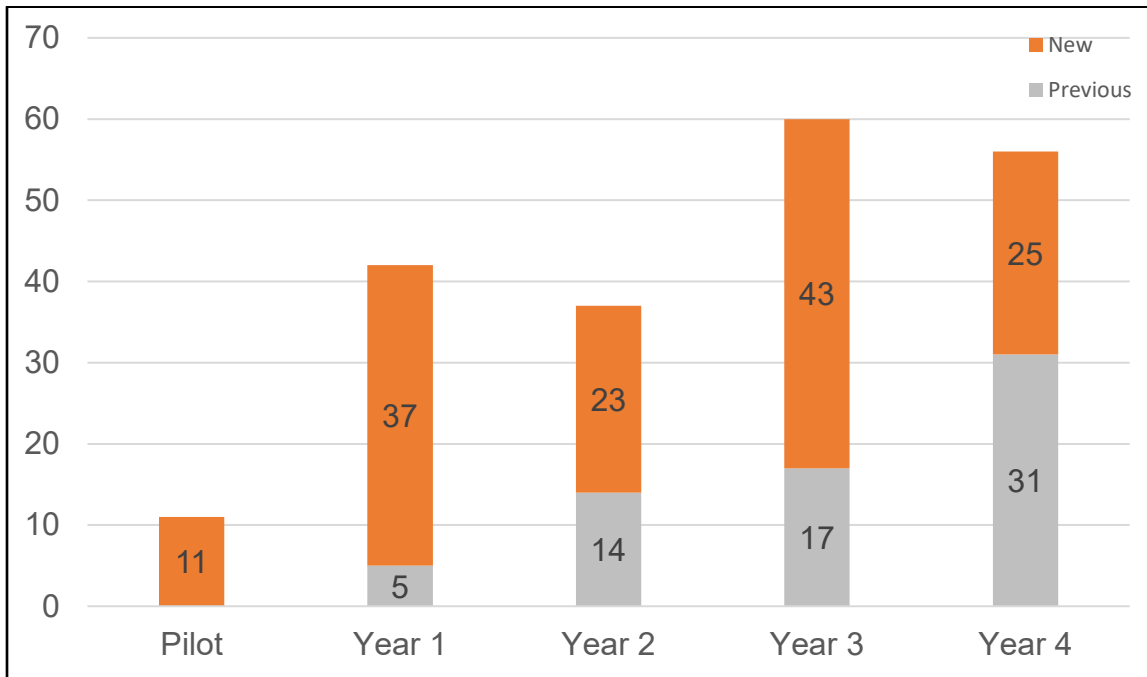


Figure: Faculty Participation Levels (Pilot through Year 4)

