

Guilford College QEP

Speak UP

Unifying Presentation for an Inclusive, Connected World

Quality Enhancement Plan
2016 - 2026

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GUILFORD
COLLEGE

GREENSBORO, NORTH CAROLINA

guilford.edu/qep

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Speak UP: Unifying Presentation for an Inclusive, Connected World

EXECUTIVE SUMMARY

Guilford College is investing in faculty development, resources, and educational support services to ensure the success and sustainability of our new QEP: *Speak UP: Unifying Presentation for an Inclusive, Connected World*. *Speak UP* will benefit the College by furthering its academic principles, supporting its strategic priorities, and fulfilling its mission to provide students with a “transformative, practical, and excellent liberal arts education that produces critical thinkers in an inclusive, diverse environment.” *Speak UP* will engage students critically with intellectual content and deepen their learning experience as it challenges them to consider inclusiveness for accommodating the needs of diverse constituencies.

The goal of *Speak UP: Unifying Presentation for an Inclusive, Connected World* is to improve students’ performance and attitudes about public presentation as vital to effective public discourse.

The learning outcomes related to public presentation competency for *Speak UP* include: 1) Performance: Students will demonstrate “performance” competency, as evidenced by a public presentation, and 2) Attitudes: Students will demonstrate improved “attitudes” toward public presentations.

We plan to further these outcomes through: 1) expansion of curricular and co-curricular opportunities for students, 2) faculty development in teaching and evaluating public presentations using Universal Design for Learning techniques, and 3) providing strong, focused support for students and faculty through an internal collaborative support and development structure within Hege Library’s Academic Commons. The Academic Commons partners include librarians and learning technologists, Learning Commons tutors, Disability Resources professionals, and the Directors of Faculty Development, Research and Creative Endeavors, the Honors Program, and Institutional Research and Effectiveness. A QEP Coordinator will ensure sustainability of *Speak UP* in close partnership with this team.

The QEP developed as the result of nearly two years of study, reflection, and refinement of ideas among institutional constituencies—students, faculty, staff, trustees, alumni, and administrators. Initially, the development of the plan was shepherded by a QEP Topic Selection Committee, which focused the community on consideration and approval of a topic and overall structure for the QEP. Once this initial work had been accomplished, the Vice President for Academic Affairs and Academic Dean assembled the QEP Plan Development Committee and charged its members with refining the focus of the plan,

and bringing the details of the QEP proposal forward for community discussion and approval. Membership of the QEP Plan Development Committee represented many areas of the College, facilitating broad inclusion in the process and the distribution of the plan details across the community.

Guilford College sought to select a QEP topic that would help ensure students' success throughout their academic careers and post-graduation. As part of the discernment process we conducted an extensive review of the literature on best practices, followed by internal assessment of how Guilford measured up to these best practices. Guilford College's Assessment Committee is responsible for the administration and oversight of the assessment of student learning with respect to the curriculum, the core values, and goals of the College. Internal assessment data will provide a framework for the Assessment Committee to support the progress of Guilford College's new QEP.

Speak UP:
Unifying Presentation for an Inclusive, Connected World

GUILFORD COLLEGE PROFILE

The mission of Guilford College is to provide a transformative, practical, and excellent liberal arts education that produces critical thinkers in an inclusive, diverse environment, guided by Quaker testimonies. Guilford College emphasizes the creative problem-solving skills, experience, enthusiasm, and international perspectives necessary to promote positive change in the world.

History

In 1837, Guilford College opened as the coeducational New Garden Boarding School, an institution intended to serve the children of the Religious Society of Friends and opened to non-Friends as well by 1846. Quaker testimonies remain central to most facets of the school. Over the years, New Garden Boarding School evolved into an institution that served young people of every religious affiliation or those with none at all. In the 1880s the school transitioned into a four-year liberal arts college. In 1888, New Garden Boarding School officially became Guilford College under an only slightly revised version of the original 1834 charter, making it the fourth-oldest degree-granting institution in North Carolina and the second-oldest Quaker-founded college. While it remains the only Quaker-founded college in the southeastern United States, Guilford College is independent of formal ownership by any Quaker body. The school, its customs, administration, and even its curriculum continue to be profoundly shaped and influenced by Quaker values, principles, and testimonies.

Guilford College offers 38 majors and 55 minors, awards Bachelor of Science, Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Music degrees and has proposed a Masters of Science in Criminal Justice.

Core Values

Seven Core Values – Community, Diversity, Equality, Excellence, Integrity, Justice, and Stewardship – guide Guilford College. These enduring values are the basis of the institution’s mission.

The Core Values are based on, and consistent with, the Quaker testimonies. Indeed, some of these testimonies – community, equality, and integrity – are also Core Values. The campus community identified these values through a participative and inclusive process. Guilford College uses a “principled” approach to education, community, and problem-solving application of the practical liberal arts to student curricular and co-curricular life. This commitment requires Guilford College’s students to learn to address problems critically, creatively, and constructively, with courage and conscience.

Academic Principles

Guilford College stresses breadth and rigor in its academic programs. The curriculum prescribes for all students a basic framework from which they choose courses. This framework consists of a set of general education requirements and completion of at least one major and one minor.

Guilford College also supports students in creating individualized programs and in selecting studies that will best contribute to their own development and interests. Faculty advisors readily assist students in exploring their interests and abilities and in relating their courses of study to future plans.

Students with varied talents and aims may profit from different methods of instruction. Guilford College deliberately offers a selection of educational experiences: courses combining lectures with discussion or laboratory; seminars demanding more direct participation by the student; and opportunities for independent study. The College encourages off-campus learning and foreign study, and advisors help students design internships in the community as a way of relating study and work experiences.

Five Academic Principles govern all courses and other educational experiences at the College:

Innovative, student-centered learning: Guilford College embraces effective and adventurous pedagogy. Learning formats are chosen to promote dynamic exchange among students and between students and faculty. The College places the individual student at the core of its educational mission. In an environment committed to the value of interdependence, each student is encouraged to develop an individual viewpoint through the sharing of ideas with other members of Guilford College's intentionally diverse community.

Challenge to engage in creative and critical thinking: Guilford College emphasizes these activities: identifying and solving problems; delving below the surface of things to understand phenomena in their complexity; considering how frameworks and perspectives affect observations and analyses; appreciating the interplay of believing and doubting; and combining intuition, imagination, and the aesthetic sense with reasoning, quantitative analyses, and factual knowledge. Students learn not only to develop and synthesize ideas but also to articulate them clearly via the spoken and written word and other forms of creative expression. In particular, the College emphasizes writing as a mode of both learning and communicating, and thus students write intensively throughout their years here. Guilford College especially values courses that connect different ways of knowing, hence the College's interdisciplinary emphasis.

Cultural and global perspectives: Guilford College strives to prepare students to be citizens of the world. Thus the curriculum is designed to encourage students

and faculty to respect and learn from people of other cultures and to foster an understanding of ecological relationships within the natural environment. By interacting with people from different cultures and gaining sensitivity to other ways of life, students deepen their academic investigation of Western and other traditions. In the process, students are challenged to envision better societies and to work collectively with others toward mutual benefit.

Values and the ethical dimension of knowledge: The Quaker ethos deeply influences the academic program as it does all other aspects of college life. In particular, the curriculum nurtures the spiritual dimension of wonder, the pursuit of meaning in life, and sensitivity to the sacred. It also promotes consciousness of those values necessary to successful inquiry: honesty, simplicity, equality, tolerance. Guilford College's courses explore the ethical dimension of knowledge. This often requires close attention to such issues as gender, race, ethnicity, religion, social justice, and socioeconomics in historical and contemporary contexts.

Focus on practical application: vocation and service to the larger community: Noting the call of George Fox, a founder of Quakerism, for schools to teach "things civil and useful," Guilford College's teachers help their students choose majors and sequences of supporting courses that fit their interests and aptitudes and lead to work and service possibilities that will bring personal fulfillment and challenge. The College also upholds each individual's obligation to the larger community, hence its commitment to personal responsibility, social justice, world peace, service, and ethical behavior. Rooted in the Society of Friends' social testimonies, the College aims to help its graduates learn to evaluate the effects of their actions and the implications of their decisions.

Institutional Structure Supporting Social Justice

Founded in 1837 by the Society of Friends, known as Quakers, Guilford College inspires each student to achieve excellence through an engaging community, which nurtures creativity and social responsibility. We are guided by our Quaker heritage, instilling in all of us community, equality, integrity, peace, and simplicity. In classrooms and on campus, we embrace those principles every day.

Guilford College is a community of open-minded learners who promote positive change in the world. In small class settings, Guilford College's caring faculty get to know, challenge, and support every student. Our curriculum focuses on writing, reasoning, class discussions, and solving problems – preparing students for the world's future challenges. Through this QEP on Inclusive Public Presentation we are assuring that all our students will have the competencies and the confidence to have meaningful and transformative interactions as world citizens. True to our Quaker commitments, Guilford College's diverse and welcoming environment furthers an appreciation and respect for difference. Our alumni tell us they succeed in their graduate programs and their jobs because of the transformative academic and personal experiences they had at Guilford

College .

Evidence that we are accomplishing our primary objective is supported by our 17-year listing in the book *Colleges that Change Lives*. Guilford College is cited as a “stimulating place where the teachers care, where they expect a lot, and where they provide encouragement as well as the challenge to get young people to do things they had no idea they could do.”

Our curriculum challenges students to apply ethics and knowledge to real-life issues and fosters the development of innovative leaders and communicators who learn the skills to excel in a variety of educational and professional fields. In addition to curricular experiences and faculty/staff to student interactions, Guilford College has several signature co-curricular programs that support and enrich Guilford College’s focus on social responsibility. These efforts include the Bonner Center for Community Service and Learning, the Center for Principled Problem Solving, and the Friends Center’s Quaker Leadership Scholars Program.

Bonner Center for Community Service and Learning: The Bonner Center for Community Service and Learning provides resources, opportunities, connections, and direction that encourage the integration of academics and experience, campus and community, self and service, passion and purpose. Each year, 60 Bonner Scholars at Guilford College perform more than 24,000 hours of community service as part of their commitment to the scholarship program. With one of the first Bonner Scholars Programs in the country, Guilford College prides itself on making sustained commitments to core partners, community groups, and neighborhoods.

Center for Principled Problem Solving: The Center for Principled Problem Solving (CPPS) was developed to identify and address complex social problems while guided by the Core Values of Guilford College. The Center’s mission is to equip Guilford College students, individuals, and organizations with principled decision-making models and experiential learning opportunities, enabling them to work productively with others to make their communities and the world more just and sustainable.

Quaker Leadership Scholars Program: The Friends Center developed the Quaker Leadership Scholars Program (QLSP) in 1992. The program consists of approximately fifty students and four staff members who come together at Guilford College from various Quaker and non-Quaker backgrounds. Students in the program explore community, faith, spiritual experience, and diverse visions of Friends while they prepare to be of significant service to the Quaker community.

Bonner, Principled Problem Solving (PPS), and QSLP Scholars give presentations on their work to community leaders, at external symposia, and at the Guilford Undergraduate Symposium every year. This QEP on Inclusive Public Presentation will complement and enhance these transformative experiences for our students. Currently educational support staff and faculty work closely with Bonner, PPS, and QSLP Scholars to mentor and support them. The QEP will increase the acumen of our faculty and staff

as they support our students' development of public presentation skills.

Chapter 1: AN INSTITUTIONAL PROCESS

Chapters 1 and 2 demonstrate how *Speak UP: Unifying Presentation for an Inclusive, Connected World* meets the Southern Accreditation of Colleges and Schools - Commission on Colleges (SACSCOC) criteria 2.12: “*The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.*”

This chapter provides an overview of our institutional process for identifying and developing an acceptable Quality Enhancement Plan (QEP). This includes a discussion of Guilford College’s institutional planning, budget, and assessment cycle, and the assessment of institutional need that led to our selection of *Speak UP: Unifying Presentation for an Inclusive, Connected World*, as well as the broad-based process for topic selection.

Institutional Planning

In 2016, under the leadership of our new president, Jane Fernandes, Guilford College envisioned new strategic priorities:

Sustain our mission as we affirm the centrality of students

1. Increase enrollment
2. Invest in faculty and staff
3. Meet and exceed SACS requirements

Strengthen the quality and value of the education we offer

1. Develop dynamic learning opportunities
2. Create a stellar student experience
3. Upgrade campus facilities

Shine our lights of distinction to enhance awareness and image

1. Redesign programs for wider resonance
2. Advance Guilford College’s profile
3. Create revenue-enhancing programs

Process to Develop the Strategic Priorities

These priorities were identified through an institutional process that was initiated by Jane Fernandes, President of Guilford College. During the President’s first year, she led a collaborative process to review the Strategic Long Range Plan 2011-16. The Board of Trustees reflected on and proposed their primary areas of focus at a retreat in June, 2015. Those discussions helped the President discern and articulate the most urgent priorities that we needed to address as a college community in the next 2 to 3 years.

In the fall of 2015, the President established a college wide Strategic Priorities Oversight Committee (SPOC) to develop new strategic priorities. The committee process was as follows:

- 1) SPOC reviewed the work of the previous SLRP II committee and consulted with those committee members. The SPOC committee sought to learn from the previous committee members about which ideas and processes worked well.
- 2) SPOC sought to keep their process open, keep the College community informed about their work, and provide a means for members of the community to provide input. Toward that end, a website was created and shared with the campus (<https://sites.google.com/a/guilford.edu/strategicplanning/home>)
- 3) Based on community feedback, SPOC identified a list of strategic priorities. In October, 2015, the Board of Trustees finalized and approved the strategic priorities.
- 4) Throughout the year, the committee met with the leaders of each of the Strategic Priorities so that all committee members could come to understand [1] what is intended by each priority, [2] who is responsible for its implementation, and [3] how it will improve the Guilford College experience for everyone.
- 5) SPOC determined that Guilford College has the basis for later creation of a strategic plan in the Strategic Priorities that aligned both the campus and Board of Trustees around our most urgent priorities.
- 6) Through discussions with the leaders of each of the Strategic Priorities, specific ways to measure our progress on each of the objectives were recommended. This included identifying potential measures of success.

Strategic Priorities and the Quality Enhancement Plan (QEP)

The College's Strategic Priorities highlight the importance of a Quality Enhancement Plan (QEP) that creates dynamic learning opportunities for students, creating a stellar experience, and for the redesign of our programs. The QEP is reflective of the strategic priorities listed above and of SPOC's ongoing role with the Institutional Effectiveness Committee. To respond to the changing needs of our community, the QEP Coordinator reports assessment outcomes to the SPOC to be used by the President for informing institutional budget, assessment, and evaluation cycle decisions.

Institutional Budget and Assessment Cycle

Budget Cycle/Process

The budget development process for FY 2016-17 is a phased approach similar to the last several years. At the 2016 February Board meeting, the Board of Trustees reviewed and approved a budget “*in principle*” that included student tuition, fee, room, and board rates for FY 2016-17 so the College could begin financial aid packaging for the upcoming academic year and allow for optimal and timely communication with, and advice for, our prospective students and their families.

As the budget process unfolded over the next few months, the College developed, in partnership with the Guilford community, a plan for aligning the expense side of the budget with revenues. At the June Trustee meeting a more comprehensive preliminary budget including expenses that were brought into alignment with anticipated revenues was presented. The FY 2016-17 budget will be updated for the October trustees meeting and officially approved after fall enrollment is set (as of October 1st).

Role of the Budget Committee

The Budget Committee recommends a budget to the President. Upon receipt of the recommendation from the Budget Committee, the president prepares her final recommendation to the Board of Trustees. The Trustees retain final authority but also rely greatly on the President and the Budget Committee to make difficult trade-offs (e.g., salaries vs. maintenance) that a tight budget requires.

The Budget Committee is composed of faculty, students, administrative and support staff, as well as the vice presidents. Its attention is focused strategically through fiscal oversight of student fee increases, endowment spending, employee salary and wage pools, and other pivotal budget drivers. The Committee also collaborates to ensure financial implementation of the goals and objectives included in the College’s strategic plan.

2015-2016 Membership: Darryl Samsell (faculty) served as the chair and Len Sippel (Vice President for Administration and Finance) as vice chair. Dave Dobson (Clerk of the Faculty), Brenda Swearingin, and Vance Ricks were faculty representatives. Administrative staff representatives included Beth Rushing (Vice President and Academic Dean), Arlene Cash (Vice President for Enrollment), Todd Clark (Vice President for Student Affairs & Dean of Students), Michael Poston (Vice President for Advancement), and Roger Degerman (Vice President for Marketing). Other staff representatives included Elizabeth Waugh (Associate Controller), Jimmy Wilson (Associate Vice President for Finance), Jerry Boothby (Special Assistant to Vice President for Administration & Finance), Rick Williams (Director of Human Resources), Martee Holt (Director of CCE), and Erica Tate (Assistant to the Vice President for Administration and Finance). Cassie Townsend was the Committee’s support staff representative. (See Figure 1.X)

Assessment Cycle/Process

The *Faculty Handbook* charges the Assessment Committee with oversight of the assessment activities for the majors and the general education program. More precisely, the Assessment Committee is responsible for administration and oversight of the assessment of student learning with respect to the curriculum at the college, to continuously enhance and improve student learning in the general education curriculum and to assure its consistency with the goals of the college.

Guilford College conducts college-wide assessment of the General Education curriculum. The Assessment Committee developed six broad General Education Learning Outcomes (GELOs) and the faculty approved these GELOs in November 2012. The Assessment Committee modified rubrics based on the American Association of Colleges and Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics to be used in evaluating internal, embedded assessment activities in courses.

The more general use of assessment results depends, in part, on the level of change the joint Assessment/Curriculum Committee and the Vice President/Academic Dean consider warranted. For example, recommendations for broad policy changes proceed from the joint committee to the Clerk's Committee for discussion prior to their presentation to the corporate faculty for final approval. Changes affecting the College's strategic plan (including the budget) would be shared with the President, through the Strategic Priorities Oversight Committee (SPOC). Following these procedures, the plan integrates assessment related to QEP into the broader administrative processes of the College.

Assessment of Need

Guilford College sought to select a QEP topic that would help ensure student success throughout their academic career and post-graduation. The following sections provide a review of the literature and best practices followed by internal assessment data on how Guilford College measures up to these best practices.

Literature Review and Best Practices

The Association of American Colleges and Universities (AAC&U) has commissioned studies to identify the most important skills for college students. The studies were conducted by Hart Research Associates, and the first included interviews with 305 employers and 510 recent college graduates. The report was published in December, 2006 and identified three skills that both employers and recent graduates regarded as critical:

- Teamwork
- Critical and analytical thinking
- Oral and written communication

More recent studies published by the AAC&U reinforce the importance of communication skills. In a study of 302 employers, oral and written communication was identified as the most important skill for new employees (identified by 89 percent of 302 employers; Hart Research Associates, 2010). In a later study of 318 employers, 93 percent agreed that “a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is *more important* than their undergraduate major” (Hart Research Associates, 2013, p. 1). Finally, a 2015 report from Hart and Associates identified oral communication as the skill deemed most important by both employers (85 percent of 400 employers) and college students (78 percent of 613 students).

Other studies further demonstrate that communication skills are in particular demand in today’s workforce. Human resource and management experts report an increased demand for applicants with strong communication skills (Tuleja & Greenhalgh, 2008; Worthington, 2015). For example, while advancing technologies are able to provide greater “number crunching” capabilities, employers increasingly seek applicants who can interpret and present results to colleagues and clients (Rapacon, 2015). The Graduate Management Admission Council’s 2015 Corporate Recruiters Survey indicates that oral communication skills is the second most critical attribute sought by employers worldwide, exceeded only by demonstrated performance (Worthington, 2015).

Communication is not only an important skill to gain employment, but is also considered foundational to a college education. As Steinfatt (1986) stated,

“the act of creating and communicating a message is at the heart of the educational experience” (p. 465)

Furthermore, oral communication activities represent a fundamental mode of learning (Modaff & Hopper, 1984) and presentations encourage students to actively engage with the course material in order to retain course content and deepen understanding (Princeton University, 2015).

According to Princeton University’s McGraw Center for Teaching and Learning, instructors are increasingly assigning oral presentations in college courses. Nationwide, many colleges and universities require at least one course in oral communication as part of the general education curriculum. At the same time, many students have not had instruction in what constitutes an effective presentation, nor adequate practice in delivering presentations in a variety of settings and academic disciplines (Cronin & Glenn, 1991; Ediger, 2011).

One issue is that a single course in communication is rarely sufficient. As Finley (2012)

noted, students have difficulty transferring skills learned in foundational courses to later courses in their majors or to their post-graduate experiences. Instead, best practices suggest that communication skills are “best developed by emphasizing them in a variety of courses across the curriculum” (Cronin & Glenn, 1991, p. 356). This model has been implemented by many institutions, beginning with the Central College of Iowa in 1976 (Clark, 2000). More recently, The University of Kentucky and The University of the South have taken a communication across the curriculum approach in their QEPs.

Success of such programs depends upon embedding communication both within the general education program and within academic majors (Johnson, Veitch, & Dewiyanti, 2015), faculty development across disciplines (Hay, 1987; Steinfett, 1986), and taking a developmental approach so that skills are appropriately sequenced across the curriculum (Hay, 1987; Johnson et al., 2015). A developmental approach is especially important so that new students can learn, practice, and apply skills appropriate for beginners and then continue to build upon the skills they acquire as they progress through their academic careers.

The Association of College and Research Libraries (ACRL) [*Framework for Information Literacy in Higher Education*](#) embodies a necessary broadening of thinking about information literacy within a digital landscape, and the importance of supporting a holistic and developmental approach to building students’ information, research, and scholarship competencies for effective communication and discourse. Moreover, the *Framework’s* concepts and corresponding knowledge practices and dispositions are highly relevant to furthering a collaborative educational support model as vital to successful plan implementation and completion. Significantly, the ACRL *Framework* advances the concept of “Metaliteracy,” which pushes beyond traditional information boundaries, “... to include the collaborative production and sharing of information in participatory digital environments ...” (Jacobson & Mackey, 2014) supporting collaboration, and knowledge creation and dissemination.

Guilford will push “beyond traditional information boundaries” by intentionally recognizing the diversity among our students and their audiences (current and future) as they develop public presentation skills. A distinctive feature of our work with students’ public presentation skills will include utilizing the Universal Design for Learning (UDL) framework for teaching presentation skills that promote the core values of equality, excellence, and justice.

By using the UDL principles while developing and delivering presentation instruction, the faculty will model presentations for the 21st century. Presenters, including instructors, must consider the diverse needs of their audience as they convey information and seek to affect the thinking and actions of a defined audience. Liasidou’s (2014) work speaks to the utility of UDL “as a means to mobilizing socially just changes in higher education.” Guilford recognizes the diversity of our student population, and is committed to teaching inclusively. UDL provides a framework with which to do so.

The teaching of public presentation skills and technologies, and the subsequent presentations by students, will utilize the three principles of UDL by providing 1) multiple means of engagement and 2) representation, as well as 3) action and expression (CAST 2015). Presenters will learn to plan for accessibility and to consider the access of the audience throughout the presentation process. So, students' experiences with public presentation instruction across the Guilford curriculum will support their engagement on multiple levels, from engagement with course content to engagement of diverse audiences.

Institutional Assessment

This section will present institutional data to assess where Guilford College stands in teaching communication skills across the curriculum. The College's first QEP, writing across the curriculum, will be reviewed. This will be followed by institutional data on other forms of communication (oral communication and public presentations).

Guilford College's First QEP: Written Communication

Guilford College chose writing as the focus of its first QEP. This first QEP focused on embedding writing throughout the curriculum and with a developmental approach. First year students complete English 102, and then complete a course called Historical Perspectives after successful completion of English 102 (usually in their first or second year). The QEP focused on enhancing writing in disciplinary courses within participating majors. The IDS 400 course served as the final writing assessment; this course is taken by all seniors, and is a requirement of Guilford's general education curriculum.

The Assessment Committee, along with the Director of Institutional Research, coordinated an assessment of the General Education Writing Program during the 2010-2011 academic year. A common "Writing Outcomes Assessment Rubric" was developed and approved by the faculty for this purpose. In spring 2011, the Assessment Committee and faculty teaching English 102, Historical Perspectives, and IDS 400-level classes conducted the assessment of tiers one, two, and four of the writing sequence. Scores from tiers one and two were used to establish average proficiency for students entering "QEP courses." Results from our first QEP are presented in Table 1.1.

Table 1.1: Writing Program/QEP Quantitative Assessment of Learning Outcomes.

Learning Outcomes	English 102	Historical Perspectives	Major Course	IDS 400
A. Rhetorical Knowledge	2.09	2.56	3.10	3.48
B. Crit. Think, Read & Write	2.07	2.61	3.12	3.11
C. Conventions	2.02	2.45	2.93	3.28
D. Process	2.00	2.36	2.98	3.14
	<i>n</i> = 192	<i>n</i> = 96	<i>n</i> = 346	<i>n</i> = 144

(Scale: 4 = Exemplary, 3 = Satisfactory, 2 = Emerging, 1 = Not Demonstrated)

The results demonstrate that our first QEP was very successful in moving students from the “emerging” level in their first year to between a “satisfactory” and “exemplary” level in their senior year. Instruction on written communication is a key strength of Guilford College. However, other communication skills are also critical to student success. The next section considers how Guilford College fares on oral communication and presentation opportunities.

Institutional Data on Oral Communication Skills and Public Presentation

Presentation opportunities and perceptions were assessed with the the National Survey of Student Engagement (NSSE). Guilford College regularly administers the NSSE, which includes questions that ask students to report on 1) the frequency they are required to make presentations in class and 2) their perceptions of growth in the public speaking skills. Table 1.2 illustrates that Guilford College seniors consistently reported making class presentations more often than first year (FY) students. This increase between FY and seniors was consistently about one half unit – from halfway between “Sometimes” and “Often” to “Often.” When compared with students from similar institutions, the experience of Guilford students appears to be on par with other private colleges. These data suggest that with the QEP’s additional emphasis on public presentations and instructional improvement, future Guilford College students will experience additional opportunities in their courses to give presentations and develop higher quality presentations.

Table 1.2: Responses from Guilford College first year students (FY) and seniors to the National Survey of Student Engagement (NSSE).

National Survey of Student Engagement (NSSE) – Results for Frequency of Making a Class Presentation						
	1=Never, 2=Sometimes, 3=Often, 4=Very Often					
Administration Year	Guilford Mean for FY Students	Guilford Mean for Seniors	Change over time	Peer Mean for FY Students	Peer Mean for Seniors	Change over time
2008	2.5	3.0	0.5	2.5	2.9	0.4
2010	2.6	3.0	0.4	2.2	2.8	0.6
2012	2.6	3.1	0.5	2.5	3.1	0.6
2014	2.5	3.0	0.5	2.5	3.0	0.5

Question: “In your experience at your institution during the current school year, about how often have you made a class presentation?”

Table 1.3 shows Guilford College seniors consistently reported their experience at Guilford College contributed slightly more than “quite a bit” to their skills and personal development in speaking clearly and effectively. For each survey administration, these values were about 0.3 points higher than for FY students. Results from seniors at peer institutions were about the same or slightly lower than for Guilford College seniors.

Table 1.3. National Survey of Student Engagement (NSSE) Results for Knowledge, Skills, and Personal Development in Speaking Clearly and Effectively.

National Survey of Student Engagement (NSSE) – To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in speaking clearly & effectively?						
1=Very Little, 2=Some, 3=Quite a bit, 4=Very Much						
Administration Year	Guilford Mean for FY Students	Guilford Mean for Seniors	Change over time	Peer Mean for FY Students	Peer Mean for Seniors	Change over time
2008	2.8	3.2	0.4	3.0	3.2	0.2
2010	3.0	3.3	0.3	2.8	3.0	0.2
2012	3.0	3.4	0.4	2.9	3.2	0.3
2014	2.8	3.2	0.4	2.7	3.1	0.4

Question: “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in speaking clearly and effectively?”

Oral communication is assessed as part of Guilford College’s college-wide assessment of our General Education curriculum. In the 2013-2014 academic year, rubrics for oral communication (Table 1.4 of GELO 1.2: Renamed “Public Presentation”) were used to assess assignments in classes that span the curriculum, and included courses from every division of the college and every level of instruction. Results are shown in Table 1.4 and suggest that Guilford College faculty measure their students as achieving this GELO at the “Good” level, with an overall average score of 3.1 on a 4 point scale. However, the Assessment Committee subsequently discovered some issues with faculty use of the rubrics, including the inappropriate use of assignments for evaluation and the need for training on the application of the rubric components. Additionally, the data presented in Table 1.2 is an aggregate of all our students, and does not demonstrate if or how students improve in their oral communication skills from their first through final year.

Our internal assessment data suggest that students find they have many opportunities for presentations and that they find these presentations useful in their learning. Many instructors already integrate presentation into coursework as either an active learning strategy or to specifically build students’ confidence for presenting themselves and communicating knowledge. Although current assessments suggest that students are generally proficient in their presentation skills, we are not as clear if and how student presentation skills are scaffolded across the curriculum. In particular, evidence suggests the current application of the rubric is inconsistent, indicating a need for enhanced training. This training began in spring 2016. Additional focus and resources to enhance this area would help to give Guilford College students a competitive edge.

Table 1.4 GELO 1.2 Oral Communication (Renamed: Public Presentation) Rubric.

Criteria	Excellent (4)	Good (3)	Fair (2)	Unsatisfactory (1)
Organization (i.e., introduction, conclusion, sequenced material and transitions)	Organization is clear and consistent; skillfully enhances content	Organization is clear and consistent	Organization is intermittently observable but not consistent	Organization is lacking
Delivery (i.e., language choices, posture, gestures, eye contact, expression)	Delivery makes presentation compelling; speaker appears confident	Delivery makes presentation interesting; speaker appears comfortable	Delivery makes presentation understandable to audience; speaker appears tentative	Delivery detracts from effective presentation; speaker appears uncomfortable
Message	Central message is clear, appropriately repeated, strongly supported and memorable	Central message is clear and supported	Central message is understandable, but not impressive or memorable	Central message may be deduced, but is not explicitly stated
Supporting Material (e.g., sources, data, explanations, examples, statistics, quotations)	Supporting materials support the presentation and establish the presenter's authority on the topic	Supporting materials generally support the presentation and the central message	Supporting materials are observable but not sufficient to establish the central message	Insufficient supporting materials

Table 1.5. Results from Guilford College Oral Communication Rubric – 2013-2014

GELO 1.2 Oral Communication – scored as 1 = unsatisfactory, 2 = fair, 3 = good, 4 = excellent				
	Organization	Delivery	Message	Supporting Material
Average Rating	3.2	3.0	3.1	3.2
Standard Deviation	0.90	0.90	0.89	0.89
Number of Students Assessed	314	314	314	309
Overall Average	3.1 (SD = .90)			

Topic Selection Process

The Guilford College community worked together for eleven months (March 2014 - February 2015) to select the topic for the Quality Enhancement Plan. This topic selection process was divided into five main parts: (1) creation of the QEP Topic Selection Committee; (2) solicitation of topic suggestions from the Guilford College community; (3) discussion and narrowing of these suggestions with the Guilford College community by Guilford College's QEP Topic Selection Committee; (4) discussion of this subset of

topics with the Guilford College community; and (5) final approval of the QEP topic by faculty, students, and the Board of Trustees. Details of meetings and campus forums, including presentation materials and minutes, are located on the [QEP protected-website](#) (login required).

Throughout this process, the QEP Topic Selection Committee posted information about the QEP selection process on the open QEP topic selection website (see Appendix A for website details) and invited community members to participate in discussion of the topics on Guilford College’s faculty online open forum, the Moon Room (see Appendix B for Moon Room details).

1. In November 2013, pursuant to the guidelines set forth in the Faculty Handbook, the executive committee of the faculty, Clerk’s Committee, formed the Ad Hoc Committee to Select Topic for Quality Enhancement Plan for Reaffirmation of Accreditation, henceforth referred to in this document as the QEP Topic Selection Committee (Table 1.6). This committee was composed of faculty, staff, and students including representatives from the faculty assessment, curriculum, and governance (Clerk’s) committees. The faculty members on this committee included members from three of the five Guilford College disciplinary divisions: Arts, Natural Science and Mathematics, and Social Science. The student representatives were selected by the adult (Student Government Association) and traditional (Community Senate) student government organizations, respectively.

Table 1.6. Members of the QEP Topic Selection Committee

Name	Title
Sandra Bowles	Director of Student Conduct, Office for Campus Life
Sarah Dreier-Kasik, '14	Representative from the (adult student) Student Government Association
Kent Grumbles	Director, Institutional Research and Effectiveness
George Guo	Professor of Political Science; Representative from the Curriculum Committee
Joseph Holmes	Representative from the (adult student) Student Government Association
Wendy Looker	Associate Professor of Music; Representative from the Assessment Committee
John Madden, '16	Representative from the (traditional student) Community Senate
James Parrigin	Instructional Design & Assessment Librarian
Steven Shapiro, Chair	Professor of Physics; Chair of the Division of Natural Sciences and Mathematics; Director of Advising; Representative from the Clerk's Committee

2. Through alumni newsletter announcements, campus email announcements, posters, direct email, web postings, meetings, and open forums, the QEP Topic Selection Committee solicited topics from across the Guilford College community. The Committee distributed an online survey to receive suggestions from alumni, students, faculty, staff, members of the Board of Visitors, and members of the Board of Trustees. This process yielded 30 ideas that the QEP Topic Selection Committee subsequently organized into six broad categories to aid in subsequent

community-wide discussion: 1) Curriculum: Thinking and Communication Skills; 2) Entrepreneurship; 3) Learning/ Teaching Modalities; 4) Literacy; 5) Principled Problem-Solving; and 6) Wellness.