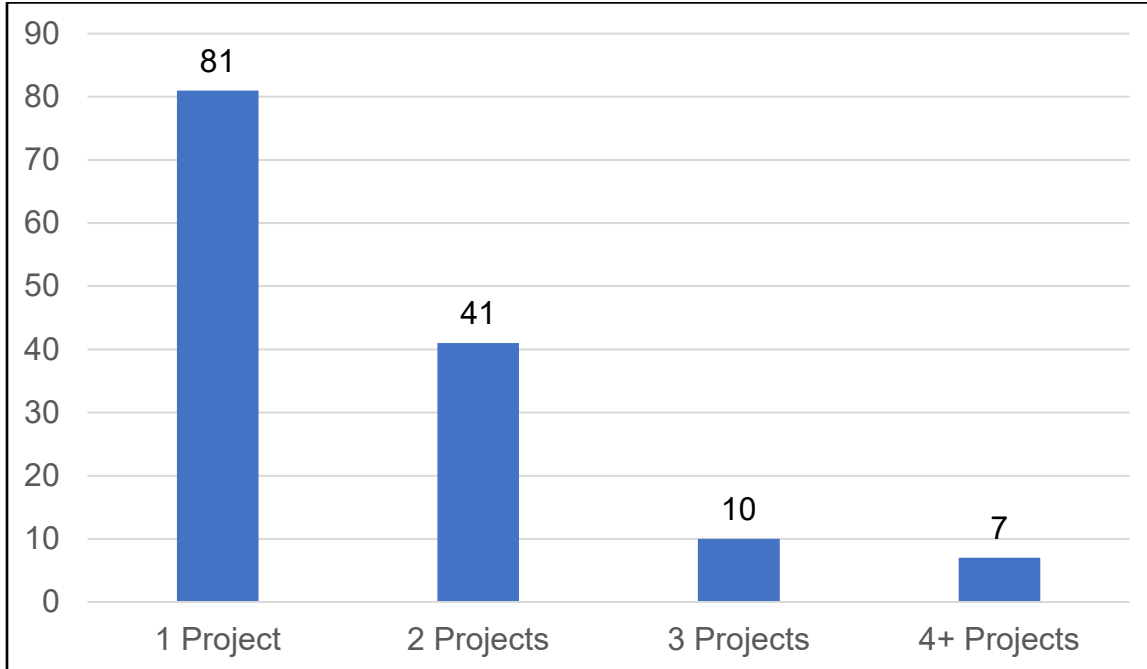


Figure: Yearly Proposal Submissions

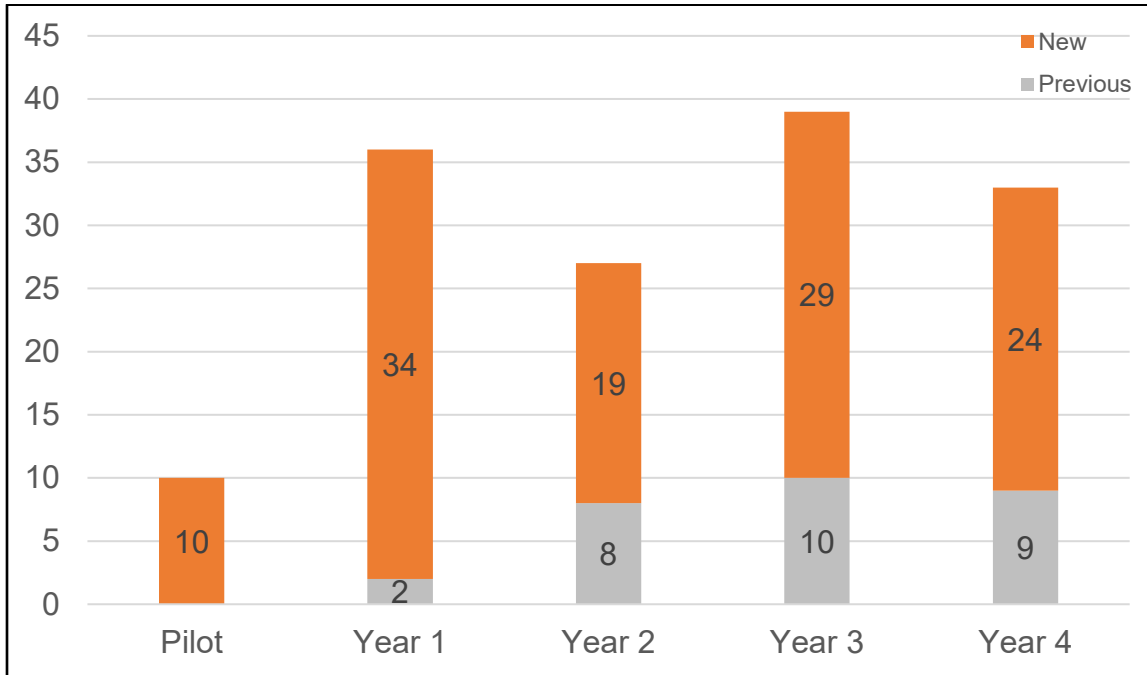


Figure: Selected Projects over Time

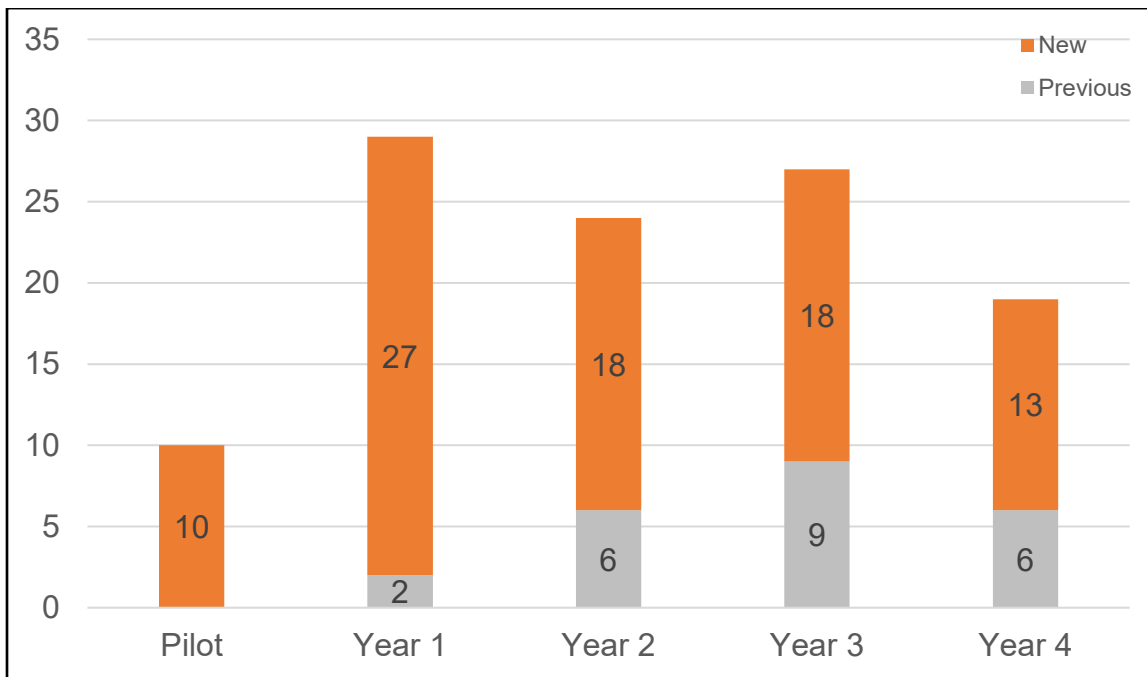
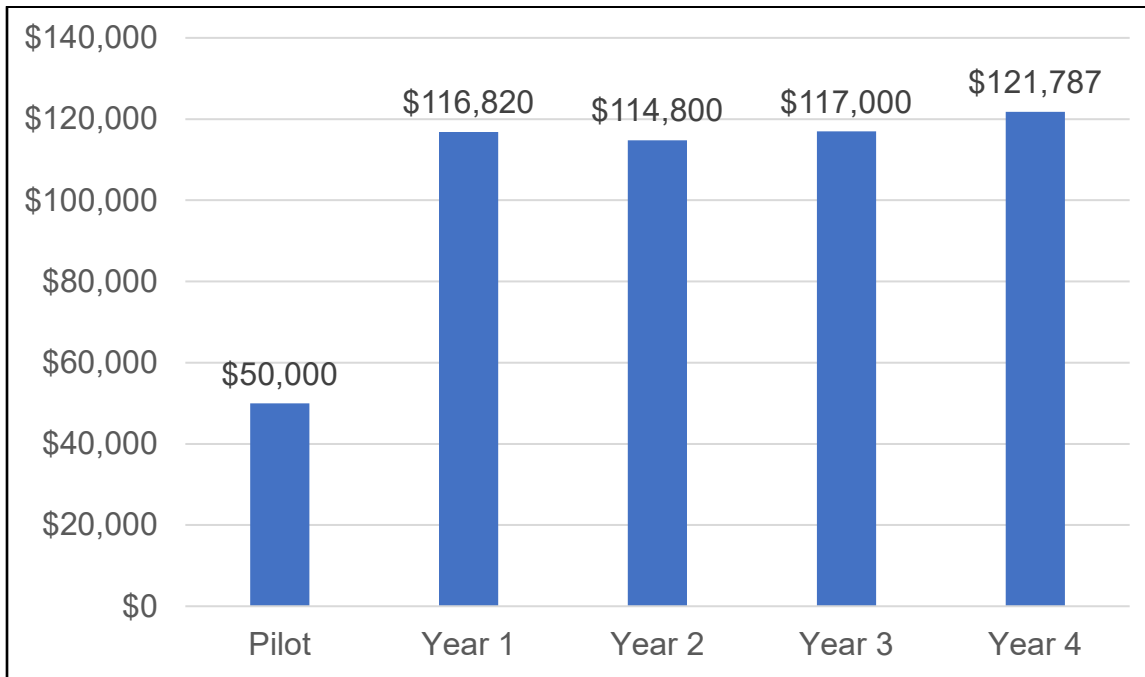


Figure: Yearly Financial Investment in Projects (Grants awarded)



Student Learning Outcome Performance

Table: Overall Number of Students Assessed Each Year

Year					
0 AY14-15	1 AY15-16	2 AY16-17	3 AY17-18	4 AY18-19	Total
Count	Count	Count	Count	Count	Count
115	579	1661	1254	1190	4799

Table: Number of Students Assessed Each Year, by SLO Type

	Year					
	0 AY14-15	1 AY15-16	2 AY16-17	3 AY17-18	4 AY18-19	Total
Oral	115	310	859	598	757	2639
Written	71	421	1039	812	772	3115

Outcome Performance Data

In general, students have performed satisfactory across all of the oral communication SLOs. All mean scores are greater than 1.0, suggesting the “average” student is meeting professional expectations. The greatest area for growth for students’ oral communication skills is in the area of professional polish (e.g., visual and non-verbal skills, professionalism/demeanor, and use of speech disfluencies/filler words).

Table: Percentage of Meets or Exceeds Ratings for the Oral Communication SLOs

	Year					Total
	0 AY14-15	1 AY15-16	2 AY16-17	3 AY17-18	4 AY18-19	
Sources	96.3	100.0	85.0	87.8	88.4	87.5
Spelling	94.8	98.5	91.1	93.0	95.4	93.3
Grammar	96.4	98.4	83.6	85.5	94.9	89.1
Audience	96.5	97.8	91.9	92.5	95.5	93.8
Language	97.4	100.0	88.0	88.9	98.0	92.1
Conclusion	92.8	96.7	86.7	83.5	92.7	88.6
Polish	.	99.1	84.6	78.9	88.5	85.0

*Goal = 75.0%

Table: Mean Scores for the Oral Communication SLOs

	Year					Total
	0 AY14-15	1 AY15-16	2 AY16-17	3 AY17-18	4 AY18-19	
Sources	1.42	1.47	1.16	1.43	1.27	1.28
Spelling	1.54	1.54	1.24	1.42	1.33	1.34
Grammar	1.47	1.36	1.12	1.35	1.41	1.29
Audience	1.56	1.48	1.27	1.40	1.38	1.36
Language	1.60	1.66	1.23	1.37	1.42	1.36
Conclusion	1.30	1.25	1.15	1.28	1.37	1.26
Polish	.	1.45	1.17	1.26	1.29	1.25

Table: Standard Deviation Scores for the Oral Communication SLOs

	Year					Total
	0 AY14-15	1 AY15-16	2 AY16-17	3 AY17-18	4 AY18-19	
Sources	.57	.50	.66	.70	.65	.67
Spelling	.60	.53	.60	.62	.56	.60
Grammar	.57	.51	.66	.72	.59	.65
Audience	.56	.54	.60	.63	.57	.60
Language	.54	.48	.65	.67	.53	.62
Conclusion	.60	.51	.63	.73	.62	.65
Polish	.	.52	.67	.79	.66	.70

All mean scores are greater than 1.0, suggesting the “average” student is meeting professional expectations. Students have performed satisfactory across four of the outcomes of written communication: Use of sources, audience, use of language and jargon tailored for audience understanding, and professional polish. The greatest areas for growth are in correctly spelling words, using proper grammar and syntax and forming conclusions.