3. After this possible-topic-collection phase, the QEP Topic Selection Committee held several meetings and open forums in fall 2014 (see Table 1.7) to discuss the ideas for a QEP that had been submitted by members of the community.

Table 1.7. Campus meetings to discuss possible QEP topics, fall 2014.

Venue	Date
Faculty Meeting	September 3, 2014
Faculty Forum	September 17, 2014
Open Community Senate Meeting	September 22, 2014
Open Student Government Association Meeting	October 29, 2014
Open Community Forum	November 19, 2014
Faculty Meeting	December 3, 2014

Following the October 29, 2014 meeting, before which faculty and student constituencies each had discrete opportunities to discuss the suggested topics, the QEP Topic Selection Committee took this feedback and narrowed the list of thirty possible topics down to four: 1) Creative Works/Undergraduate Research; 2) Experiential Learning; 3) Oral Communication; and 4) Quantitative Literacy/Quantitative Reasoning. The committee developed criteria to narrow the topics, as follows:

- faculty/student preference and willingness to participate
- potential positive benefit to student learning and preparation
- potential positive impact for underserved student populations
- viable and sustainable
- focused and able to be assessed

4. Unrelated, but well timed for informing the QEP selection process, a workshop on Universal Design for Learning (UDL) sponsored by the Faculty Development Committee in fall 2014 heightened faculty awareness of UDL. Faculty participants were directed in the workshop to select one topic through which to explore and use UDL in the classroom. This sparked broad interest in a UDL QEP, as it would provide all faculty members with the opportunity to learn how to apply UDL with a common, college-wide focus. A UDL QEP would both support diverse learners and further faculty development in UDL course and assignment construction and implementation.
5. The QEP Topic Selection Committee held an Open Community Forum on November 19, 2014, for the broad Guilford College community to discuss the four proposed QEP topics. At this meeting, several community members expressed concern that the QEP Topic Selection Committee had not included Exploring Innovative Student-Centered Pedagogies and Learning Formats as a topic finalist. Members expressed concern that to best support and educate students with a range of student

learning styles, we needed to focus on enhancing inclusive faculty teaching techniques. The QEP Topic Selection Committee responded to these comments and concerns and added a fifth topic, Universal Design for Learning (UDL) to Achieve Inclusive Excellence for further consideration.

With now a total of five possible QEP topics, the QEP Topic Selection Committee again solicited input from the community via two anonymous surveys, one for faculty/staff and one for students (see Table 1.8). Results from these surveys, based on the criteria cited above, indicated that, of the choices, students felt that UDL to Achieve Inclusive Excellence would have the greatest positive impact on student learning. Likewise, faculty/staff ranked UDL favorably in terms of potential impact on students. According to faculty and staff, Oral Communication would be the most viable (specifically in terms of time commitment, and financial and staffing resources). Students chose UDL as the most viable topic.

Table 1.8: Average Ranking of Topics (1 = first to 5 = last)

	Topic*				
	UDL	OC	EL	QL	CR
Positive Impact on Students					
Faculty/Staff Results	2.94	3.09	2.56	3.25	2.96
Student Results	2.76	3.23	3.23	2.86	3.09
Viability					
Faculty/Staff Results	3.76	1.56	2.90	2.98	3.13
Student Results	2.24	3.59	3.09	3.68	2.45

*Note: UDL = Universal Design for Learning, OC = Oral Communication, QL = Quantitative Literacy, EL = Experiential Learning, CR = Creative Works/Research

6. At the December 3, 2014 faculty meeting, the QEP Topic Selection Committee presented four topic finalists: 1) Experiential Learning; 2) Oral Communication; 3) Quantitative Literacy/Quantitative Reasoning; and 4) Universal Design for Learning to Achieve Inclusive Excellence. The committee explained that they had combined, based on significant content overlap, Creative Works/Undergraduate Research with the more general topic Experiential Learning. The committee further explained that each of the topic finalists could satisfy the SACSCOC guidelines for an acceptable QEP, noting further that UDL to Achieve Inclusive Excellence could support the three other finalist QEP topics (see Appendix C for Faculty Meeting minutes). The Committee ultimately recommended changing the title Oral Communication to Public Presentation to honor inclusive approaches to presentation. This incorporation of UDL into the remaining finalist topics would allow the QEP to be framed by UDL principles for an inclusive approach, and would recognize, for example, in the case of Public Presentation, that people who cannot deliver an oral presentation could make a public presentation in other ways.

7. This led the QEP Topic Selection Committee in January 2015 to agree by consensus

to propose to the faculty that the QEP topic center on enhancing student skills in inclusive public presentation. This QEP would support faculty in using UDL principles to teach effective, inclusive public presentation for the enhancement of student learning.

8. After receiving endorsement from the Community Senate and Student Government Association, the QEP Topic Selection Committee brought the topic of enhancing student skills in making public presentations to the February 4, 2015 faculty meeting. The QEP topic subsequently was approved as presented (see Appendix D for Faculty Meeting minutes).
9. Later that month, the Chair of the QEP Topic Selection Committee presented this proposed QEP topic and UDL framework to the Board of Trustees, which approved this plan in February 2015 (see Appendix E for Board of Trustees Meeting minutes).
10. As a final step in the process, the QEP Development Committee took the completed plan to the corporate faculty for approval at the August 2016 faculty meeting, which they endorsed by consensus (see Appendix F for Faculty Meeting minutes).

The Role of UDL within this QEP

Because this QEP is focused on enhancing student public presentation skills, we will not be assessing UDL, but using Universal Design for Learning techniques and strategies to ensure inclusivity. See Appendix G for a more detailed literature review on UDL principles.

Chapter 2: FOCUS OF THE PLAN

This chapter provides a clear definition of public presentation, the student learning outcomes (SLOs) related to presentation, the strategies that will be applied to achieve the student learning outcomes, and the additional expected benefits of the process, as essential to accomplishing the mission of Guilford College.

College Mission and Student Learning Outcomes

Connection with the Mission of Guilford College

The mission of Guilford College is to provide a transformative, practical, and excellent liberal arts education that produces critical thinkers in an inclusive, diverse environment, guided by Quaker testimonies. Guilford College emphasizes the creative problem-solving skills, experience, enthusiasm, and international perspectives necessary to promote positive change in the world.

Five principles are identified in the College's Statement of Academic Principles (described in the Guilford College Profile), which govern all courses and other educational experiences, and illustrate the "transformative" education rooted in Guilford College's Quaker heritage and articulated in its mission. In particular, Guilford College promotes social justice through inclusivity as articulated in our fourth Academic Principle:

- Values and the ethical dimension of knowledge: "requires close attention to such issues as gender, race, ethnicity, religion, social justice, and socioeconomics in historical and contemporary contexts."

To promote social justice, we will be intentionally inclusive in the design of the learning experience by grounding this QEP in principles of Universal Design for Learning (UDL). This approach will ensure effective communication with diverse audiences.

Communication skills are also central to the College mission and are embedded in the first two Academic Principles:

- Innovative, student-centered learning: "Develop an individual viewpoint through the sharing of ideas with other members of the College's intentionally diverse community."
- Challenge to engage in creative and critical thinking: "Learn not only to develop and synthesize ideas but also to articulate them clearly via the spoken and written word and other forms of creative expression."

Social justice and communication skills are central to Guilford College's mission and academic principles. Guilford College's first QEP (that began in 2006) enhanced writing in the majors and led to improved student writing across the curriculum. The current

QEP builds and expands on the College's previous work in a way that is consistent with its mission. Public presentation skills promote a practical and excellent education because developing and delivering inclusive public presentations fosters critical thinking and creative problem solving skills, encourages students to share ideas, and helps students clearly articulate ideas. In order to support students' development and delivery of inclusive presentations, the College will implement the Universal Design for Learning (UDL) framework, which is consistent with the College's mission of "an inclusive, diverse environment, guided by Quaker testimonies," as well as the academic principles of values and the ethical dimension of knowledge by paying "close attention to issues such as...social justice" and innovative, student-centered learning that includes sharing ideas within "an intentionally diverse community."

The goal of Guilford College's QEP (*Speak UP: Unifying Presentation for an Inclusive, Connected World*) is to improve students' performance, and attitudes about public presentation as vital to effective public discourse. Using the principles of UDL, we plan to achieve this goal through an expansion of curricular and co-curricular opportunities for students to learn and practice public presentation, faculty and staff development in teaching and evaluating public presentation, and strengthening the collaborative educational support environment.

Defining Public Presentation

For the purpose of *Speak UP: Unifying Presentation for an Inclusive, Connected World*, public presentation is defined as follows:

1. A public presentation aims to convey a central message to an audience.
2. A public presentation must connect with the audience through feedback, comments, or questions; it may be synchronous and/or asynchronous.

Examples of synchronous public presentations are lectures, demonstrations, panel discussions, poster presentations, storytelling, exhibitions, and performances that include reflection. Examples of asynchronous public presentation include webinars, podcasts/blogs, or creative works that engage others through critical response and inquiry.

Consistent with UDL principles, presenters may choose alternatives such as typing words onto a screen, using synthesized audio output, or using an interpreter. Further, all student presenters will be encouraged to incorporate alternative presentation modalities as they learn to accommodate a diverse audience.

Student Learning Outcomes (SLOs)

The student learning outcomes associated with Guilford College's goal of enhancing student public presentation performance and attitudes are informed by extensive review

of best practices identified by the National Communication Association and specifically by Kidd, Parry-Giles, Beebe & Mello (2016): Measuring College Learning in Communication. These SLOs are operationally defined in Chapter 5 (Assessment).

1. Students will demonstrate effective communication **performance** (based on the AAC&U Value Rubric for Oral Communication), as evidenced by a public presentation that has:
 - a. Organization that is clear and consistent, and that skillfully enhances content.
 - b. Delivery that makes the presentation compelling.
 - c. A central message that is clear, appropriately repeated, strongly supported, and memorable.
 - d. Material that supports the presentation and establishes the presenter's authority on the topic.

2. Students will demonstrate improved **attitudes** (based on scores from administration of the Personal Report of Public Speaking Anxiety survey and the abridged Willingness to Communicate Survey) toward public presentations, as evidenced by
 - a. Willingness to engage in public presentations.
 - b. Confidence in presenting publicly.

Implementation Strategies

Speak UP: Unifying Presentation for an Inclusive, Connected World includes three interrelated strategies directed at the stated learning outcomes: 1) enhance and develop curricular and co-curricular opportunities for students to learn and practice public presentation; 2) provide faculty and educational support professionals with opportunities to build expertise in curriculum design and development for public presentation; 3) strengthen the collaborative educational support environment. Additional information regarding the detailed timeline and administrative structure is described in Chapter 3: Institutional Capability, and additional information about *Speak UP* assessment is described in Chapter 5: Assessment. Major features of the implementation plan appear in this section.

Key Strategy 1: Enhance and develop curricular and co-curricular opportunities for students to learn and practice public presentation

Curricular

This strategy of *Speak UP: Unifying Presentation for an Inclusive, Connected World* is to enhance the curricular opportunities for students to learn and practice public presentation. Opportunities will be intentionally developmental. Public presentation will be enhanced throughout the curriculum, beginning in a required first-year course, then progressing through participating majors and co-curricular programs, and culminating in students' senior interdisciplinary seminar and signature work.

Foundational: Incoming first-year students are required to enroll in a first-year course. This course is part of Guilford College's general education foundation curriculum ("The Guilford Experience"). The foundation courses are where students begin the process of developing the five skill competences: writing, oral communication, research, information technology, and quantitative reasoning. In our current curriculum, the first-year course is called First Year Seminar (FYS) for traditional students and Adult Transitions for continuing education students. The FYS course has focused on developing oral communication skills.

The current communication learning outcomes for FYS are to:

1. Prepare a written outline for an oral presentation that is organized, has a clear message, and incorporates correct language and appropriate supporting material.
2. Demonstrate oral communication skills by making a presentation that is organized, has a clear message, and incorporates correct language, proper delivery, and appropriate supporting material.

Speak UP will modify the focus in FYS from oral communication to public presentation. Toward that end, the QEP Development Committee will work with the corporate faculty to adopt common learning outcomes and a rubric for public presentation. We expect this process will involve a minor revision of the current FYS learning outcomes, substituting "public presentation" for "oral communication skills" and thus broadening the scope of the desired outcomes for these courses. These same learning outcomes will apply to our adult transitions course.

Speak UP employs a developmental approach and therefore learning activities in the required first-year course will center on foundational presentation skills, such as increasing comfort and confidence in making public presentations.

Practice in the Majors: Beyond the foundational skills obtained in the first-year course, *Speak UP* will enhance public presentation opportunities for students in their academic majors. Specifically, students will learn the presentation styles and conventions used within their major to organize and disseminate content knowledge. Such major-specific presentation skills will serve to initiate students into their academic disciplinary community where they may engage in purposeful and ongoing conversations within their chosen field. Additionally, the development of major-specific presentation skills will prepare students for their future careers and professional life.

The QEP committee conducted a survey in November 2015 of Guilford College's 25 disciplinary programs. Twenty-three programs (92 percent) have 200- or 300-level intermediate courses that require a presentation. Nineteen of these programs (76 percent) reported that they have a required capstone course that always ($n = 14$) or sometimes ($n = 5$) requires public presentation.

These results demonstrate that public presentation already is integrated within many of our academic majors. *Speak UP* aims to enhance public presentations within these majors and increase opportunities for students in all majors. Rather than adding or enhancing a single course within a major, *Speak UP* will encourage faculty to add public presentation opportunities at multiple points within a major, including introductory, intermediate, and senior-level courses, as well as theses and independent studies. In this way, *Speak UP* is intentionally developmental across the curriculum as well as within the majors. Moreover, incorporating public presentation opportunities across multiple courses and multiple levels helps ensure that, even if not every major chooses to add a public presentation component, all students will have public presentation opportunities as they take courses for their general education requirements, minor, or electives.

To implement this tier, academic departments will be asked to participate in a phased implementation of *Speak UP*, with five to eight new departments/programs participating each year. The QEP Advisory Group developed the following list of suggested guidelines to help faculty envision how courses and programs that choose to participate in the QEP might achieve the four learning outcomes. We expect and encourage participating faculty to alter these guidelines to meet the needs of their discipline and teaching style.

- Participating faculty will attend the QEP Summer Workshop, where they will learn strategies for using public presentations to enhance student learning in their major, as well as how to evaluate public presentations and integrate UDL teaching and evaluation techniques.
- Participating majors will choose one (or more) 200- or 300-level course(s) in which faculty will use the approved learning outcomes and a common rubric for instruction and assessment.
- Ideally, the 200- or 300-level course(s) in the major will be required for all majors. If no such course is available, then department faculty should work to include public presentations in several 200- and/or 300-level courses so as to affect as many majors as possible.
- Faculty members are encouraged to include a form of public presentation that addresses program-specific learning outcomes.
- The amount of public presentation instruction required would vary by department, depending on disciplinary expectations. Nonetheless, the presentation requirement in the course must comprise a significant portion of the course grade (i.e., $\geq 10\%$).

Mastery: All seniors are required to take an interdisciplinary capstone course as part of our general education curriculum. In our current curriculum, the senior capstone is IDS 400. Currently, the main outcomes of the course revolve around interdisciplinary knowledge and problem solving. Although there is currently no required public

presentation component in this course, a review of our IDS 400 syllabi from the past two years reveals that 88 percent of the courses require a public presentation component.

Speak UP will add a formal requirement for public presentation in the senior interdisciplinary capstone course. The QEP Development Committee will work with the corporate faculty to adopt common learning outcomes and a rubric for public presentation within the senior capstone course.

Co-curricular

A second component of *Speak UP* augments co-curricular opportunities for students to practice and master public presentation. Co-curricular activities include (but are not limited to) participation in symposia, introduction of guest speakers, the formation of a debate team, and peer tutoring opportunities.

Participation in Symposia: Since 2008, the Guilford Undergraduate Symposium (GUS) has provided an internal opportunity to showcase the variety and quality of original work that Guilford College students pursue in their classes, senior projects and theses, as well as in a range of venues outside Guilford College. Over the course of a day and in locations all over campus, oral presentations, posters, exhibits, panel discussions, and performances are offered to the College community. The Office of Research and Creative Endeavors (RCE) was created in 2012 to foster a culture of intellectual inquiry and exploration, including engagement in GUS as well as state, regional, and national symposia. *Speak UP* will improve student preparation for and increase participation in these experiences. *Speak UP* will also encourage faculty-student collaboration on research through RCE funding for faculty and student participation at academic conferences and other public presentation venues.

Introduction of Bryan Series Speakers: By providing speaker programs featuring well-known figures in the arts, humanities, and public affairs, Guilford College's Bryan Series enriches the educational and cultural experience for students, faculty, and staff of the College and residents of Greensboro and the central North Carolina region. Students will be selected to introduce speakers at key events during their visit to campus.

Student Clubs and Organizations: The QEP Coordinator will work with interested faculty and students to create clubs and organizations, such as a Debate Team, Model United Nations, Toastmasters, Spoken Word, and a TedX Club. The Coordinator will also work with existing clubs and organizations, such as WQFS (our award-winning campus radio station). The purpose will be to provide a myriad of opportunities for students to build presentation skills through practice and participation in these groups/activities.