Table: Percentage of Meets or Exceeds Ratings for the Written Communication SLOs

	Year					Total
	0 AY14-15	1 AY15-16	2 AY16-17	3 AY17-18	4 AY18-19	
Sources	94.6	78.8	72.5	77.1	79.7	76.8
Spelling	91.5	40.5	76.7	78.0	87.5	76.5
Grammar	94.1	73.6	68.6	62.0	74.7	69.7
Audience	94.4	74.2	74.3	80.1	88.4	79.9
Language	95.8	78.5	76.9	76.6	79.0	78.1
Conclusion	86.5	68.4	67.1	82.6	89.5	78.8
Polish	.	69.3	76.6	89.0	91.3	84.3

*Goal = 75%

Table: Mean Scores for the Written Communication SLOs

	Year					Total
	0 AY14-15	1 AY15-16	2 AY16-17	3 AY17-18	4 AY18-19	
Sources	.95	1.26	1.14	1.19	1.25	1.19
Spelling	1.38	.66	1.15	1.26	1.42	1.20
Grammar	1.20	1.26	1.01	.96	1.11	1.06
Audience	1.39	1.25	1.11	1.22	1.43	1.25
Language	1.44	1.29	1.21	1.16	1.31	1.24
Conclusion	.86	1.09	1.00	1.26	1.42	1.21
Polish	.	1.08	1.03	1.33	1.50	1.27

Table: Standard Deviation Scores for the Written Communication SLOs

	Year					Total
	0 AY14-15	1 AY15-16	2 AY16-17	3 AY17-18	4 AY18-19	
Sources	.23	.79	.82	.78	.77	.79
Spelling	.64	.86	.77	.80	.70	.80
Grammar	.53	.85	.80	.85	.78	.81
Audience	.60	.84	.78	.75	.69	.77
Language	.58	.80	.79	.78	.80	.79
Conclusion	.35	.85	.81	.74	.67	.77
Polish	.	.83	.71	.66	.65	.71

Other Measures of Success

National Survey of Student Engagement (NSSE)

UWF did not administer the NSSE in spring 2019. The next planned administration is set for spring 2020 (Year 5).

Personal Report of Communication Apprehension (PRCA-24) Results

Faculty members from five oral communication projects agreed to administer the PRCA-24 instrument¹ before and after their course experience. Dependent *t*-tests were performed to determine if oral communication anxiety scores significantly differed over time. Results indicated that students' (n=60) oral communication apprehension (anxiety) decreased after experiencing the QEP project. The before and after scores fall within the normed range indicating moderate levels of communication apprehension. The distribution of scores for each cluster are as follows

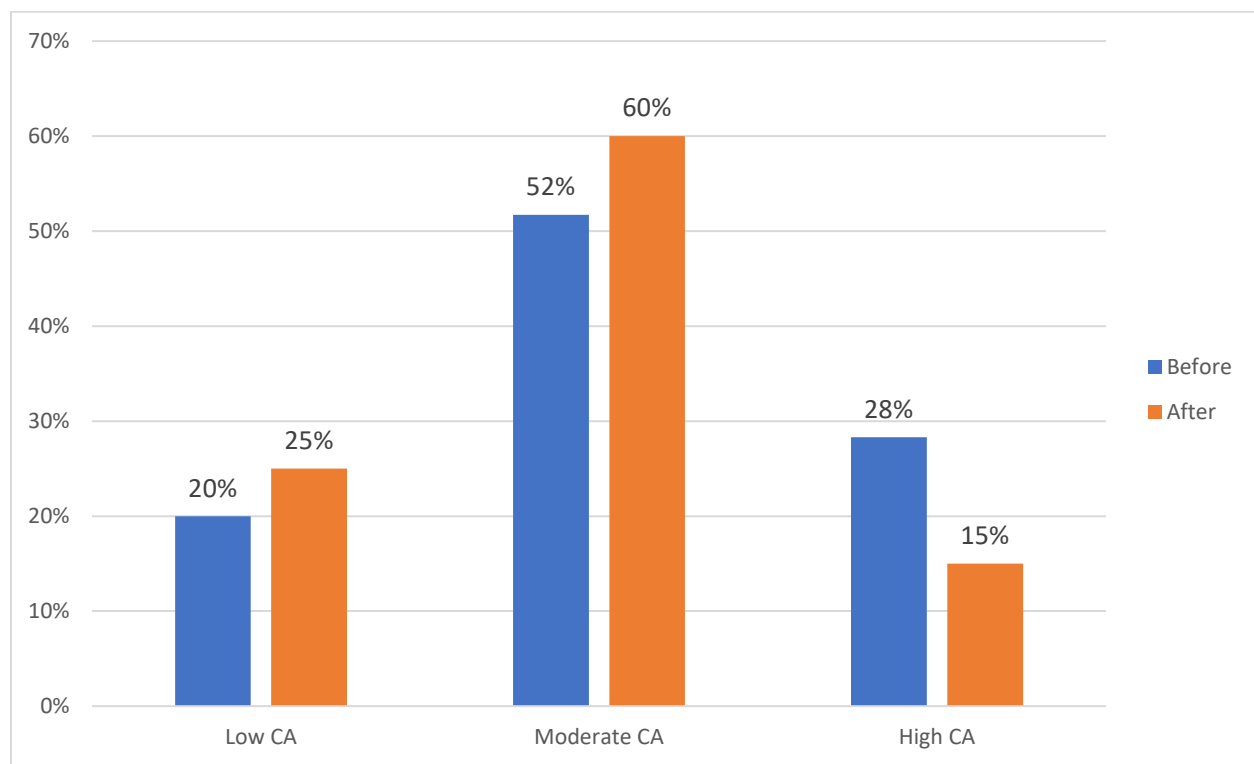


Table: Pretest and Posttest Results of PRCA-24 Instrument

Before	After	Mean Difference	<i>t</i> statistic	Sig.
68.57	63.48	-5.08 (12.45)	-3.16	.002

¹ McCroskey, J.C. (1982). *An introduction to rhetorical communication* (4th ed.) Prentice-Hall: Englewood Cliffs, NJ.

Analysis by Gender and Race

We conducted a multivariate analysis of variance on the overall dataset to determine if outcome scores differed by race and gender. Race and gender data were provided by the Office of Institutional Research and obtained via student self-report at admission.

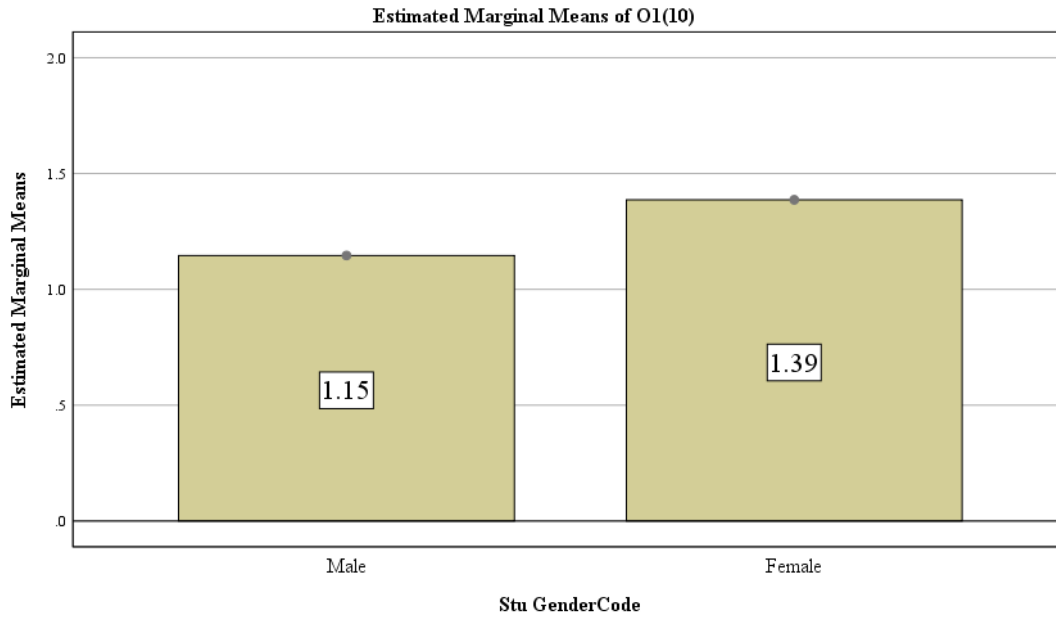
Below are the counts of students by gender and race for each SLO.