Peer Tutoring: Peer tutors will be nominated by faculty and trained by the Learning Commons Director in collaboration with the QEP Coordinator to support their

fellow students' public presentations. These tutors will work with their peers upon their request, mentoring them through the creation and dissemination of public presentations.

Key Strategy 2: Provide faculty and educational support professionals with opportunities to build expertise in curriculum design and development for public presentation

Professional development opportunities for faculty and educational support professionals are a key part of *Speak UP*. While our faculty have a great deal of experience in giving public presentations, few have received formal training to teach, evaluate, and offer constructive feedback to students with regard to their speaking abilities.

- a. Over five years, *Speak UP* will build an institutional capacity of expertise for public presentation via faculty and staff development. During the first two years of *Speak UP*, external experts or consultants will lead multi-day workshops to train faculty and educational staff. Additionally, faculty and educational staff will attend discipline- or program-specific conferences that focus on presentation pedagogy and assessment. Faculty and educational staff will be encouraged to attend conferences on using various kinds of presentation, UDL instruction, and curriculum design to improve student learning. Beginning in the third year of *Speak UP*, these internal experts will then take over the workshops and educational efforts to continue building the capacity for effective public presentation.
- b. Beginning in summer 2017 and in subsequent years, 5-8 departments/programs will take part in a multi-day workshop led, at least initially, by external experts or consultants. The purpose of this initial, intensive workshop is to guide faculty through the process of designing course syllabi and assignments grounded in the principles of UDL to revise one or more of their courses to encompass presentation. Faculty will learn how to restructure assignments, activities, and projects to better engage students with various modalities of presentation. Faculty will also learn how to assess assignments through use of the common presentation rubric based on Guilford College's general education learning outcomes. Our expectation is to have participation from 100 percent of the departments/programs by the fifth year of the plan.
- c. Beginning in fall 2017 and in subsequent years, Faculty Development, in consultation with the QEP Coordinator, will offer additional half-day workshops focused on specific curricular and pedagogical issues around presentation modalities and UDL principles during the academic year. These supplemental workshops will be targeted to Guilford College faculty and educational support professionals. Workshops will offer concentrated instruction on such topics as responding to and assessing student presentation, assignment design, strategies to overcome student presentation anxiety, effective peer-review, academic

integrity and intellectual property, revision, information literacy and research, technology tools, and other relevant areas. These workshops will provide faculty with access to internal and external expertise, and support.

- d. *Speak UP* will also support smaller, informal conversations, and the building of learning communities around public presentation and UDL strategies among participating faculty and staff (e.g., lunches, reading groups, etc.).
- e. No single faculty or staff member can sustain this process alone, so a collaborative model is essential for successful support of *Speak UP*. Educational support professionals will participate in the faculty workshops to ensure that research, writing, and technology support structures are integrated into the student learning outcomes of *Speak UP*.

Key Strategy 3: Strengthen the collaborative educational support environment

An internal collaborative support and development structure exists within Hege Library's Academic Commons environment, consisting of Learning Commons tutors, Disability Resources professionals, and the Directors of Faculty Development, Research and Creative Endeavors, the Honors Program, and Institutional Research and Effectiveness (IRE). The QEP Coordinator will ensure sustainability of *Speak UP* in close partnership with this team. Guilford College's support services approach is to establish a collaborative model that reflects the developing vision for the Academic Commons within Hege Library ([Hege Library Strategic Directions, 2014-2017: The Library as "Academic Commons"](#)) and of the commitment to Universal Design for Learning (UDL).

Collaborative support components:

- a. Hege Library and Learning Technologies will provide curriculum-integrated teaching, learning, and research support for public presentations, and instructional technology and design support.
- b. Learning Commons will provide presentation skills support to students through professional and peer tutors trained by the Learning Commons Director and through participation in public presentations training on campus. The LC Director will provide UDL consultation for faculty and students.
- c. Disability Resources will provide accommodation/assistive technology support for public presentation and accessibility consultation for presentation hardware, software, and learning spaces, as well as curriculum design and instructional delivery.
- d. Research and Creative Endeavors, as an integral partner between research and presentation, will provide coordination between faculty and student research efforts, presentation feedback, and access to internal (e.g. Guilford Undergraduate Symposium -- GUS) and external presentation venues.

- e. Faculty Development will coordinate the faculty and teaching staff training and education programs for public presentation.
- f. Honors Program will coordinate within the Academic Commons for student development and engagement of Honors Program students for peer support of public presentation.
- g. Institutional Research and Effectiveness will support the assessment processes managed by the QEP Coordinator.
- h. Academic Commons partners will continue collaborative planning and development for learning space design within Hege Library.
- i. Information Technology & Services (IT&S) will provide infrastructural and front-line coordinated support within the Academic Commons for public presentation.

Overview of Assessment

As explained in Strategy 1, curricular opportunities for students are organized in three levels, which we have termed foundational, practice, and mastery. Students' public presentations will be assessed to gauge their degree of proficiency at these three defined points in their college careers.

1. **Foundational:** Foundational proficiency for the student learning outcomes will be established and monitored in the First Year Seminar (FYS), first-year orientation, and Adult Transitions. FYS is a required course for all incoming, traditional-aged students with a focus on speaking, listening, and experiential learning. Adult Transitions is the equivalent course for adult students. These two courses provide incoming college students with basic instruction in the fundamentals of public presentation. As such, they are the appropriate place to assess baseline performance of the learning outcomes related to effective communication.

Baseline proficiency in "performance" will be established and monitored directly using the common rubric (GELO #1.2: Public Presentation; see Table 1.4). FYS faculty will assess student presentations using the common rubric. All FYS faculty will be trained at the FYS workshops, held each May, on the use and scoring of the rubric to ensure inter-rater reliability. Baseline measures for "attitude" outcomes will be established using the PRPSA, the abridged WTC, and selected questions about student behavior. See Chapter 5 (Assessment) for a description of these surveys.

2. **Practice:** Practice (i.e., formative) assessment will take place in 200- or 300-level courses in (participating) QEP majors, using the common rubric (GELO #1.2: Public Presentation). *Speak UP* establishes guidelines for the public presentations component

of these courses, and all participating faculty will be trained at the QEP workshops, held each May, on the use and scoring of the rubric (and assignment design) to ensure inter-rater reliability. The QEP Coordinator will use the rubric scores to track the progress of students in *Speak UP*-participating majors, comparing majors' scores to the baseline established in FYS/Adult Transitions.

3. Mastery: Mastery (i.e., summative) assessment will take place in Interdisciplinary Studies (IDS) 400 courses. Each student who has senior status (a minimum of 88 credits completed) must take an IDS course at the 400 level. All IDS 400 courses require students to produce a minimum of 15 pages of explicitly interdisciplinary, revised writing for a general audience, as well as “demonstrated assignments, such as presentations, discussions, etc. that require engagement of the course at a high level and interaction with students from various disciplines.” As a required course for all seniors (i.e., seniors in both participating and non-participating majors), it is the appropriate place to assess seniors' levels of public presentation “performance” proficiency, and provides multiple opportunities for internal and external comparisons.

Seniors' levels of “performance” will be assessed in IDS 400 courses using the common rubric (GELO #1.2: Public Presentation) and “attitudes” outcomes will be assessed using the PRPSA, the abridged WTC, and selected questions about student behavior. All IDS 400 faculty will be required to attend a faculty development workshop dedicated to the use and scoring of the rubric (and assignment design) to ensure inter-rater reliability. To determine the value-added of *Speak UP*, the Director of IRE will use the data from these instruments to compare seniors in *Speak UP*-participating majors to the baseline (established in FYS and first-year orientation), and to seniors in non-participating majors.

Curricular: To assess the number of curricular opportunities for students to practice public presentation, the QEP Coordinator will document the following: the number of 200-300-level courses taught each semester of the plan; the number of students in those courses; the number of presentations required; and the average length of those presentations across the major/programs' curriculum. He/she will also make sure the courses meet the guidelines established for the 200-300-level courses. In addition, the QEP Coordinator will develop a supplemental course evaluation to assess the quality of these curricular opportunities.

Co-curricular: Each year, the QEP Coordinator in collaboration with the Director of Research and Creative Endeavors will report the following numbers to the Assessment Committee: GUS participants; student Bryan Series introductions; peer tutors; Debate Club participation; Bonner Scholars, QLSP, and Principled Problem Solving student presentations; and presentations at external venues. In addition, each year, the QEP Coordinator and a small group of interested faculty will use the common rubric to assess a random sample of GUS presentations.

Faculty and Educational Support Staff: All professional development workshops -- summer and academic-year -- will be evaluated using a survey developed by the

Director of Institutional Research and the QEP Coordinator. The QEP Coordinator will further analyze the impact of faculty development workshops on pedagogy by interviewing participating faculty and reviewing their course materials (e.g., syllabi and assignments). Outcomes related to faculty development also will be measured by attendance at summer and academic-year workshops, and by counting the number of majors/programs and faculty participating in the QEP annually.

Collaborative Educational Support Environment: The QEP Coordinator will work with the QEP Advisory Group to develop a satisfaction survey designed specifically to gauge student satisfaction with educational support services, facilities, and technology. In addition, the QEP Advisory Group will draw on usage statistics, provided annually by the Director of Hege Library and Learning Technologies and the Director of the Learning Commons. These statistics include student and faculty use of the Library and Learning Commons, the numbers and use of professional and student tutors, and faculty and student use of library and electronic services (using website analytics).

Benefits of the QEP

Benefits for Students

Students will benefit significantly from *Speak UP: Unifying Presentation for an Inclusive, Connected World*. Fundamentally, it is a natural extension of the 2006 Writing in the Disciplines QEP. The plan is designed to help students further develop their communication skills by deepening their understanding of the multifaceted nature of public discourse as this applies specifically to public presentation. The essential benefit of this program is that students will learn to be more confident, professional, and knowledgeable as they share ideas within their disciplinary community, demonstrate their content knowledge beyond their discipline, and as they prepare for their careers. They will develop essential skills sets for the 21st-century work environment that are sought by employers, requiring both effective and persuasive interpersonal communication and the successful application of digital media competencies.

Students will have multiple opportunities to learn, practice, and execute public presentation as they develop through the emerging general education curriculum ("The Guilford Experience") referenced in Chapter 1. In fact, all current new initiatives -- encompassing general education revision, *Speak UP*, and Hege Library's Academic Commons vision -- are intentionally collaborative and coordinated. Moreover, the Bonner Center and Center for Principled Problem Solving demonstrate institutional commitment to furthering Quaker principles emphasizing social justice.

Benefits for Faculty and Staff

Professional development of faculty and staff is integral to the success of *Speak UP*. Faculty will have the opportunity to participate in summer workshops and other training opportunities to learn best practices of integrating public presentations into their

coursework and for creating developmentally-appropriate activities and expectations, grounded in UDL principles. Within this context, faculty and staff will develop understanding of the needs of a diverse population. They will be skilled in assessment of public presentation for discerning important insight into the enhancement of the learning experience. This will improve systems and processes within the College as a whole.

To ensure the sustainability of *Speak UP*, faculty and educational support professionals within Hege Library's Academic Commons will be involved in workshops and training sessions for purposes of strengthening the collaborative educational support model. This will encourage faculty and support staff in the exploration of new pedagogical techniques and technologies, not only to enhance student engagement in public presentation, but also to develop faculty knowledge and expertise in inclusive public discourse.

Benefits for the Institution

Guilford College is investing in faculty development, resources, and educational support services to ensure the success and sustainability of *Speak UP*. The College will benefit from *Speak UP* by furthering its academic principles, supporting its strategic priorities, and fulfilling its mission to provide students with a “transformative, practical, and excellent liberal arts education that produces critical thinkers in an inclusive, diverse environment.” *Speak UP* will engage students critically with intellectual content and deepen their learning experience as it challenges them to consider inclusiveness for accommodating the needs of diverse constituencies. Thus, the College's profile will be raised by showcasing to community and national organizations both the distinctiveness of our students' public discourse skills and the powerful impact of a Quaker values-driven mission.

Chapter 3: INSTITUTIONAL CAPABILITY

This chapter demonstrates how *Speak UP: Unifying Presentation for an Inclusive, Connected World* meets the Southern Accreditation of Colleges and Schools - Commission on Colleges (SACSCOC) criterium relating to institutional capability, specifically, “*The institution has developed Quality Enhancement Plan that ... demonstrates institutional capability for the initiation, implementation, and completion of the QEP ...*”

Guilford College is committed to providing the human, capital, and financial resources to successfully implement the QEP, so that we may achieve the full benefits for students, faculty and staff, and the institution as a whole. This chapter details the organizational support, timeline, and budget for the QEP.

Organizational Support

A detailed budget for *Speak UP* is provided in Table 3.2. The budget details, commencing Fall 2016 and ending Spring 2022, are divided into the following categories:

- Staffing and Labor
- Operating
- Capital Equipment

The plan will be initiated through the leadership of a *QEP Coordinator*, a *Speak UP Advisory Committee*, and the faculty *Assessment Committee*, which will constitute the administrative unit responsible for developing, overseeing, and coordinating QEP action steps. In addition an *Information and Digital Literacies Support and Outreach Team*, consisting of professional tutors, librarians/technologists, Disability Resources professionals, and Information Technology and Services (IT&S) support professionals, will be established as a collaborative educational support group within Hege Library’s Academic Commons.

The first year of *Speak UP* will be a planning year with the Coordinator being appointed by the Vice President and Academic Dean, upon recommendation of the *Speak UP Advisory Committee*, and with the consent of the President. In the fall of the second year of the plan, the Coordinator’s position will be evaluated with the support of external consultation for its capacity to sustain *Speak UP* for its remaining duration. Considerations such as the necessity of a full-time commitment to this position and/or the need for additional credentialed expertise will be primary factors in this evaluation.

QEP Coordinator

The QEP Coordinator will report directly to the Vice President and Academic Dean (VP/AD) and will promote and represent the plan to all college constituents. Other specific duties of the QEP Coordinator include the following:

- Organizing, facilitating, and overseeing the evaluation of *Speak UP*-related faculty development activities.
- Securing public presentation specialists, either from among the current faculty or from external sources, to conduct workshops and otherwise train faculty members who participate in *Speak UP*.
- Securing and maintaining sufficient faculty involvement in *Speak UP* to meet plan objectives.
- Monitoring participant reporting on workshops, forums, and outside conferences.
- Participating in the Assessment Committee's evaluation of student public presentations.
- Monitoring and evaluating support services provided by the Learning Commons, Information Technology and Services, and Bibliographic Instruction provided by library staff for students in academic programs participating in *Speak UP*.
- Collaborating with faculty, including academic department chairs and interdisciplinary program coordinators, to continually improve the *Speak UP* initiative.
- Chairing and coordinating the work of the QEP Advisory Group.

QEP Advisory Group

An eight-member QEP Advisory Group will advise and assist the QEP Coordinator in coordinating QEP activities. The Advisory Group will consist of the following:

Director of Institutional Research and Effectiveness (Dir IRE): The Director of Institutional Research and Effectiveness is the central point for collecting, organizing, interpreting, assessing, and communicating data about Guilford College to the college community and external agencies and provides leadership and expertise for assessing academic programs, co-curricular programs, and all other administrative units of the College. Working closely with all academic and administrative departments on data collection functions, development of survey instruments, and data analysis, the Director is responsible for communicating data and reports to consortia, government and accreditation agencies that require them, and for advising senior administrators on institutional effectiveness.

Director of Faculty Development: The Director of Faculty Development works with the Faculty Development Committee, which establishes and promotes programs that encourage the intellectual and pedagogical development of the faculty, reviews applications for and makes decisions on Kenan faculty development grants, and determines the allocation of faculty development funds, although final authority for these

allocations rests with the Academic Dean. The Director and the Committee also assist newly appointed faculty in their orientation to Guilford College life.

Director of Hege Library and Learning Technologies: The Director of Hege Library and Learning Technologies provides strategic leadership for all functions of a blended library and academic technology organization supporting the innovative and broad use of technology to enrich teaching, learning, and research. Responsibilities include oversight of instructional technology and design, library collections development, information and technology literacy, and services for students and faculty, including faculty development and digital scholarship. The director is responsible for the overall management of library and learning technologies services, including personnel administration, program development and evaluation, organization of operations, budgeting, strategic planning, and external relations both within and beyond the College.

The Director of Hege Library and Learning Technologies provides leadership in the development and implementation of the College's strategy to enhance teaching, learning, and scholarship through the innovative and effective use of intellectual content, teaching and learning technologies, and new media. Partnering with colleagues in Information Technology & Services (IT&S), the Director leads a blended team of library and academic information technology professionals who work with faculty to create solutions and maintain systems that extend and support the integration of academic information resources and technologies into the curriculum and academic life of the College.