Table: Counts by Gender and Race for each SLO (Pilot-Year 4 data)

	Gender		Race							
	1 Male	2 Female	1 White	2 Asian or PI	3 Black	4 Hispanic	5 Multiple	6 Non resident alien	7 Other	9 Prefer No
	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
O1	1315	1590	955	44	194	124	77	81	5	15
O2	771	916	1024	48	206	133	81	117	6	15
O3	777	928	1063	54	207	137	82	88	6	18
O4	821	1006	1121	57	214	145	88	120	6	19
O5	783	917	1028	51	208	134	82	119	6	15
O6	783	903	1052	52	198	137	81	86	5	18
O7	675	758	877	38	185	112	73	80	5	13
W1	705	918	1021	37	234	146	78	51	7	31
W2	991	1149	1336	45	286	178	105	124	8	38
W3	988	1132	1343	47	288	180	106	97	8	38
W4	1017	1194	1380	48	292	187	110	128	8	38
W5	788	1023	1124	42	252	164	86	84	8	31
W6	714	919	1030	39	232	151	76	48	6	31
W7	782	932	1077	36	249	150	87	63	7	32

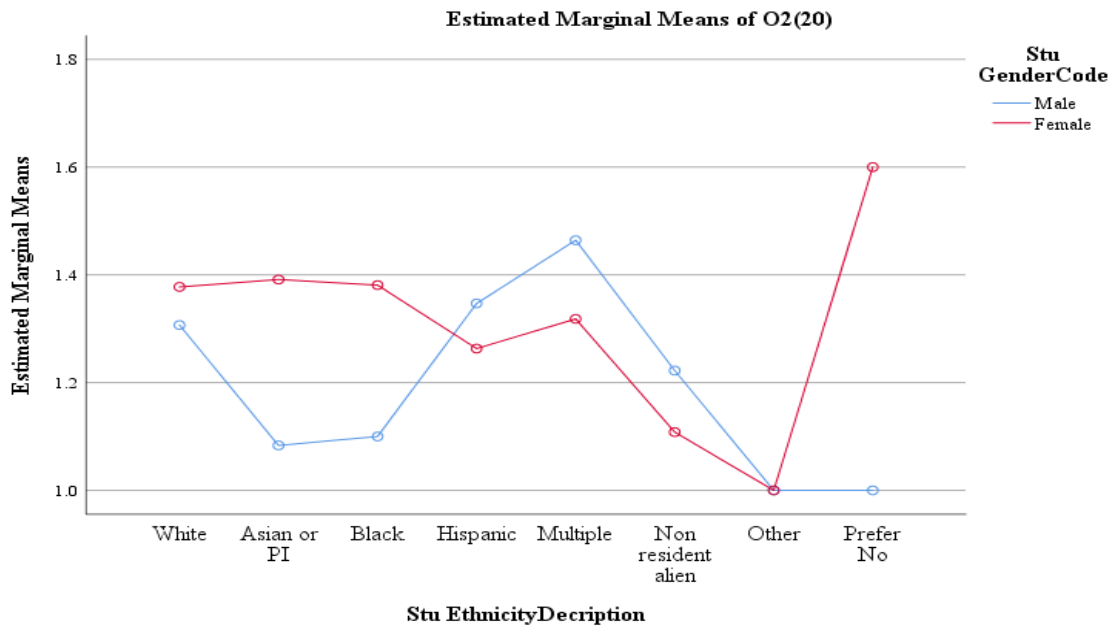
Oral Communication

Results showed a significant main effect for gender in O1 and a significant interaction effect for gender and race in O2. For O1, female scored significantly higher than males.



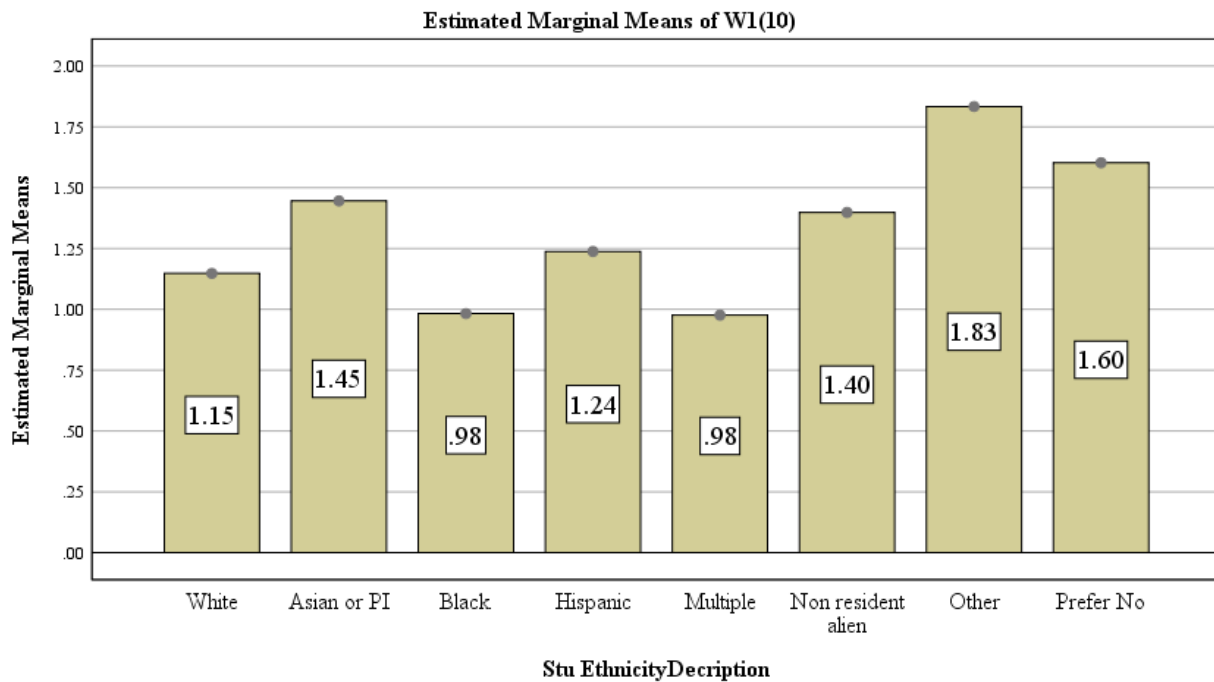
For O2, the interaction is significant in three ways:

1. Asian and Black males scored lower than their respective Asian and Black female peers.
2. Hispanic and multi-racial males scored higher than their Hispanic and multiracial female peers.
3. Females who preferred not to disclose their race scored higher than their male counterparts.

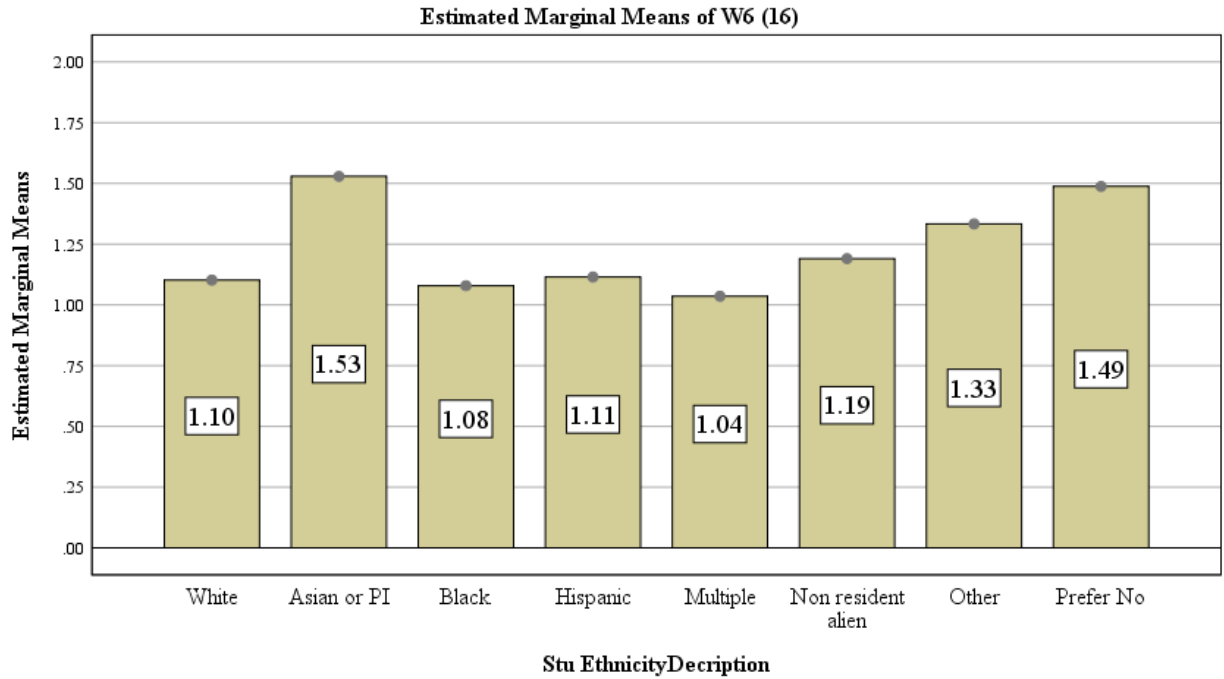


Written Communication

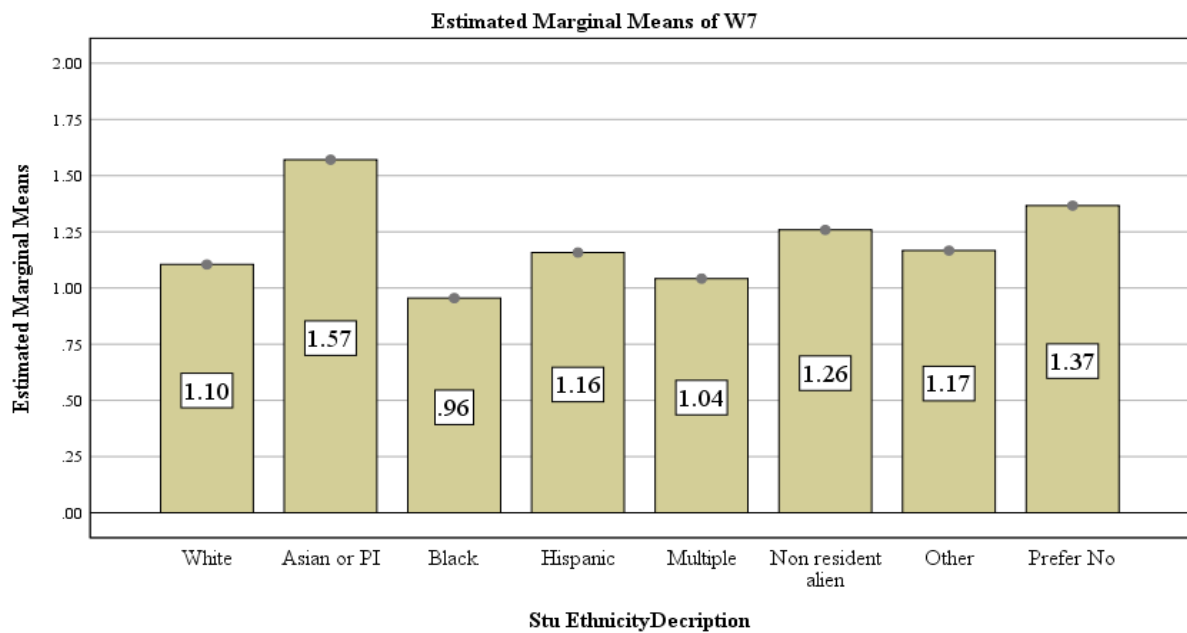
Results showed a significant main effect for race in W1, W6, and W7. There was also a significant main effect and interaction effect for gender in W3. In W1, White students scored significantly higher than Black students and students of multiple races. However, students who identify as non-resident aliens, other, and those preferring not to answer scored significantly higher than White students.



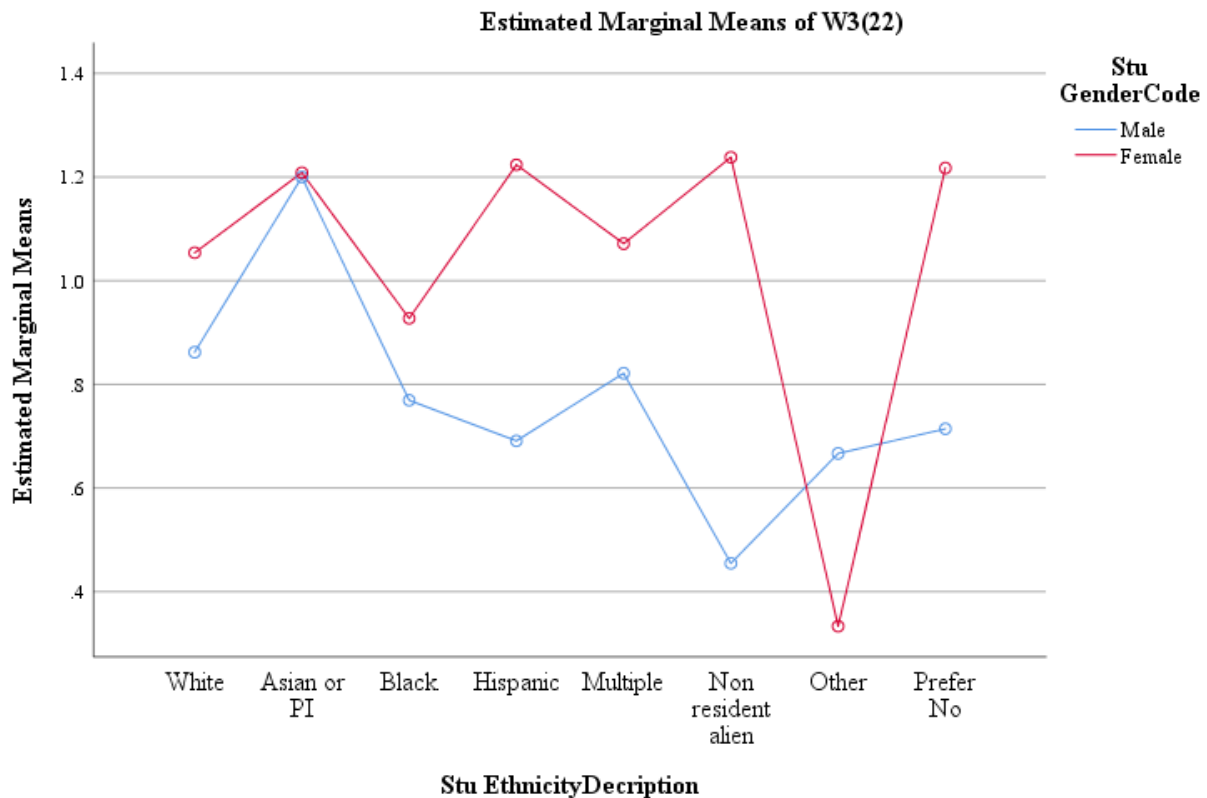
In W6, White students scored significantly higher than Asian/Pacific Islander students and students who preferred not to indicate their racial identity.



In W7, Asian students scored significantly lower than White students, Black students, students of multiple races, and students preferring not to identify their race. White students also scored significantly higher than Black students and those of multiple races.



In W3, Female students generally performed equal to or higher than their male peers across all races except “other.” Moreover, the gaps between male and female performance were highest among Hispanics, those of multiple racial identities, and those who preferred to not indicate their racial identity. Additionally, scores were nearly identical for Asian males and female students.



Unanticipated Outcomes

Results of the Gap Analysis Conducted in Year 3

A gap analysis was conducted in Year 3 to inform priorities for the QEP in its final two years. The analysis looked at departmental and faculty participation rates, collaboration among departments, and types of HIPs conducted. Below are some key findings from the gap analysis

- Cross departmental/college collaborations. Only 7 selected and proposed were collaborations. This represents 9.6% of 73 selected projects and 7.8% of the 90 proposed projects during that time.