Director of the Learning Commons (LC): The Director of the Learning Commons provides leadership and management for the LC; helps to develop strategies for student retention; provides guidance and information to the College community about multiple intelligences and different learning styles; advises the Director of Faculty Development about programs to help faculty learn new teaching strategies and methodologies; and collaborates with the Director of the Writing Program, the coordinator of Quantitative Literacy, the chairperson of the foreign language department, and others, as necessary, to evaluate and enhance the teaching of writing, speaking, and other foundations of the College curriculum.

Director, Disability Resources: The Director of Disability Resources is responsible for collaborating with members of the campus community to proactively create usable, equitable, and inclusive learning environments, while ensuring the college's compliance with the ADA. The Director provides training, technical assistance, and consulting services to faculty, staff, administration, and students including universal design, reasonable accommodations, as well as information regarding local, state, and federal legislation. The Director works collaboratively with members of the campus community by coordinating the Disability Resources Committee, serving on the Readmissions Committee and the Diversity Action Committee, and serving on other committees as appropriate.

Director of Information Technology and Services (IT&S): The Director of IT&S is responsible for leading the IT&S staff in a transparent and agile environment to provide academic and administrative technology services to the campus community with a collaborative and emergent process. Services include enterprise and desktop applications, network and telecommunications, server/systems administration, classroom and lab technology, and user services for desktop support, computer deployment, and the user training and technology help desk supporting students, faculty, staff, and labs. The Director is responsible for technological project management for college-wide projects, as well as assisting college staff on meeting technology needs. The Director is also responsible for the overall IT fiscal planning and management for IT operations, infrastructure, and technological initiatives.

Student Representatives: One traditional and one continuing education student, selected by their respective student/community government organizations.

Clerical Support: In addition, a staff person will provide clerical and office management support for the Director, and when deemed appropriate by the Director, provide support for the Advisory Group and the assessment subcommittee.

Assessment Committee

The Assessment Committee is the final element of the administrative unit. The Assessment Committee is responsible for administration and oversight of the assessment of student learning with respect to the curriculum at the college, to continuously enhance and improve student learning in the general education curriculum and to assure compliance with academic standards for accreditation by the Southern Association of Colleges and Schools (SACS). The Assessment Committee conducts regular reviews of the curricular requirements of the academic program of the college. It provides reports and presents recommendations to those providing curricular oversight (such as division chairs, program directors, and coordinators), to the Curriculum Committee, and to the Academic Dean. The assessment subcommittee will be responsible for overseeing policies that concern the assessment of student learning outcomes for *Speak UP*.

Campus Facilities

Existing spaces (e.g., The Academic and Creative Suite, Steelcase Education MediaScape “Hubs”, and discrete spaces supporting practice presentation) are evidence of current capacity. The recently completed Teaching, Learning, and Research Collaboratory will support public presentation through its flexible design and its collaboration and presentation technologies. A space supporting critical and creative community called “The Cube” is currently under development and aligns with *Speak UP* in providing spaces and technology, including a proposed recording studio, supporting creative processes aligned with research, innovation, and public discourse. In addition to

spaces within Hege Library, satellite practice rooms will be phased in for students in dormitories and low traffic areas. These spaces will support projection, recording and playback capabilities.

Timeline

The academic year, Fall 2015 to Spring 2016, was the QEP development year in which the topic and focus of the plan were identified with students, faculty, administrators, and staff. The goal and student outcomes were identified, along with assessment tools and processes for collecting data.

From Summer 2016 through Spring 2017, baseline data will be collected, and faculty will create public presentation learning objectives for the First Year Seminar (FYS) and Senior Capstone (IDS) courses. The initial departments for plan implementation will be identified, and the QEP Coordinator will be hired. By end of spring 2017, the Director of the Learning Commons and Instructional Technology Librarian will identify and train peer technology tutors, and develop a coordinated professional tutoring and research support strategy.

From Summer 2017 through Spring 2018 (Implementation Year 1), summer workshops will take place to train FYS/IDS faculty and members of the initial cohort of participating majors, as well as support staff. By the beginning of fall 2017, the QEP Coordinator will begin to collect assessment data on all SLOs, and begin to collect data about student, faculty, and staff utilization of the public presentation collaborative support components.

Implementation years 2, 3, 4, and 5 will follow the same pattern of training and assessment.

Timeline- Speak UP: Unifying Presentation for an Inclusive, Connected World

	<i>Responsible persons/group</i>	<i>Pre-Speak UP! 2015-16</i>	<i>Pre-Speak UP! 2016-17</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>
Student Learning Outcomes								
Curricular:								
Identify focus of QEP for student learning	QEP Planning Committee	X						
Evaluate current presentation requirements in programs	QEP Coordinator & QEP Advisory Group	X						
Develop QEP learning outcomes for public presentation	QEP Coordinator, Dir Institutional Research & Effectiveness (IRE), QEP Advisory Group	X						
Identify and develop assessment tools and processes for collecting data	QEP Coordinator, Dir IRE, Advisory Committee	X	X					
Develop first-year course requirement for public presentation	QEP Coordinator, Dir IRE, Advisory Committee		X					
Develop public presentation requirement for 200/300 level courses in the major	QEP Coordinator, Dir IRE, Advisory Committee		X					
Develop public presentation requirement for senior interdisciplinary capstone courses	QEP Coordinator, Dir IRE, Advisory Committee		X					
Implement first-year and IDS presentation requirement	QEP Coordinator, Dir IRE, Advisory Committee			X	X	X	X	X
Ensure incorporation of presentation components into 200/300 major curricula in 5-8 departments/programs per year	QEP Coordinator, Dir IRE, Advisory Committee			X	X	X	X	X
Co-curricular:								
Increase student participation in symposia	Dir Research & Creative Endeavors (Dir RCE) & RCE Advisory Committee			X	X	X	X	
Identify and support students to provide introductions for Bryan Series speakers	Assoc. VP for Bryan Series & QEP Coordinator			X	X	X	X	
Form a Debate club and sponsor debate club activities	Interested Faculty			X	X	X	X	
Train and supervise peer tutors supporting public presentation	Dir. of Learning Commons, Research & Educational Services Librarian			X	X	X	X	
Professional Development for Faculty & Education Support Professionals (ESP)								
Conduct rubric training	Assessment Committee		X	X	X	X	X	X
Train faculty and ESPs through multi-day summer workshops	QEP Coordinator & Dir Faculty Development		X	X	X	X	X	
Faculty and ESPs attend discipline- or program-specific national conferences that focus on presentation pedagogy and assessment	Faculty & Education Support Professionals (ESP)		X	X				
Support conference/workshop attendance for Faculty and ESPs focusing on various kinds of presentation, UDL instruction, and curriculum design	Faculty Development		X	X				
Offer on-campus faculty and ESP workshops on specific curricular and pedagogical issues around presentation modalities and UDL principles	Faculty Development & Library RES			X	X	X	X	
Support smaller, informal conversations, and the building of learning communities around public presentation and UDL strategies among participating faculty and staff	Faculty Development & Library RES			X	X	X	X	
Operations								
Appoint and evaluate QEP Coordinator	Academic Dean		X	X	X	X	X	
Collect assessment data in First Year Orientation, major courses, and IDS	QEP Coordinator		X	X	X	X	X	X
Appoint CONNECT Advisory Committee	QEP Coordinator & Academic Dean		X	X	X	X	X	

Provide curriculum integrated teaching, learning, and research support for public presentations; and instructional technology and design support	Library RES		X	X	X	X	X	
Provide presentation skills support through peer and professional tutoring	Learning Commons		X	X	X	X	X	
Provide accommodation/assistive technology support and consultation for public presentation	Disability Resources		X	X	X	X	X	
Provide accommodation/assistive technology curriculum design and instructional delivery.	Disability Resources		X	X	X	X	X	
Research and Creative Endeavors will provide coordination between faculty and student research efforts, presentation feedback, and access to internal and external presentation venues.	Dir RCE		X	X	X	X	X	
Coordinate Honors Program students for peer support of public presentation.	Honors Program and RES		X	X	X	X	X	
Institutional Research and Effectiveness will support the assessment processes managed by the QEP Coordinator	QEP Coordinator & Dir IRE		X	X	X	x	X	
Academic Commons partners will plan and develop learning spaces within Hege Library.	Academic Commons partners		X	X	X	X	X	
Provide infrastructural and front-line coordinated support within the Academic Commons for public presentation.	Information Technology & Services (IT&S) & Learning Commons and Hege Library ESP		X	X	X	X	X	
Identify equipment, technologies, and space modifications needed for public presentation	IT&S and Hege Library Directors		X					
Provide equipment, technologies, and space modifications for public presentation	IT&S and Hege Library Directors			X	X	X	X	
Develop and maintain a website and promotional materials for CONNECT	QEP Coordinator and IT&S Web Developer		X	X	X	X	X	

Budget

The President has approved the proposed budget, and faculty and staff have agreed to serve in designated capacities both with and without additional compensation. Total annual spending for the QEP will increase from about \$123,650 in year one to a high of \$144,057 in year three then back down to \$139,474 in year five. The total cost for staffing and labor, operating, and capital/equipment over the five-year period is estimated at \$686,035, with about \$70,000 being provided through the Kenan Foundation, a long standing endowment Guilford College received which has been used for three decades to fund teaching innovation.

Staffing and Labor

For the first two years of the plan, the QEP will be coordinated by a current tenured faculty member, appointed by the Vice President of Academic Affairs/Academic Dean. The QEP Coordinator will initially serve for one, two-year term and will be given three course releases each year and an annual summer stipend as compensation. In addition, the Coordinator will receive funding to support professional development related to the QEP.

During the second year of the QEP, the Advisory Group will advise the VP/AD as to whether the Coordinator's position should be converted to a full time faculty/staff position with a national search conducted to fill the position or remain a joint faculty/administrative position. The VP/AD will pass on the Advisory Group's recommendation to either the Clerk's Committee or the Staff Committee; the former recommends creating additional faculty lines and the latter new staff positions. The cost of the QEP Coordinator's labor is estimated at half of an average faculty member's salary, plus benefits. A new faculty/staff position is estimated to be the same as an average faculty salary. Associated expenses include the cost of replacing courses that would have been taught by the Coordinator with temporary part-time faculty and the annual summer stipend for the Coordinator.

Student assistants will provide clerical and office management support for the Coordinator, and when deemed appropriate by the Coordinator, provide support for the Advisory Group and the assessment subcommittee. Funding is also allocated for additional Professional Tutoring hours, and Student Presentation Fellows (peer tutors).

Approximately 10-15 faculty members will participate in the QEP summer workshops each year of the plan (beginning in May 2017, the year prior to full implementation). We anticipate that the number of faculty participants will be greater during the first three years (15), and decrease over time (10). Faculty will be compensated with a \$300 stipend for participating in the workshops. Members of the QEP Advisory Group, including most support staff in the Learning Commons, IT&S, and the Library will participate in the QEP with no additional compensation.

Operating

[Line 7] Beginning in summer 2017 and in subsequent years, 5-8 departments/programs will take part in a multi-day workshop led, at least initially, by external experts or consultants. In addition, Faculty Development, in consultation with the QEP Coordinator, will offer half-day workshops focused on specific curricular and pedagogical issues around presentation modalities and UDL principles during the academic year. Honoraria and travel costs for faculty development workshop facilitators, both summer and academic year, are estimated at \$6,700, annually. [Line 8] Faculty development funds of \$3000 annually are budgeted for lunch discussions, refreshments, and other expenses associated with facilitating these faculty summer workshops, and other development opportunities held throughout each academic year.

[Line 9] *Speak UP* will build an institutional capacity of expertise for public presentation via faculty and staff development. These faculty and staff members will serve as a pool with expertise expected to facilitate workshops and forums that further the objectives of the plan. Therefore, for the first three years, the plan budgets \$10,000 annually for faculty and educational staff to attend conferences that focus on UDL instruction, curriculum design, and so forth, to improve student learning.

[Line 10] *Speak UP* will encourage faculty-student collaboration on research through Research and Creative Endeavors funding for faculty and student participation at academic conferences and other public presentation venues. Funding for student/faculty conference participation is estimated at \$4,000, annually. These funds will support opportunities for students to engage in regional conferences, which will showcase their skills and advance the profile of the College.

[Line 11] The Disability Resources office will support UDL capacity building through the provision of assistive technologies and services for public presentations. Therefore, \$5,000 per year has been budgeted for technologies and services, such as closed captioning capacity, both software and hardware, and assistive listening devices.

[Line 12] Hege Library's Access and Information Services will support portable digital media equipment needs for *Speak UP*. This will require ongoing funding associated with equipment asset management, specifically maintenance, repair, and replacement/upgrade. Digital tools such as still and video cameras, video reflection and skill development solutions (e.g., [Swivl](#)); and peripherals such as tripods, USB headsets, and presentation clickers also will be required. Estimated costs of approximately \$5,000/year are based on existing equipment inventory and expected expansion over the course of five years.

[Line 13] Guilford College provides open access computer settings in Hege Library in the Academic and Creative Suite, the Betty Place Classroom, and the Learning Commons. A computer lab in Bauman Hall also is available on a 24/7 basis. These four settings provide 47 PC's and 12 Mac's, totaling 59 computer stations. Multimedia production

capacity currently is limited and must be built gradually over the duration of *Speak UP*. While current spaces undoubtedly will need to be reconfigured to better support multimedia production activities (e.g., for creating, sharing, and editing), software licensing needs still may be estimated based on a targeted number of devices. Budget estimates are based on increasing the availability of standard software applications over the course of five years on a total of 40 devices – 30 PC's and 10 Mac's. The availability of free solutions (e.g., Google, Prezi, Keynote, Canva, Powtoon, GoAnimate, MovieMaker, and iMovie) certainly will be leveraged, especially in the first and second years; but it will be important to provide students and faculty with access to standard software -- specifically Camtasia, Adobe Creative Cloud, and later (in a more limited capacity) Final Cut Pro for video editing – to support increasingly sophisticated efforts. Camtasia and Adobe Creative Cloud will be phased in starting in year one, while Final Cut Pro is suggested for introduction in year three. Costs are approximated from \$3,500 in the first two years to \$4,100 in each of years three through five.

[Line 14] Digital asset management is an essential consideration for *Speak UP*, as it will be necessary to develop appropriate strategies for providing work/sandbox space for content creation, a temporary presentation and evaluation environment, and permanent archival storage. The Google Education environment may adequately support sandboxing, while an integrated eportfolio and assessment management system exists within the College's recently implemented Canvas learning management system. Consideration of one or more presentation platforms that align with an enterprise-wide media management solution, currently is being furthered through Guilford's participation in a Council on Independent Colleges (CIC) grant-funded consortium that is enabling limited access to Artstor's Shared Shelf for pilot initiatives and gradual institutionalization of costs over a period of four years. Progress on this pilot project is promising, and costs for supporting *Speak UP*'s permanent archival storage needs are estimated, beginning in year two (\$1,000), based on anticipated and phased enterprise-wide implementation of Shared Shelf. Costs not covered by the grant in years three through five are estimated at \$2,000/year.

[Line 15] The enthusiastic participation of students, faculty, staff, and alums in *Speak Up* will be critical to its success. Therefore, the plan allocates \$2,200 for promotional and marketing materials in the year prior to implementation of the full plan (FY 2016-2017). We will spend an additional \$1,000 annually on marketing and promotion to maintain the momentum of the initiative.

[Line 17] It will be necessary to retrofit spaces within Hege Library and elsewhere on campus where students may engage in presentation practice. These spaces will require dedicated equipment supporting projection, recording, and playback and will need to be enclosed with limited exposure to external viewing. Sufficient space within Hege Library will support activities in Year 1 as *Speak UP* is introduced. Estimated costs beginning in Year 2 and extending through QEP implementation are based on the expectation that open-access presentation practice spaces eventually will be available in each of the 6

residence halls and in 6 classrooms. Cost is estimated at \$10,000 each year two through five to build capacity.

[Line 18] As mentioned above, digital tools such as still and video cameras, video reflection and skill development solutions (e.g., [Swivl](#)); and other equipment such as tripods, USB headsets, portable projectors, and presentation clickers will be required to support *Speak UP*. Hege Library already has a collection of circulating digital media that can support both creation and presentation, so modest costs (approximately \$1,000/year) for handling the increasing demands of the program as it matures over a five-year period are budgeted beginning in year two.

Budget- Speak UP: Unifying Presentation for an Inclusive, Connected World

Line #	Quality Enhancement Plan (QEP) Budget	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22
	Staffing and Labor (incl. associated fringe costs)						
1	QEP Coordinator (current full-time faculty - 1/2 time administrative, 1/2 time teaching) assumed \$50K +30% fringe with annual 3.5% raises		65,000	67,275	69,630	72,067	74,589
2	Administrative/Technology and Research Support - Student assistants and interns at one FTE per week for each academic year (30 weeks) plus summer (10 weeks)		1,200	1,200	1,200	1,200	1,200
3	Learning Commons - Additional Professional Tutoring hours (training and tutoring paid, eight hours per week at \$25 per hour (plus 3.5% annual raises) for 15 weeks each semester)		6,000	6,210	6,427	6,652	6,885
4	Learning Commons - Student Presentation Fellows (training and tutoring paid, four hours per week at \$7.50 per hour for 15 weeks each semester)		12,000	12,000	12,000	12,000	12,000
5	Summer development workshop stipends (three day program at \$100 per day stipend). \$4500 = 15 people; \$3,000 = 10 people. More people will attend these programs earlier in the QEP roll out.		5,250	5,250	5,250	3,000	3,000
6	Sub Total	\$5,250	\$89,450	\$91,935	\$92,257	\$94,919	\$97,674
	Operating						
7	Consultant travel and honoraria	6,700	6,700	6,700	6,700	6,700	6,700
8	Faculty Development Expenses; Faculty Lunch, refreshments for academic year and summer workshops		3,000	3,000	3,000	3,000	3,000
9	Funds for faculty and staff to attend external conferences and training		10,000	10,000	10,000		
10	Funds for student/faculty presenting at external conferences and symposia (one national conference per faculty and student per year)		4,000	4,000	4,000	4,000	4,000
11	UDL capacity building by the Disability Resources office through assistive technologies and services for public presentations (e.g., closed captioning capacity, both software and hardware, and assistive listening devices)		5,000	5,000	5,000	5,000	5,000
12	Equipment asset management costs – i.e. maintenance, repair, replacement			5,000	5,000	5,000	5,000
13	Video production and editing software licensing (e.g. Camtasia, Adobe Creative Cloud, Final Cut Pro X - working towards 40 licenses for Camtasia and Creative Cloud and 6 licenses for Final Cut)		3,500	3,500	4,100	4,100	4,100
14	Permanent archival storage for presentation content			1,000	2,000	2,000	2,000
15	QEP Marketing: promotional materials and printing	2,200	1,000	1,000	1,000	1,000	1,000
16	Sub Total	\$8,900	\$33,200	\$39,200	\$40,800	\$30,800	\$30,800
	Capital/Equipment						
17	Dedicated formal and informal learning space equipment supporting projection, recording, and playback			10,000	10,000	10,000	10,000
18	Portable digital media equipment (includes peripherals, e.g. tripods, headphones, portable projectors, presentation clickers)		1,000	1,000	1,000	1,000	1,000
19	Sub Total	\$0	\$1,000	\$11,000	\$11,000	\$11,000	\$11,000
20	Total	\$14,150	\$123,650	\$142,135	\$144,057	\$136,719	\$139,474
21							Total FY 2017-18 through FY 2021-22 = \$686,035
							PROPOSED FUNDING

Chapter 4: BROAD-BASED INVOLVEMENT

Broad-based Involvement of Institutional Constituencies (Development)

The QEP developed as the result of nearly two years of study, reflection, and refinement of ideas among institutional constituencies -- students, faculty, staff, trustees, alumni, and administrators. The broad-based community involvement in the development of the QEP is illustrated by the following summary of the process out of which it emerged.

As explained in Chapter 1, the QEP Topic Selection Committee met in January 2015 and agreed to propose that the final QEP topic be enhancing student skills in making public presentations. As presented, the plan would enhance student learning by offering curricular and co-curricular opportunities for students, and provide faculty and educational support staff with the chance to learn how to teach public presentation skills inclusively. With this QEP, all faculty members would have the opportunity to learn how to use UDL principles with a common, college-wide focus: public presentation. The committee noted that this topic would have wide applicability for students across the campus.

The topic, along with its proposed components, was brought to Community Senate and Student Government Association for discussion and approval in January 2015. After student input and discussion, the QEP Topic Selection Committee brought the topic and outline of the plan to the corporate faculty on February 4, 2015. As presented to the faculty, this QEP would include faculty workshops to help faculty teach students how to develop and give effective, inclusive public presentations, as well as improvements in educational support services and technologies. The faculty approved the QEP topic, and the basic strategies in the plan, along with its UDL component. Later that month, the Chair of the QEP Topic Selection Committee presented the proposed QEP topic and supporting UDL component to the Board of Trustees, and requested feedback regarding the strategic components (i.e., workshops and support services) of the plan. The Board approved the topic and plan, as developed to that point, in February 2015.

Once the topic and overall structure of the QEP was approved by students, faculty, staff, and administration, the Vice President/Academic Dean reconstituted the QEP Topic Selection Committee as the QEP Development Committee and charged its members with bringing the details of the QEP proposal forward for community discussion and approval.

QEP Development Committee

Membership of the QEP Development Committee (Table 4.1) was designed to represent the many different areas of the college. This committee included members from each disciplinary academic division and several related administrative offices such as Campus Life, the Career Development Center, and the Multicultural Education department. It also

included the key Educational Support Services staff, and a Community Senate student representative. In addition to their input into the work of the committee, members were charged with facilitating the discussion and distribution of the plan details with their respective areas of the community. In this role, they would bring concerns from the community back to the committee for discussion and inclusion.

Table 4.1. Membership of the QEP Plan Development Committee

Name	Title
Suzanne Bartels	Director of Hege Library and Learning Technologies
Sandra Bowles	Director of Student Conduct, Office for Campus Life; Member of the QEP Topic Selection Committee
Jada Drew	Director of Multicultural Education and Africana Community Organizer
Michael Dutch	Professor of Business Administration; Division of Business, Policy and Sport Studies
Melissa Daniel	Director of the Learning Commons
Ken Gilmore	Professor of Political Science; Division of Social Sciences; Director of the 2006-2011 QEP
Stephanie Hargrave	Director, Institutional Research and Effectiveness; Member of the QEP Topic Selection Committee
Eva Lawrence	Associate Professor of Psychology; Division of Social Sciences
Melanie Lee-Brown	Professor of Biology and Director of Research & Creative Endeavors
David Limburg	Professor of German; Chair of Foreign Languages; Division of Humanities
Molly Anne Marcotte, 2017	2015-2016 Guilford College Community Senate President
Alan C Mueller	Assistant Academic Dean for Career Development & Community Learning
Steven Shapiro, Chair	Representative from Clerk's Committee; Professor of Physics; Chair of the Division of Natural Sciences and Mathematics; Director of Advising; Chair of the QEP Topic Selection Committee
Marc Williams	Visiting Assistant Professor of Theatre Studies; Chair of Theatre Studies; Division of Arts

Following faculty approval of the topic of enhancing student skills in inclusive public presentation at the February 4, 2015 faculty meeting, the QEP Development Committee worked through the remainder of Spring 2015 and Summer 2015 to produce a more detailed draft of the plan to bring to the faculty in the fall. Three important areas of consideration were included in the fall 2015 presentation, including the development of a definition of public presentation that would allow for the use of a rubric for assessment, the use of the previous QEP process as a guideline for development of plans for faculty training, specifically around principles of Universal Design for Learning (UDL), and ways to include supplemental student learning outcomes (e.g., speaking anxiety) into the plan.

In Fall 2015, the committee continued to meet with community constituents, including students and faculty, to further the development of the components of the plan, revising as appropriate based on the comments it received. Faculty input was continually collected via asynchronous interactions on the Moon Room, a website designed for sharing vital information with faculty across the campus.

As a central part of these efforts, the QEP Development Committee held several focus group discussions with faculty in all academic divisions and discussed the QEP Student Learning Outcomes (SLOs) with the Liberal Arts General Education Revision (LAGER) Committee to ensure that the proposals were aligned if and when approved. Lastly, the Development Committee used regular channels of communication with traditional and adult student organizations, the Alumni Association, Communications and Marketing, Admissions Office, the Office of Administration and Finance, the Board of Trustees, and the Board of Visitors.

The QEP Development Committee worked throughout the summer of 2016 to finalize the draft of the plan, which was presented to the Senior Leadership Team (Table 4.2) in August 2016 for comment and approval. This work included consultation with the VP of Marketing and the Communications and Marketing Team for creating the title for the QEP and a marketing strategy, and consultation with the Information and Technology Services (IT&S) Web Developer for the design and establishment of the QEP website. Additionally, the VP for Enrollment Management was an ongoing advisor to the Committee throughout its summer work.

Table 4.2. Senior Leadership Team at Guilford College.

Name	Title
Beth Rushing, PhD	VP for Academic Affairs and Academic Dean
Todd Clark, PhD	VP for Student Affairs and Dean of Students
Arlene Cash	VP for Enrollment
Len Sippel	VP for Administration and Finance
Ara Serjoie	VP for Advancement
Roger Degerman	VP for Marketing
Wess Daniels	William R. Rogers Director of Friends Center
Erin Dell, PhD	Special Assistant to the President

Consultation on the title of the QEP was a collaborative process among the members of the Development Committee, Communications and Marketing, and the Academic Dean. Following initial conversation with the Committee, Communications and Marketing considered the character and scope of the QEP, and made a recommendation to the Committee, which resulted in consensus on the title, *Speak UP: Unifying Presentation for an Inclusive, Connected World*.

Capturing the depth and significance of Guilford College's QEP in a single word and/or simple phrase is a considerable challenge. Among the many ideas and options

considered, *Speak UP: Unifying Presentation for an Inclusive, Connected World* emerged as a meaningful and memorable way to convey the essence of our QEP.

Speak UP offers these advantages as a QEP name:

“Speak UP!” is relevant, concise and easy to recall. This shorthand moniker is likely to have growing -- and staying -- power.

“Speak UP!” is a powerful call to action. As responsibly engaged global citizens, we can't be silent; we must all find and share our voice to affect positive change. “Speak” isn't limited to our physical voice; it's how we express ourselves and engage others through social media posts, art, music, dance, video, writings, research, etc. It's the ability to also “*Speak UP*” for those who are unable to speak for themselves, especially those who are marginalized, victims of wrongdoing, or neglect; it's about speaking up for justice, integrity, and equality.

“Unifying” is an inclusive term with important meaning. An effective presentation should adroitly integrate the most impactful communication tools and form(s) of expression. At the same time, effective presentation includes, connects, and engages people of diverse backgrounds and perspectives.

“UP” is also a word with additional positive associations. In addition to its acronym relevance, “UP” can be used to indicate and encourage taking presentations to the next level in terms of intellectual depth, engagement, and to raise the profile of important conversations.

In summation: “*Speak UP*” is a motivating call to action. It conveys the critical importance of leveraging the full breadth and power of our communication skills and tools to help create a more inclusive, connected world. Identifying, developing, and sharing voices in such a purposeful, inclusive way is one of the best ways our students can be engaged in changing lives — for good.

The committee sent the completed draft to the Vice President and Academic Dean for final editing, and approval of the final budget by the Senior Leadership Team and the College President. Subsequently, the QEP Development Committee presented an outline of the proposed plan to the full faculty, staff, and administration at the Opening Community Meeting on August 15, 2016. Details of these meetings, including presentation materials and minutes, are located on the QEP protected-website.

As a final step in the process, the QEP Development Committee took the completed plan to the corporate faculty for approval at the August 2016 faculty meeting, which they endorsed by consensus (see Appendix F for Faculty Meeting minutes).

This collaborative planning and development process has benefited the College significantly in producing a distinctively designed *Speak UP* that we are confident will

further enhance Guilford College's academic reputation through its graduates, who will go into the world uniquely prepared to "*Speak UP*."

Broad-based Involvement of Institutional Constituencies (Implementation)

Implementation of *Speak UP* requires the active engagement of the Guilford College community members from across the campus. The following explains the campus community groups' involvement in the implementation of *Speak UP*.

The QEP Coordinator, with support from the QEP Advisory Group, is charged with the implementation of the *Speak UP* plan. As detailed in Chapter 3, the membership of the QEP Advisory Group constitutes representation of the relevant campus constituencies for successful outcomes, as follows: Director of Institutional Research and Effectiveness; Director of Faculty Development; Director of Hege Library and Learning Technologies; Director of the Learning Commons; Director, Disabilities Resources; Director of Information Technology and Services; two student Representatives (one traditional and one continuing education student); and clerical staff.

Most importantly, students are involved in every level of the implementation of the plan, as recipients of the pedagogy and educational materials as well as the review of the pedagogical outcomes. Students will provide the data for assessment of the plan and will provide evaluation of the outcomes of the plan. Student Government Association and Community Senate will be involved in regular review of the *Speak UP* outcomes, in conjunction with the QEP Coordinator and others. Students will participate in GUS and other educational opportunities both curricular and co-curricular, and will benefit from the outcomes of the plan.

The corporate faculty of Guilford College are involved in implementation through their participation in the approval of the curriculum and training of the faculty participating in the *Speak UP* plan. Additionally, faculty will volunteer to have their courses and majors as part of the plan, attend the workshops and additional trainings for effective pedagogy in presentation, and work within peer learning groups for peer support and best practice awareness.

Faculty are also involved through their work on the Assessment Committee, which will train faculty in the use of the common rubric, and review the results of the QEP Coordinator's assessment of the student learning outcomes (and other relevant data) on an annual basis. Also as members of the Curriculum Committee, faculty will be responsible for approving any changes to the curriculum intended to incorporate appropriate pedagogical and curricular practices to effect positive outcomes of *Speak UP*.

Staff are involved in the implementation of *Speak UP* in multiple ways across the campus. For example, the Digital Literacies Support Team is a key component for implementing the plan. The Team will consist of professional tutors,

librarians/technologists, Disability Resources professionals, and Information Technology and Services (IT&S) support professionals, as a collaborative educational support group within Hege Library's Academic Commons. The Director of Hege Library and Learning Technologies will ensure representation for this group on the QEP Advisory Group.

Additionally, staff members from Institutional Research and Effectiveness will support the assessment activities of the plan, while non-academic related staff are involved in running the activities and other components of the plan. For instance, grounds and facilities staff ensure that the presentation venues are kept clean and available to campus community members, and Student Affairs staff participate in teaching the FYE/FYS courses integral in the administration of the plan for incoming Guilford College students.

Marketing and Finance staff are involved in branding and giveaways for recognition and ensuring that funding is available for support of the plan. IT&S staff ensure that the asynchronous and synchronous technology necessary for teaching and learning of the *Speak UP* outcomes is maintained across the campus and available to all campus members. Admissions personnel ensure that the essential outcomes of the plan are shared with potential students in relation to the mission and values of Guilford College.

Senior leadership is involved in working with the QEP Coordinator and the rest of the team to develop appropriate budget lines, to hire personnel for the implementation of the plan and to ensure that additional workload is compensated or addressed appropriately. The President is involved as a primary champion of the plan, to share the vision of *Speak UP* both within and external to the community. She will assist with budgeting decisions and carry the stories of successful student learning outcomes to interested and involved audiences. Last, but certainly not least, the Board of Trustees is involved with regular review of QEP outcomes, approval of funding, and appropriate efforts across the campus for achievement of *Speak UP* outcomes.

Chapter 5: ASSESSMENT

The goal of Guilford College's QEP (*Speak UP: Unifying Presentation for an Inclusive, Connected World*) is to improve students' public presentation performance and attitudes. We plan to achieve this goal through an expansion of curricular and co-curricular opportunities for students, faculty development in teaching and evaluating public presentations using UDL techniques, and by providing strong, focused support for students and faculty from Hege Library, the Learning Commons, and the department of Information Services and Technology (IT&S).

Speak UP will be assessed both with respect to its impact on student learning outcomes, as well as curricular and co-curricular opportunities, faculty development, and support services efforts (i.e., process outcomes). This chapter presents our assessment plan, detailing the processes for evaluating the student learning and process outcomes. The plan contains direct and indirect measures of student learning and multiple measures of all outcomes, including baseline, intermediate, and summative screening assessment strategies. It uses both internal and external comparisons to assess the contribution of *Speak UP*.

Assessment of Student Learning Outcomes

Speak UP establishes two sets of **learning outcomes** related to public presentation competency, which we have termed "performance and attitudes."

1. **Performance:** Students will demonstrate "performance" competency, as evidenced by a public presentation with the following qualities:
 - a. Organization that is clear and consistent, and that skillfully enhances content.
 - b. Delivery that makes the presentation compelling.
 - c. A central message that is clear, appropriately repeated, strongly supported, and memorable.
 - d. Material that supports the presentation and establishes the presenter's authority on the topic.

2. **Attitudes:** Students will demonstrate improved "attitudes" toward public presentations, as evidenced by
 - a. Willingness to engage in public presentations.
 - b. Confidence in presenting publicly.

Operational definitions for each of these outcomes are provided below.

Levels of Assessment

As explained in chapter two, assessment of student proficiency will take place at three levels in the curriculum: foundational, practice, and mastery. Guilford College will implement the first tier of assessment (i.e., baseline) in first-year courses (First Year

Seminar [FYS]/Adult Transitions), and first-year student orientation. The second tier of assessment (i.e., formative) will occur in intermediate-level (200- or 300-level) courses within participating majors. The final tier will focus on summative assessment in the senior year, which will take place in the IDS 400 course required of all seniors. Table 5.1 outlines these tiers.