- Primary Type of HIP. Communication across the Curriculum (CxC), our “catch-all” for writing or speaking intensive courses/projects had the highest number of projects (29 of 73; 39.7%). Capstones/cornerstones (18) and Internships (9) were the other two most frequent HIP types. The least frequently occurring types were Diversity/Global learning (1), Learning Communities (1), and ePortfolios (2).
- College participation. The number of projects each college was implicated in ranged from eight (Hal Marcus College of Science and Engineering) to 16 (College of Education and Professional Studies).
- Departmental participation. Of the 64 academic and support departments who hypothetically *could* develop a project proposal that meets the scope of the QEP, 15 (23.4%) have not done so through Year 3.
- Communication Focus. 53 projects sought to improve written skills. 48 sought to improve oral skills.
- Impact of Multi-Year projects. Eight projects received funding over multiple years between Pilot Year and Year 3.

Table: Number of Projects Implicated (Pilot-Year 3)

	Number of Projects
CASSH	15
COB	10
CEPS	16
UKCOH	12
HMCOSE	8
Co-Curriculum	15

Table: Participation Rate by Department (Proposed Projects; Pilot-Year 3)

	Pilot	Year1	Year2	Year3	Total
	Sum	Sum	Sum	Sum	Sum
Anthropology & Archaeology	0	1	0	0	1
Art	0	1	0	2	3
Askew Center for Multidisciplinary Studies	0	0	0	0	0
CFPA	0	0	0	0	0
Communication	1	3	1	2	7
English	1	0	1	1	3
Government	0	0	1	1	2

History	0	1	1	0	2
Music	0	0	0	1	1
Pensacola Art Museum	0	0	0	0	0
Philosophy	0	1	0	0	1
Theatre	0	0	0	0	0
Accounting & Finance	1	2	5	3	11
Center for Entrepreneurship	0	1	0	0	1
College of Business	0	0	0	1	1
Global Hospitality & Tourism Management	1	2	5	4	12
Management & MIS	2	2	6	5	15
Marketing & Economics	1	2	5	3	11
MBA Program	0	0	0	0	0
Admissions	0	0	0	0	0
Alumni Relations	0	0	0	0	0
CDCE	0	3	3	3	9
Center for Accessibility Resources	0	0	0	0	0
Dean of Students	0	0	0	0	0
Division of Enrollment & Student Affairs	0	0	0	0	0
Emerald Coast	0	0	1	0	1
Equity & Diversity	0	0	0	0	0
Historic Trust	0	0	0	0	0
Housing/Residence Life	0	0	0	0	0
International Programs	0	1	0	0	1
Kugelman Honors	0	0	0	1	1
Marketing & Creative Services	0	0	0	0	0
OUR	1	1	0	0	2
Recreation and Sport Services	0	2	0	0	2
Retention Programs	0	0	0	0	0
Student Involvement	1	3	2	0	6
University Advancement	0	0	0	1	1
University College	0	0	1	0	1
Wellness Services	0	1	0	0	1
Writing Lab	0	0	1	0	1
Administration and Law	0	0	1	2	3
Aerospace ROTC	0	0	0	0	0
Army ROTC	0	0	0	0	0
Criminology & CJ	0	1	1	2	4
Instructional Design and Technology	0	1	0	1	2
Social Work	1	2	1	0	4
TEEL	1	3	2	1	7
Center for Behavior Analysis	0	0	0	0	0

College of Health	0	0	0	0	0
Health Science Administration	0	1	0	2	3
Medical Lab Sciences	0	0	0	2	2
Movement Sciences and Health	0	2	0	6	8
Nursing	0	1	0	4	5
Psychology	0	1	1	0	2
Biology	0	1	1	2	4
Chemistry	1	0	1	1	3
Computer Science	0	1	1	1	3
Earth & Environmental Science	0	0	1	0	1
Electrical and Computer Engineering	0	0	0	0	0
Information Technology	0	0	0	0	0
Intelligent Systems and Robotics	0	0	0	0	0
Math & Stat	1	0	0	0	1
Mechanical Engineering	0	0	0	1	1
Physics	0	1	1	0	2

Table: Outcome Performance (% Meeting Expectations) for Multi-Year Projects

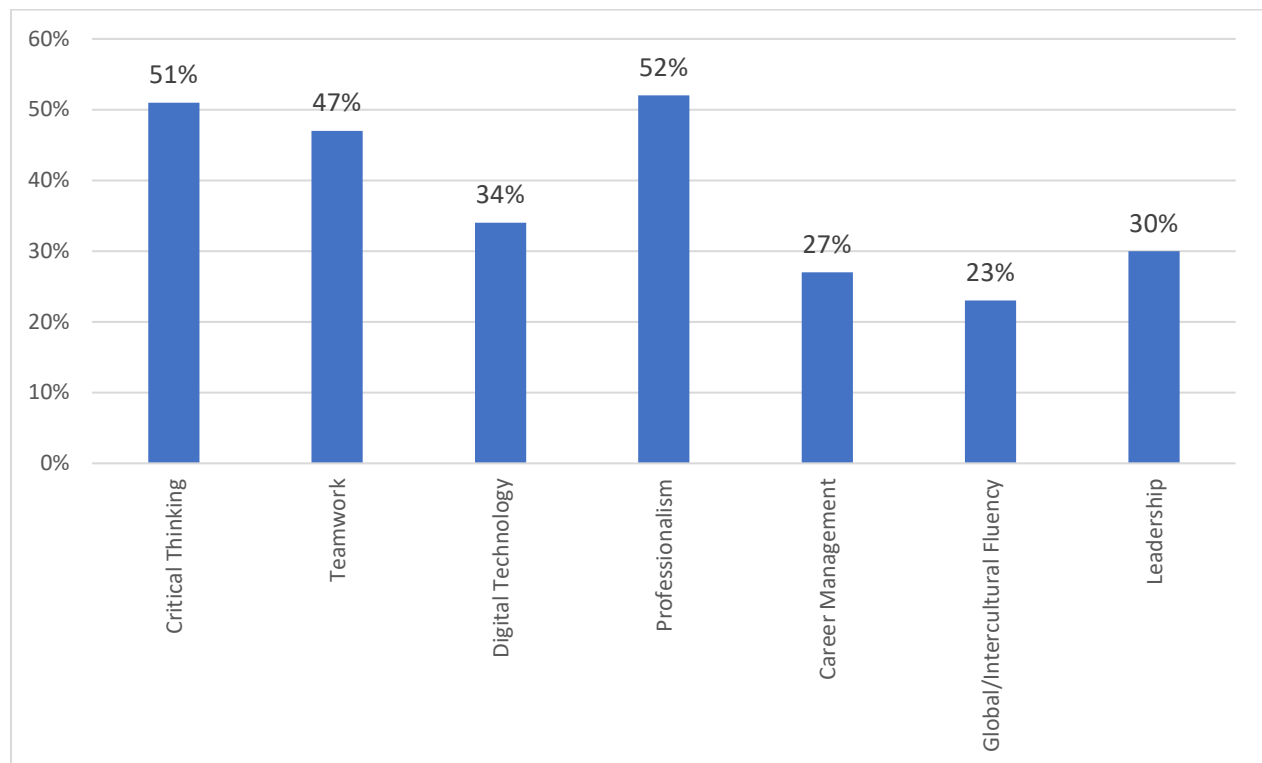
Project #	Measure	Pilot	Year 1	Year 2	Year 3	Trend
1	Oral Composite Average	100	100			
1	Written Composite Average	100	100			
35	Oral Composite Average		100	100		
35	Written Composite Average		100	100		
37	Written Composite Average			66	68	
4	Written Composite Average		50	58		
42	Oral Composite Average		100	77		
42	Written Composite Average		94	77		
47	Written Composite Average		19	29		
49	Oral Composite Average			99	100	
53	Oral Composite Average		98	83	76	

Note: The SLOs were consolidated into an overall composite average rate for ease of comparison.

The results of this gap analysis informed funding decisions and priorities for the QEP project selection committee as well as operational decisions made by the QEP director. For example, a partnership was sought with the UWF Writing Lab to develop tools and resources as it was determined additional tools could be used to reinforce students' learning of writing mechanics. These tools are described in a following section of this report.

NACE's Career Competencies (Student Learning)

In early summer 2019, we surveyed project directors and asked them to indicate what additional competencies were captured in their projects. The NACE Career Competencies were used as the framework for reporting. Given the nature of the QEP, all projects were assumed to focus on Oral and Written Communication Skills. There was no maximum number of additional competencies that a project could additionally select. All projects (Pilot through Year 5 selected) were asked to report.



Selection of HIPs as the 10th Performance Based Funding Metric (Learning Environment)

UWF selected high impact practices as its “institutional choice” metric in the Florida State University System Performance Based Funding program. This has spawned an excellent collaboration between institutional effectiveness, institutional research, the Registrar’s office, and the CDCE office.

President's Goal for Students' HIP Participation

President Saunders also set a goal for every student to experience two HIPs before graduation. As she describes it, HIPs are a cornerstone the student experience at UWF². These goals for increased HIP participation are further elucidated in the UWF Four Year Graduation Strategic Plan³. That plan was launched in 2018. Language in the plan explicitly refers to HIPs in no fewer than six places:

1. Providing scholarships for study abroad and summer research;
2. Formalizing career development plans that specifically include planning for HIPs/experiential learning opportunities;
3. Expanding HIPs/experiential learning into the lower division;
4. Formalizing first year experience programs, freshman interest groups, and the foundations for success first year seminar course;
5. Expanding living learning communities within housing and residential life; and
6. Launching the Undergraduate Board Fellows Program (a specific QEP project executed in Year 2!)

HIP Steering Committee and Workgroups (Learning Environment)

Efforts were spawned to transition the campus from the QEP (which will end in 2020) and maintain a focus on these experiences. A small group of faculty and staff from across campus were convened to form a "Steering Committee" with the purpose of sustaining the efforts of the QEP to proliferate HIPs (in general) and provide broad-based oversight of, and support to, the multiple efforts taking place across the campus.

The following goals flow from that purpose:

1. Develop and maintain high-level SLOs that the various types of HIP can align to
2. Develop a process for credentialing quality HIPs
3. Secure resources to ensure the sustainability of HIPs (as the QEP draws to a close)
4. Recognize faculty and staff who are implementing quality HIPs.

² <https://uwf.edu/offices/presidents-office/presidential-communication/presidents-blog/uwf-breaks-the-mold-in-active-learning-in-higher-education-makes-graduates-career-ready.html>.

³ https://issuu.com/universityofwestflorida/docs/4yeargradrate_stratplan_2018_issuu

To accomplish those goals, workgroups were developed and populated with faculty and staff who are intimately engaged in HIP efforts across campus (even beyond the QEP). The workgroups were charged to produce the following deliverables for each type of HIP: operational definition, hallmark student learning outcomes (that all projects would agree to measure), four common essential elements of HIP that are germane to a particular type of HIP, possible assessments and learning activities, and a taxonomy of quality to ensure the HIP was sufficiently “high impact” in nature and rigorous in design and expectations.

In QEP Year 4, the Steering Committee was formed and the following workgroups were constituted:

- Faculty recognition,
- Service Learning,
- Internships,
- Study Abroad, and
- Research with Faculty.

As of this report, all workgroups have completed their deliverables. Going into QEP Year 5, new workgroups were established to replicate the process with

- First Year Experiences,
- Themed Learning Communities,
- ePortfolios, and
- Common Intellectual Experiences.

Resource & Toolkit Development

Visual communication is an aspect of communication that was unintentionally omitted from the original QEP design. These outcomes may prove useful for projects that have a visual design component (such as the media to accompany an oral or written communication). As an unanticipated outcome of our program, a set of visual

communication outcomes was developed and is presented in the Appendix of this report.

As we have continued to observe data that suggests students are challenged with the mechanics of writing, the QEP commissioned the UWF Writing Lab to develop a series of videos for students. These videos are cataloged on the UWF Writing Lab webpage and will be cross listed on the QEP website. The videos developed were:

1. Basic Editing Skills
2. Citing sources in MLA and APA
3. Ethical Use of Source Material
4. The Basics of APA Formatting
5. The Basics of MLA Formatting
6. The Toulmin Model of Argumentation
7. The Writing Lab – Services and Access
8. Using TRACE to Write Annotated Bibliographies

The complete listing of tools available to UWF faculty, staff, and students is below:

- Oral communication skills rubric
- Written communication skills rubric
- Visual communication skills rubric
- Professional role confidence instrument
- Writing self-efficacy instrument
- Communication apprehension instrument (PRCA-24)
- Customized College of Business rubrics w/ companion scoring sheet
- AppreNet usage for MBA testing of the QEP rubric
- Dr. Workman's "Check it Off Your To-Do List" diagnostic (with Key)
- Dr. Workman's "Grammar, Syntax, Punctuation Skills Checklist"
- "5 Great Links: Students Emailing Professors" and Dr. Workman's Top Tips Based on 20 Years of Responding to Student Email"
- UWF Writing Lab Video Series

- Basic Editing Skills
- Citing sources in MLA and APA
- Ethical Use of Source Material
- The Basics of APA Formatting
- The Basics of MLA Formatting
- The Toulmin Model of Argumentation
- The Writing Lab – Services and Access
- Using TRACE to Write Annotated Bibliographies

Professional Development

- In November 2018, the English department brought in Dr. Georgia Rhoades and Mr. Dennis Bohr from [Appalachian State University's Writing Across the Curriculum \(WAC\) Program](#), who discussed teaching writing to students from across the curriculum. They will also facilitate a discussion about ePortfolios as tools for teaching writing.
- In December 2018, the QEP director and additional UWF personnel attended the 2018 SACSCOC Annual Meeting in New Orleans, LA
- In February 2019, CDCE / HIP personnel attended the *HIPs in the States Conference* in Bowling Green, KY.
- Dr. Gale Workman continued her targeted outreach and consulting with five departments and their associated faculty interested in developing QEP projects or refining existing ones.

Scholarship

- Prayaga, L., Prayaga, C., Devulapalli, K., Shah, K.M., and Xu. W. (2019). Comparing sentiment analysis from social media platforms – insights and implications. Conference presentation at *HiPC 2019: 26th IEEE Conference on High Performing Computing, Data, and Analytics*.
- Prayaga, L., Devulapalli, K., Prayaga, C. Wearable Devices Data for Activity Prediction Using Machine Learning Algorithms, *International Journal of Big Data and Analytics in Healthcare (IJBDAH) Volume 4, Issue 1* (2019)

- Prayaga, L., Empowering Citizen Data Scientists – International Conference on Social Media, Wearable and Web Analytics (Social Media 2019). Co-located with the IEEE Conference: Cyber Science 2019, Pioneering Research and Innovation in Situational Awareness
- Prayaga, L., Devulapalli, K., Devulapalli, S., Devulapalli, K(2)., Clustering and Predicting Driving Violations Using Web-Enabled Big Data Techniques, Cognitive Informatics and Soft Computing by Springer, Chapter 49, August, 2018
- Dupuis L., Motakhaveri M., Taylor S.M. (2019). [Poster] The effects of naturopathic remedies on inflammatory pathway gene expression in zebrafish. *The National Conference on Undergraduate Research (NCUR)*, Kennesaw State University.

Publicity

The Liaison program was sunset in spring 2019. However, the (former) Liaisons still continued championing for the QEP and distributing information to their respective colleges and faculty. In many cases, these Liaisons still mentored colleagues conducting or developing projects and kept their respective college leadership apprised of the various projects coming from their area. Liaisons also served the role of evaluator on the project selection team and offered suggestions for revising and resubmitting proposals to improve overall quality.

In addition to the efforts of our Liaisons and press releases from the office of Institutional Communications, all QEP courses are tagged within the course registration system in partnership with the Registrar's office. This allowed students to see QEP courses during their course registration process. Faculty responded favorably to this feature.