Table 5.1. Levels of Assessment

First Tier	Baseline Assessment in First Year: Orientation and First-Year Seminar (FYS)/Adult Transitions
Second Tier	Formative Assessment in Intermediate Courses: Select 200- and 300-level Courses in Participating Majors
Third Tier	Summative Assessment in Senior Capstone: IDS 400

Foundational

Foundational (i.e., baseline) proficiency for the student learning outcomes will be established and monitored in the First Year Seminar/Adult Transitions (hereafter FYS/AT), and first-year orientation. FYS is a required course for all incoming, traditional-aged students with a focus on speaking, listening, and experiential learning. Adult Transitions is a similar course for non-traditional students. As such, they are the appropriate place to assess baseline performance of the performance learning outcomes related to effective communication.

Baseline proficiency in “performance” will be established and monitored directly using the common rubric (GELO #1.2: Public Presentation; see Table 1.4). FYS/AT faculty will assess student presentations using the common rubric. All FYS/AT faculty will be trained at the FYS/AT workshops, held each May, on the use and scoring of the rubric to ensure inter-rater reliability. Baseline measures for “attitude” outcomes will be established using the Personal Report of Public Speaking Anxiety (PRPSA) Survey, the abridged Willingness to Communicate (WTC) Survey, and selected questions about behaviors (see Appendix H and Appendix I for copies of these surveys).

Practice

Practice (i.e., formative) assessment will take place in 200- or 300-level courses in *Speak UP* (i.e., participating) majors, using the common rubric (GELO #1.2: Public Presentation). *Speak UP* establishes guidelines for the public presentation component of these courses, and all participating faculty will be trained at the QEP workshops, held each May, on the use and scoring of the rubric (and assignment design) to ensure inter-rater reliability. The QEP Coordinator will use the rubric scores to track the progress of students in *Speak UP*-participating majors, comparing majors’ scores to the baseline established in FYS.

Mastery

Mastery (i.e., summative) assessment will take place in Interdisciplinary Studies (IDS) 400 courses. Each student who has senior status (a minimum of 88 credits completed) must take an IDS course at the 400 level. All IDS 400 courses require students to produce a minimum of 15 pages of explicitly interdisciplinary, revised writing for a general audience, as well as “demonstrated assignments, such as presentations, discussions, etc. that require engagement of the course at a high level and interaction with students from various disciplines.” As a required course for all seniors (i.e., seniors in both participating and non-participating majors), it is the appropriate place to assess seniors’ levels of public presentation “performance” proficiency.

Seniors’ levels of “performance” will be assessed in IDS 400 courses using the common rubric (GELO #1.2: Public Presentation) and “attitudes” outcomes will be assessed using the PRPSA, the abridged WTC, and selected questions about behaviors. All IDS 400 faculty will be required to attend a faculty development workshop dedicated to the use and scoring of the rubric (and assignment design) to ensure inter-rater reliability. To determine the value-added of the QEP, the QEP Coordinator will use the data from these instruments to compare seniors in participating majors to the baseline (established in FYS/AT and first-year orientation), and to seniors in non-participating majors. Outcomes of the PRPSA and abridged WTC provide comparison results for interpretative purposes and improvement.

Research Design: Student Learning Outcomes

The following research design, broken down by objectives and action steps, will be implemented to establish the extent to which the Plan has achieved the student learning outcomes, and to provide data to allow us to make corrections and adjustments to instruction, faculty development, and support services, in order to better enhance students’ public presentation skills.

Objective One

By fall 2017, establish baseline public presentation “performance” competency for entering students and end-of-program competency for graduating seniors by applying the common rubric (GELO #1.2: Public Presentation) in all FYS and IDS 400 courses.

Action Step 1: By spring 2017, the Assessment Committee will approve and require the use of the common rubric (GELO #1.2: Public Presentation) for assessment of the four “performance” learning outcomes at every level of the QEP.

Action Step 2: By summer 2017, all FYS and IDS 400 faculty will be trained on the use of the common rubric (GELO #1.2: Public Presentation) for assessment of the four “performance” learning outcomes.

Action Step 3: Beginning in fall 2017, and continuing each year thereafter, FYS and IDS 400 faculty will assess student course presentations using the common

rubric (GELO #1.2: Public Presentation), and submit those results to the QEP Coordinator.

Action Step 4: In spring 2018, and in each successive year of the plan, the QEP Coordinator will report baseline assessment results to the Assessment Committee.

Objective Two: By 2017-2018, establish and monitor baseline proficiency in presentation “attitudes” for entering students and end-of-program proficiency for seniors by administering the PRPSA survey, the abridged WTC, and selected questions about behaviors to first-year students in FYS courses, and seniors in IDS 400 courses and through the senior survey.

Action Step 1: By fall 2016, modify Guilford College’s senior survey to include selected questions about behaviors.

Action step 2: Beginning in fall 2017, administer the PRPSA and the abridged WTC in all FYS and IDS 400 courses.

Action step 3: Beginning in spring 2018, administer the modified senior survey to all graduating seniors.

Action Step 4: In spring 2018, and in each successive year of the plan, the QEP Coordinator will report baseline “attitudes” assessment results to the Assessment Committee.

Objective Three

Beginning in fall 2018, students in 200- and 300-level participating courses will exceed baseline proficiency in the four “performance” outcomes by 5 percent, as measured by the common rubric (GELO #1.2: Public Presentation).

Action Step 1: Beginning in fall 2017, and continuing each semester thereafter, participating faculty will choose a 200/300-level course assignment in their major to assess public presentation “performance,” using the common rubric (GELO #1.2: Public Presentation).

Action Step 2: Beginning in fall 2017, participating faculty will submit rubric scores to the QEP Coordinator for analysis and recommendations.

Action Step 3: Beginning in fall 2017, the Assessment Committee will review the assessment results and make recommendations to faculty for changes in specific courses, and to the Clerk’s Committee for consideration by the corporate faculty for general curricular revisions, as appropriate for improving student learning.

Objective Four

Beginning with the graduating class of spring 2021, seniors in participating majors, on average, will exceed the baseline scores of Guilford College first-year students for all four “performance” outcomes by 10 percent, as measured by the common rubric (GELO #1.2: Public Presentation) administered in IDS 400.

Action Step 1: Beginning in fall 2017, and continuing each year thereafter, IDS 400 faculty will assess student course presentations using the common rubric (GELO #1.2: Public Presentation), and submit those results to the QEP Coordinator.

Action Step 2: Beginning in spring 2020 (the fourth year of the plan), the QEP Coordinator will compare students in participating majors to the baseline, and report those findings to the Assessment Committee and make recommendations for adjusting the annual targets.

Objective Five

Beginning with the graduating class of spring 2020, seniors in participating majors, on average, will exceed the baseline of Guilford College first-year students for “attitudes” learning outcomes by 10 percent.

Action Step 1: Beginning in fall 2017, and continuing each year thereafter, IDS 400 faculty will assess student course presentations using the PRPSA and abridged WTC, and submit those results to the QEP Coordinator.

Action Step 2: Beginning in fall 2017, and every year thereafter, the Director of Institutional Research and Effectiveness will administer the modified Senior Survey and will compare the results from these surveys/questions to previous results as they apply to first-year students, and Guilford College seniors.

Action Step 3: Beginning in spring 2020 (the fourth year of the plan), the QEP Coordinator will compare students in participating majors to the baseline, and report those findings to the Assessment Committee and make recommendations for adjusting the annual targets.

Objective Six

Beginning with the graduating class of spring 2020, senior student averages in participating majors, on average, will exceed the performance of senior students in nonparticipating majors on each of the four “performance” outcomes by at least 10 percent at graduation, as measured by the common rubric (GELO #1.2: Public Presentation) administered in IDS 400.

Action Step 1: Beginning in fall 2017, and continuing every year thereafter, faculty in IDS 400 courses will assess the four “performance” outcomes using the

common rubric. Rubric scores will be used by the QEP Coordinator to compare students in (treatment) participating and (control) non-participating majors by tagging students from participating and non-participating majors.

Action Step 2: Beginning in spring 2017, and continuing every year thereafter, the QEP Coordinator will “tag” graduating seniors in majors slated to begin participation in *Speak UP* the following year. Using the common rubric to assess end-of-program presentations, the QEP Coordinator will compare students’ scores prior to the major’s participation in *Speak UP* to students’ rubric scores at the end of each year of the major’s participation in *Speak UP*.

Objective Seven

Beginning with the graduating class of spring 2020, senior student averages in participating majors, on average, will exceed the performance of senior students in nonparticipating majors on each of the “attitudes” outcomes by at least 10 percent, as measured by the PRPSA, the abridged WTC, and selected questions about behaviors.

Action Step 1: Beginning in fall 2017, and every year thereafter, the Director of Institutional Research and Effectiveness will administer the modified Senior Survey. Survey results will be used to compare students in (treatment) participating and (control) non-participating majors by tagging students from participating and non-participating majors.

Action Step 2: Beginning in spring 2017, the QEP Coordinator will “tag” graduating seniors in majors slated to begin participation in *Speak UP* the following year. Using the senior survey results, the QEP Coordinator will compare students’ scores prior to the major’s participation in the *Speak UP* to students’ survey results at the end of each year of the program/major’s participation in *Speak UP*.

Assessment of Key Strategies

Speak UP plans to achieve the student learning outcomes objectives in three ways: (1) by expanding curricular and co-curricular opportunities for students to learn and practice public presentation; (2) by augmenting faculty and staff development in teaching and evaluating public presentation; and (3) by strengthening the collaborative educational support environment. The following steps will be implemented to establish the extent to which *Speak UP* has achieved these key strategies, and to provide data to allow us to make corrections and adjustments to better enhance students’ public presentation skills.

Curricular and Co-Curricular Opportunities

Each year, faculty from 5-8 departments/programs will participate in the multi-day *Speak UP* workshops where they will learn how to restructure assignments, activities, and projects in their courses to better engage students with various modalities of presentation. Guilford College’s developmental approach (explained in chapter one) does not focus public presentation instruction in a single *Speak UP* course. Rather, it

seeks to teach faculty to scaffold assignments throughout the major/programs' curriculum. Nonetheless, majors/programs are required to designate at least one 200- or 300-level course in their major for the purposes of formative assessment.

Curricular Counts: To assess the number of curricular opportunities for students to practice public presentation, the QEP Coordinator will document the following: the number of 200-300-level courses taught each semester of the plan; the number of students in those courses; the number of presentations required and the average length of those presentations across the major/programs' curriculum. He/she will also make sure the courses meet the guidelines established for the 200-300-level courses.

Supplemental Course Evaluations: The QEP Coordinator will develop a supplemental course evaluation to assess the quality of these curricular opportunities. At the end of each semester, students will complete the supplemental course evaluation for those courses (FYS/AT, 200 or 300 level, and IDS 400) that are part of the QEP. Students will be asked to rate the quality of presentation instruction (e.g., did the instructor adequately explain such things as the proper use of evidence, various presentation techniques, the use of visual aids, and how to properly respond to an audience). In addition to effective teaching, our faculty need to model effective presentation skills for our students. Therefore, students also will be asked to rate faculty on public presentation skills similar to criteria on which students are assessed (i.e., organization, delivery, message, and supporting material). All individual results from these supplemental evaluations will be private, and for instructors' developmental use only, and aggregate results will be reviewed by the QEP Coordinator to inform further training needs.

Assessment of the Guilford Undergraduate Symposium (GUS): The Guilford Undergraduate Symposium provides a tremendous opportunity for students to showcase the variety and quality of their original work. Each year, the QEP Coordinator will use the common rubric to assess a random sample of GUS presentations.

Co-Curricular Counts: Each year, the QEP Coordinator will report student participation in co-curricular opportunities to the Assessment Committee. These counts will include such things as: GUS participants; student Bryan Series introductions; peer tutors; Debate Team participation; TedX Club; Bonner Scholars, QLSP, and Principled Problem Solving student presentations; WQFS DJs; and presentations at external venues.

Faculty and Staff Development

Professional development opportunities for faculty and educational support professionals are a key part of *Speak UP*. All professional development workshops -- summer and academic-year -- will be evaluated using a survey developed by the Director of Institutional Research and Effectiveness and the QEP Coordinator. The instrument will be designed to appraise participants' perceptions of the workshop facilitator and the information and skills acquired during the workshop. Participants will be asked to think

about how they will use the information acquired in their pedagogy, and provide suggestions regarding the content of future workshops. Surveys of faculty conducted at the development workshops will also elicit input about the enhancement of educational support services.

The QEP Coordinator will further analyze the impact of faculty development workshops on pedagogy by reviewing course materials (e.g., syllabi and assignments) of participating faculty for evidence of the learning outcomes, changes in the number and/or quality of public presentation assignments, etc.. The QEP Coordinator will be responsible for developing a rubric for this purpose.

Counts: Outcomes related to faculty development also will be measured by attendance at summer and academic-year workshops, and by counting the number of majors/programs and faculty participating in *Speak UP* annually. Additionally, the QEP Coordinator will document the number of faculty who attended conferences off-campus related to *Speak UP*, and who, in turn, present the knowledge they gained to their campus peers. The QEP Coordinator will also document faculty and staff participation in Learning Communities.

Collaborative Educational Support Environment

Satisfaction Survey: By fall 2017, the QEP Coordinator will work with the QEP Advisory Group to design a satisfaction survey to gauge student satisfaction with educational support services, facilities, and technology. Many of these survey questions are already included in the senior survey, CIRP, and NSSE. This satisfaction survey will be added to the existing senior survey, which is administered online as part of every seniors' "application for graduation." Instructors and educational support professionals will use the satisfaction survey to modify support services.

Counts: In addition, the QEP Advisory Group will draw on usage statistics, provided annually by the Director of Hege Library and Learning Technologies and the Director of the Learning Commons. These statistics include student and faculty use of the Library and Learning Commons, the numbers and use of professional and student tutors, and faculty and student use of library and electronic services (using website analytics).

Assessment Instruments

The assessment plan for *Speak UP* uses several instruments to assess student learning outcomes. A review of those instruments follows.

GELO #1.2: Public Presentation Rubric

Students' "performance" proficiencies will be evaluated using the GELO 1.2 Public Presentation rubric (see Table 1.4). The Assessment and Curriculum Committees developed the rubric as part of a larger effort to assess our general education learning outcomes. The rubric was developed to be applicable to a wide variety of majors and

courses. GELO 1.2: Public Presentation is currently used in introductory general education courses throughout our programs and departments to assess oral communication, although instructors in these courses have not, to date, received training on the use of this rubric. We plan to initiate such training in order to achieve inter-rater reliability for the instrument. Additional training and instructional materials will be provided to all participating faculty during the faculty development workshops, with instruction and feedback intended to achieve reliable interpretation of the scoring data. A representative sample of student presentations will be recorded and archived for this purpose.

The GELO 1.2 rubric evaluates student public communication on four criteria: Organization; Delivery; Message; and Supporting Material. Students' public presentation proficiencies are evaluated on a 1 to 4 scale -- unsatisfactory, fair, good, excellent -- with a score of 4 representing the highest level of performance.

The Public Presentation Rubric was adapted from the "Oral Communication VALUE Rubric" developed by the Association of American Colleges and Universities. The following definitions and indicators of each outcome are adopted from the VALUE rubric:

Organization: "The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose."

Delivery: "Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.)." Delivery also includes language: "Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive."

Message: "The main point/thesis/'bottom line'/'take-away' of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable."

Supporting Material: "Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is

generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor."

The GELO 1.2 Public Communication rubric will be used in all courses related to *Speak UP* (FYS/AT, 200- and 300-level QEP courses in the major, and IDS 400) to assess student proficiency on the "performance" learning outcomes. The rubric scores will be used by the QEP Coordinator to track the development of students in participating majors, and to compare their overall development to students in non-participating majors.

Senior Survey

Each spring, the Director of Institutional Research and Effectiveness, in concert with the Office of Academic Support Services, sends an electronic satisfaction survey to seniors who are scheduled to graduate in May or July, as part of their "application to graduate." Seniors are asked what they liked or disliked about their Guilford College experience, about their future employment and/or education plans, and various questions regarding the College's impact on their lives. The students' responses are an important part of Guilford College's assessment process because they inform the College as to what it is doing well and what might possibly be changed for the better. The following questions about student behavior will be included in the annual senior survey.

Rate yourself on your public speaking ability as compared with the average person your age. We want the most accurate estimate of how you see yourself.

During the current school year, about how often have you given a course presentation?

How much has your experience at Guilford College contributed to your knowledge, skills, and personal development in speaking clearly and effectively?

Personal Report of Public Speaking Anxiety (PRPSA) Survey

We will assess public speaking "attitudes" confidence outcomes using the Personal Report of Public Speaking Anxiety (PRPSA), a widely recognize survey developed by James C. McCroskey and his colleagues (McCroskey, 1970). The PRPSA is highly reliable (alpha estimates >.90) and has very high predictive validity. See Appendix H for the survey instrument.

The instrument will be administered to students by faculty at the beginning of FYS and in IDS 400. Doing so will allow us to track the development of students in participating majors, and to compare their overall development to students in non-participating majors.