STUDENT TESTIMONIALS & REFLECTIONS FROM QEP PROJECTS

- "I loved the video discussions. Being in an online class it's much more difficult to have any kind of relationship with your teacher or your classmates. Having the video discussions make it more personal."

- "I really liked being able to listen to my peers and get insight into their opinions about each discussion. It made it richer and more meaningful than reading a book and writing a paper."
- "I found all of the modules helpful and was able to use information from all of them."
- This course was a blast for me and I appreciate you teaching us this new course. You taught us perfectly on using R and I am excited to see what else I will learn now that you put me on this path of social media analytics.
- I have enjoyed this course very much. Now I have another language under my belt! I found it very exciting to take a scientific approach to analyze data.
- I absolutely loved this course and everything it taught me during the semester. Data analytics especially in the context of social media is extremely important for all sorts of things from marketing to personalizing users online experiences. It's an extremely interesting topic that gives you a lot of insight in to the way people (at least on social media) think about a given topic. It was extremely interesting to see sentiments that were completely unexpected and thought provoking. Being able to extract information and interpret it is becoming vital to almost every industry.
- This course really made me reconsider the power of social media. Not only can this technology bring us together but it can help us inform our decisions in a way that traditional media never could. We can really, openly analyze literally anything. Consider news sites. If we define some partisan language (Republicans usually use words like "intelligent design" or "trickle-down economics", whereas Democrats might use words like "social welfare" etc.) then we can look at data sources throughout time and have an objective measure of partisanship. People think, for example, that we are becoming more partisan--and the data supports this! Stanford actually did a study on this. <https://news.stanford.edu/press-releases/2016/07/19/american-political-research-shows/> (Links to an external site.)
- There's so much more than that. This opens up a world of opportunities in my professional life. One day I hope to be an entrepreneur and sentiment analysis would be incredibly helpful in building a brand. There's just so much I've learned and so many potential applications. Data science is a game changer and will be an invaluable tool in my IT arsenal. I think it will also help me stand out against my peers as I enter the workforce and attempt to secure a job and jumpstart my career.
- I think it's interesting. I never thought to find trends from social media and group it together to get a better visual on exactly what people are saying online and how they feel about it. Learning a new language is always a little challenging, but gaining that skill is good. I like visualizing data. I'm a visual/hands on learner so the word clouds and bar plots better helped me understand the data.
- Because of my experience volunteering at the tax site I am more confident communicating with strangers and am more aware of the fact that there is always a need to serve in our community, even in small ways.
- Providing families the opportunity to get 100% of their return back and helping educate these families on tax preparation was rewarding and fulfilling. Working at the sites helped me learn how to communicate effectively with people regarding how their taxes work and how they could make the most out of their return.
- I learned that you have to be direct and specific when asking questions about the answers on the tax intake interview form and documents needed so that others understand exactly what you are asking to ensure accuracy.

- The experience gained from working at the tax site is something I would have never been able to have in a classroom. The internship taught me how to use my knowledge to find a solution on my own, and to work as a team with my fellow volunteers in finding a solution to the problem.
- Once I sat down with my first client and completed my first return, I gained so much confidence and it was an amazing feeling to be able to provide high-quality service to these individuals at no charge to them."
- The most significant communication event I experienced was being gathered in the garden with my peers and listening to the speakers. The woman from Guardian ad Litem shared one of the most powerful stories I have ever heard. She really stressed making time for causes you feel are important. I now have a broadened view on victims and survivors of abuse."

REFLECTION & RECOMMENDATIONS

Reflections

- **We again received more proposals than funding was available for.** Interest remains high across the campus and faculty continue to see the QEP as a good way to resource their efforts and recognize them for seeking to improve student learning, courses, and degree programs.
- **UWF continues to prioritize HIPs.** Efforts were spawned to transition the campus from the QEP (which will end in 2020) and maintain a focus on these experiences. UWF selected high impact practices as its "institutional choice" metric in the Florida State University System Performance Based Funding program. President Saunders also set a goal for every student to experience two HIPs before graduation. It's hard to imagine that UWF would "double down" on HIPs had it not been for the campus wide support of the QEP. This is perhaps a tangible demonstration of the effect the QEP has had on the learning environment, even if we haven't improved every aspect of learning with respect to communication skills.
- **Focus on Reading?** Moving the needle on written communication (particularly with respect to writing mechanics) may have been better accomplished by a QEP focused on reading. There is research to suggest that focusing on reading skills will lead to an improvement in written and oral communication skills. In this respect, faculty don't have to become expert grammarians and editors, but rather

design courses and experiences that challenge students to do a considerable amount of reading and reflecting. It's probably easier to get faculty across disciplines on board with a program that focuses on more reading – which they can bring in substantive articles and periodicals from their discipline to accomplish. Such an approach may satisfy the criticisms of some faculty who have expressed a belief that their primary focus is “not to be an English teacher,” but rather to impart discipline-specific information to their students.

- **What about visual communication?** When we began the QEP, professional communication skills were conceived in two forms: oral and written. One aspect of communication skills we may have “unintentionally omitted” is visual communication. These elements are likely subsumed in the “professional polish” outcome, however having a set of more detailed outcomes could potentially be of use to faculty and staff in their respective projects.

Recommendations

1. **Continue to use Dr. Gale Workman and Dr. Claudia Stanney in CUTLA.**
Rationale: They are invaluable resources to our faculty and staff. Projects have improved because of their professional development programming and coaching.
2. **Continue to collect PRCA-24 data.**
Rationale: Data were gathered this year “pre and post experience.” Having one additional year of results will add to the comprehensive suite of performance data.
3. **Conduct an analysis of impact on the UWF Writing Lab and COB Oral Communication Lab.**
Rationale: With a communication focused QEP, it stands to reason that key resources like the UWF Writing Lab and the College of Business Oral Communication Lab would benefit from a study of their effectiveness. Are students making fewer mistakes? Are students able to identify writing and

speaking behaviors that need improvement? How is a student's self-efficacy impact by using these services?

4. **Conduct focus groups with faculty and QEP Liaisons.**

Rationale: As we prepare to sunset the QEP and draft our final Impact Report, it will be critical to gather perceptions from faculty who have engaged with the QEP. Focus groups should be conducted of faculty of various participation levels and the QEP Liaisons. Questions should focus on the unanticipated outcomes of the project and the connection to career development competencies.

Communication skills are competency, but it's possible that projects also touched on other competencies intentionally or unintentionally. A general survey to faculty would be a nice complement to the focus group results.

5. **Review rubric scores to identify common practices**

Rationale: It would be useful to identify if there were common themes or elements in projects where students' SLO performance was particularly high. We would then cross reference the high SLO scores with the associated project proposals and summary reports. It is possible that these common elements may provide us additional insight into the conversation about what UWF learned about student learning as a result of implementing our QEP.

6. **Edit QEP website for posterity**

Rationale: It is important to keep an archive of the key aspects of our QEP for future planning and as a resource for other schools looking for resources and ideas. The website should be simple and user-friendly. I believe the following components should be easy to find: initial QEP document and executive summary for SACSCOC; listing of projects; summary data and results; yearly impact reports; special reports like associated scholarship and impacts on the learning environment; final QEP impact report, and student testimonials.

APPENDIX

Visual Communication Outcomes

Visual communication is a prepared, purposeful presentation and delivery of supporting visual aids intended to benefit or amplify an audience's understanding of a central message or purpose. Thus, visual communication is facilitated through such media as graphs, pictures, tables, poster presentations, power point presentations, and video presentations.

The outcomes listed below are adapted from visual communication rubrics used by Texas A&M University, the Dodge College of Film and Media Arts, and Stephen F. Austin State University.

1. (Purpose) The audience can easily identify the purpose and central idea of the communication product in the visual elements.
2. (Visual unity) The visual elements (type, artwork, photos, content) work together seamlessly to create a unified whole are integrated seamlessly into the communication product.
3. (Professionalism) The visual elements are professional and eye-catching.
 - a. (Use of type) The type choices (style and sizes) were distinctive, maintaining good readability and reinforcing the key message.
 - b. (Use of graphics) The graphic choices unified the design and added clarity to the message and overall attractiveness of the design.
 - c. (Use of color) The color choices were effective, generating attention and interest in the audience.