Willingness to Communicate (WTC) Survey (Abridged)

We will assess public speaking “attitudes” willingness outcomes using key questions from the Willingness to Communicate (WTC) survey. Questions specifically measuring situations of meetings and public speaking are used in the QEP assessment. This instrument measures a person’s willingness to initiate communication in these situations. The face validity of the instrument is strong and there is strong indication of predictive validity of the instrument. The instrument is reliable overall (alpha estimates >.85) (McCroskey & Richmond, 1987). The authors indicate that the lower reliability estimates for individual subscores, as used in this application, are high enough to be used for research studies. See Appendix I for the survey instrument.

The instrument will be administered to students by faculty at the beginning of FYS and in IDS 400. Doing so will allow us to track the development of students in participating majors, and to compare their overall development to students in non-participating majors.

Administration of the Assessment Plan

The assessment plan for *Speak UP* will be administered following the processes established in the *Faculty Handbook*. As per the *Faculty Handbook*, primary responsibility for monitoring the effectiveness and quality of instruction within each academic program belongs to the faculty within that particular program. The QEP Coordinator, with advice from the Director of Institutional Research and Effectiveness, and the relevant members of the QEP Advisory Group (e.g., Library Director, etc.) will work with faculty to coordinate the administration of the various assessment instruments. Once complete, the QEP Coordinator will forward a “QEP Synthesis Report” containing all data and recommendations to the Assessment Committee for review and recommendations.

This yearly “QEP Synthesis Report” will include the following:

- Calendar of the year’s *Speak UP* activities
- List of current *Speak UP* courses and instructors
- Data on faculty/student attendance at workshops and conferences
- Summary of supplemental course evaluations
- Summary of CIRP, NSSE data (when available)
- Summary of data used to evaluate student progress (e.g., rubric scores)
- Statistics on use of support services
- Comments and recommendations from faculty development cycle (e.g., surveys)
- Evaluation of course instructional materials

- Budget and recommendations

The *Faculty Handbook* charges the Assessment Committee with oversight of the assessment activities for the majors and the general education program. More precisely, the Assessment Committee is responsible for administration and oversight of the assessment of student learning with respect to the curriculum at the college, in order to continuously enhance and improve student learning in the general education curriculum and to assure its consistency with the goals of the college, as well as compliance with academic standards for accreditation by the Southern Association of Colleges and Schools (SACS). The Assessment Committee, which includes both the Academic Dean and Director of Institutional Research and Effectiveness as members, provides reports and recommendations to those providing curricular oversight (such as division chairs, program directors, and coordinators).

The Assessment Committee shares responsibility with the Curriculum Committee regarding proposals and revisions related to the general education learning outcomes of the college. When assessment data indicate the need for changes in elements of the general education curriculum, a joint committee is constituted to review relevant assessment and create a formal proposal; this proposal is then reviewed and approved by both the Assessment and Curriculum Committees before being forwarded to the Clerk's Committee.

The more general use of assessment results depends, in part, on the level of change the joint Assessment/Curriculum Committee and the Vice President/Academic Dean consider warranted. For example, recommendations for broad policy changes proceed from the joint committee to the Clerk's Committee for discussion prior to their presentation to the corporate faculty for final approval. Changes affecting the College's strategic plan (including the budget) would be shared with the President, through the Strategic Priorities Oversight Committee (SPOC). Following these procedures, *Speak UP* integrates assessment of the QEP into the broader administrative processes of the College.

Note: The purpose of this assessment process is to measure the impact of *Speak UP* and provide evidence of general improvement in student presentation skills, not necessarily to evaluate the individual student's development of public presentation skills. In most cases the assessment results for individual students will provide data for use in interpreting the group results by the QEP Coordinator, and for use by the faculty instructor in advising and helping the student improve.

Similarly, for the academic major/program, the purpose of the surveys and evaluations is diagnostic – to make recommendations for curricular modifications in order to better meet the learning objectives of the QEP. Although each academic program will have access to assessment data for the students in their own program, they will not have access to data specific to other programs. They will be given summary data for the institution as a whole, for comparative purposes.

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Selection of Guilford's "Quality Enhancement Plan": Home

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Guilford College's Next Quality Enhancement Plan

Guilford's accrediting body, the Southern Association of Colleges and Schools Commission on Colleges, requires that each school in the association submit a Quality Enhancement Plan (QEP) when applying for reaffirmation of accreditation. Guilford will be applying for reaffirmation of accreditation in a few years and we are now in the beginning stages of selecting a QEP.

Background and Supporting Documentation for the February 4, 2015 Faculty Meeting

-  QEP Proposal

Forums to discuss possible topics for the next QEP

"Faculty" Forum: 17 September 2014, 3:45 - 5:15 pm, Bauman West Gallery of Founders Hall






Community Senate: 22 September 2014, 7:00 - 7:45 pm, Boren Lounge of Founders Hall

Student Government Association: 29 October 2014, 6:00 - 7:00 pm, Hendricks Hall Lounge

Open Community Form: 19 November 2014, 3:45 - 5:15 pm, West Gallery of Founders

At the Open Community Forum on 19 November, people requested that they see some more "skeleton" plans associated with the proposed QEP topics that were being discussed. These documents represent some possible models for a few QEP topics. Other such examples will be forthcoming. If anyone is interested in submitting such a sample model for a QEP, please email Steve Shapiro (sshapiro@guilford.edu). Remember, of course, we are only selecting a topic for the next QEP; later we will discuss the development of the QEP topic.

If you have comments about these ideas or anything else about the QEP, you are always welcome to provide them on the Moon Room site (http://moonrm.com/?page_id=132).

-  QEP Oral Communication Draft
-  QEP Universal Design Learning to Achieve Inclusive Excellence
-  QEP Experiential Learning Draft
-  QEP Experiential Learning Draft 2
-  QEP Undergraduate Research and Creative Endeavors draft

Feedback

- Provide written feedback about the proposed ideas for the next QEP that have been posted on this site

Questionnaire



Student learning is the heart and soul of the QEP. Simply put, the QEP is Guilford's homegrown plan to devote a measure of our talent, energy and resources to improve an aspect of student learning that we find meaningful given our mission, visions and values, our understanding of the current state of student learning and our vision of what we would like our students to know or do in the future. It is a forward looking opportunity to do something positive for student learning and, in that sense, the QEP is in keeping with Guilford's longstanding commitment to excellence in teaching and learning.

The QEP Selection Committee would like to receive from the Guilford community a broad list of possible QEP topics. We invite you here to submit your suggestions for Guilford's next QEP.

Submit your QEP topic here

Questions? Contact Steve Shapiro, Chair of the QEP Selection Committee (sshapiro@guilford.edu, 336-316-2237).

Topic Groupings- Updated November 5, 2014

-  QEP Proposals by Theme
-  QEP Topic Suggestions

The QEP topic selection group has taken the suggested topics that it has received as of August 21, 2014 and grouped them into categories (see below). We will continue to accept suggested topics throughout the summer and expect to have open forums to discuss these ideas in the fall semester. Please direct questions/comments/suggestions to Steve Shapiro (sshapiro@guilford.edu). This file contains the details associated with each submitted idea organized by "category" (see list of categories below).

1. Literacy

- Diversity/cultural literacy
- Global literacy
- Information literacy
- Quantitative literacy

2. Learning / Teaching Modalities

- Experiential learning
- Innovative pedagogies/active learning
- Technology across the curriculum

3. Curriculum: Thinking / Communication skills

- Critical thinking
- Oral Communication
- Reading (written, aural, visual)
- Writing across the curriculum (former QEP)

4. Principled problem-solving (Climate Change)

5. Wellness

6. Entrepreneurship

Proposed Final Candidates for QEP II Topic

The Ad hoc Committee has reviewed the comments and suggestions gathered from the various physical and virtual forums that we have had this fall. The committee believes that all suggested topics would greatly benefit student learning. But, since we can have only one QEP – and this QEP needs to be doable, assessable, sustainable, and focused – the committee has narrowed down the list of possible topics to four proposed “finalists” listed below – in alphabetical order.

- 1.Creative Works / Undergraduate Research
- 2.Experiential Learning
- 3.Oral Communication
- 4.Quantitative Literacy / Quantitative Reasoning

The Ad hoc Committee to Select the Topic for Guilford's next Quality Enhancement Plan has included a few thoughts associated with each proposed finalist to help initiate a broader conversation at an Open Community forum on Wednesday 19 November. The community is also welcome to submit comments on the web at

<http://moonrm.com/?page_id=132>.

-  QEP Proposed Topics

Prospective Topics - updated 4/3/14

The QEP Topic Selection Committee are posting these submitted "titles" so that the community can be kept informed of the ideas that have been submitted. The ordering of these proposed ideas is in reverse chronological order based on the time of submission. We remain in the community-wide brainstorming phase so we have not posted the detailed description of any submitted idea. Later, when we discuss these ideas, we will provide more detailed information about them. We will update this list periodically.

Collaboration is the skill that ties all other skills together

Enhancing instruction through technology

Technology Engagement Across the Curriculum

Experiential Learning/Civic Engagement

Inclusive Excellence through Cultural Literacy and Universal Design in Instruction

Equality in all things

How We Read

Engaged Learning: This QEP goal would enhance student learning by providing students with a range of opportunities to link theory with practice through experiential learning.

Learning through Diversity

Enhance student mobility across cultural, professional and academic spaces

Experiential Learning

Creation of student run businesses that incorporate opportunities for students in various disciplines

Enhance Experiential Learning in the Curriculum

Enhancing student wellness -- physical, mental / emotional, religious / spiritual, financial, ecological, etc.!

The Classroom is Everywhere: Developing Innovative Pedagogies and Rethinking Learning Spaces

Active learning in the classroom

Enhancing quantitative / analytical skills

Creating real world work opportunities for students

Enhancing public speaking

Enhancing understanding of climate change

Continuing to enhance, "Writing Across the Majors"

Enhancing undergraduate research

Enhancing understanding by faculty of CCE students' non-academic responsibilities

Preparing students for an interconnected global community

Enhancing analytical reading

Enhancing critical thinking

Integrating international education throughout the curriculum

Developing information literacy as a habit of mind.

Enhancing understanding of globalization and cultural diversity

Implementing universal design for learning

Enhancing Instruction through Technology

General Education revision as the QEP



The Moon Room

A Community Forum on
Guilford College Faculty Life

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QEP DISCUSSION FORUM

SEPTEMBER 8TH, 2014

Please post any new ideas or comments on existing suggestions for Guilford's new QEP (Quality Enhancement Plan) here. For more information about the QEP process, and to read the proposals already submitted, please visit Guilford's QEP site at <http://libguides.guilford.edu/QEP>

You may comment here using your name, or you may comment anonymously. If you have questions about the QEP process or want to communicate privately, please contact members of the QEP selection committee.

- [Sandy Bowles](#) (Campus Life)
- [George Guo](#) (Curriculum committee representative, Political Science)
- [Joseph Holmes](#) (CCE student)
- [Wendy Looker](#) (Assessment Committee representative, Music)
- [John Madden](#) (Traditional student)
- [Steve Shapiro](#) (Clerk's Committee representative, Physics)

Author: [Dave Dobson](#)

COMMENTS

9 COMMENTS [RSS](#)



Alan Mueller says on: September 12, 2014 at 10:55 am

[of life](#)

[Data requested at Faculty Forum on Compensation](#)

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[Clerk's Committee agenda for February 16, 2016](#)

[LAGER Committee Minutes 11/19/15](#)

[LAGER Committee Minutes 12/3/15](#)

[LAGER Committee Minutes 1/28/16](#)

[Center for Principled Problem Solving recruits faculty fellows for next year](#)

[Clerk's Committee Meeting Minutes, February 2, 2016](#)

[Clerk's Committee Minutes, January 23, 2016](#)

RECENT COMMENTS

Eric Mortensen on [Parameters to consider in hiring](#)

Nancy Daukas on [Parameters to consider in hiring](#)

Anonymous on [Parameters](#)

I think all of these suggestions are fantastic. I believe that a QEP situated around the themes present in item 2 “Learning / Teaching Modalities” including Experiential learning, Innovative pedagogies/active learning and Technology across the curriculum is the one I believe meets the most acute needs of most of our students as they enter the post-college world.

The young graduates walking across the stage each spring will all be facing questions through job interviews, graduate school interviews and other conversations that are focused heavily (and sometimes even exclusively) on their experience. We will serve these young professionals better when we are able to make as much of their education rich with experience as is practical.

There's a world of literature supporting experiential learning, but implementing it throughout the campus will take re-thinking our roles in the education process. This often calls for a shift in what we mean by educator to move even more intentionally into andragogy, teacher as partner, learning environment design and world-as-lab thinking. This can be hard work, but there are many talented faculty and also many talented co-educators in academic and student affairs roles willing and able to support this work.

I also strongly believe that technology (while important) should be intentionally situated at latter stages (chronologically) of any QEP, to give space for straight-forward basic assessment of what faculty / co-educators may need as they embark in this different thinking. I have seen far too many institutions get enamored with a new tool that meets needs that had never (had rarely) been articulated in advance of the introduction to the tool.

REPLY



Betty Kane says on: September 16, 2014 at 7:20 pm

As I have thought more about suggested topics, I keep returning to the revitalization of the Gen Ed curriculum. I actually find it to be the most inclusive and think that many of the other ideas can be part of it (internships, study abroad and global education, undergraduate research, service, wellness, etc.). I also like it because it seems to be in confluence with Jane Fernandes'

[to consider in hiring](#)
[Kami Rowan on Parameters to consider in hiring](#)

[Eric Mortensen on Parameters to consider in hiring](#)

[Dave Dobson on Data requested at Faculty Forum on Compensation](#)

[Dave Dobson on Parameters to consider in hiring](#)

[Christine Riley on Data requested at Faculty Forum on Compensation](#)



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CATEGORIES

wonderful articulation about the mission of Guilford College ("practical liberal arts"). It seems a topic around which to build unity across the campus, although many perspectives and views will be brought to bear on it. Also, as was mentioned, we already are beginning this process- and it is both necessary and long overdue. AND, we have to make sure that we have in place a process for assessment already for SACS (so we will have a means for assessment). Finally, given our limited resources, it seems the most productive way that we can use those resources for the benefit of the entire community- but especially our students.

[REPLY](#)



[Melanie Lee-Brown](#) says on:

October 3, 2014 at 6:53 pm

Do you think we can move fast enough to satisfy the QEP schedule, Betty? What is your vision?

[REPLY](#)



[Dave Dobson](#) says on: October 2, 2014

at 12:01 pm

The following is from Joey Wilkerson, Director of Philanthropy at Guilford, who met with Guilford's Board of Visitors:

Thanks so much for reaching out to get some feedback from the BOV. We spent some time at their last meeting reviewing some information and got some feedback from them. I am going to send them the link now for them to provide feedback on their own, but thought I would share what came out of the meeting with you.

Side note – is there somewhere online that has information about the last QEP? I think that would be helpful for them to see as they think about their feedback.

The bulk of the feedback from the group was related to communication. They really felt like students entering the work force now struggle with this more than anything else. The major areas they felt that schools should be focusing in terms of teaching them were...

– Writing – especially as it relates to writing for business rather than research. They really liked the

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idea of continuing writing as the focus of the QEP. Writing was one of the greatest weaknesses they felt recent graduates brought to the work place.

- Personal communication and communicating across generations
- Communicating with groups vs. individuals – students have to be able to communicate one-on-one and in a large group (presenting) and they feel like a lot of new graduates are missing this.

The other area their conversation drifted towards was global literacy. They felt like this was one of the most important issues impacting business and other areas today. If students want to get jobs they have to be able to work in a global community and have some knowledge about working with other cultures and the global economy. They were interested in seeing how we can enhance Guilford's global education.

These were the top two areas they spent their time on. I will send the link out today so that others may review and provide feedback.

Thank you so much

Joey

REPLY



[Dave Dobson](#) says on: October 2, 2014 at 12:04 pm

The following is from Bryson McKinney, a member of the Board of Visitors:

I just want to give my one cent opinion regarding the Quality Enhancement Plan. In the business community many employers are looking for recent graduates that have the intangible skill of "working within a team." With that in mind, I would like to see the QEP topic revolve around collaboration efforts between students, students and faculty, and students and the Guilford community.

Thanks, Bryson

REPLY



[Melanie Lee-Brown](#) says on: October 22, 2014 at 5:53 pm

Please give this a read! Why can't we look at curricular changes PLUS faculty

workload/compensation reform! This is a school that did it all at one time and they are thriving!

Image this not just as undergraduate research but as engaged learning efforts (independent studies and small group studies).

Please let me know what you think!

REPLY



Melanie Lee-Brown says on:

October 22, 2014 at 5:56 pm

And I thought that the embedded website would come over but I'm not sure it did....

<https://www.insidehighered.com/news/2014/10/16/how-college-new-jersey-rethought-faculty-work-student-success-mind#sthash.NGqi9yvD>

REPLY



Don Smith says on: November 9, 2014 at

8:45 pm

The comments after that article give some interesting alternate perspectives to what happened at that school. I think (hope) we can do better.

REPLY



Dave Dobson says on: November 10,

2014 at 12:59 am

Wow, Don, you're right, there are some strikingly different takes on the New Jersey experience in those comments.

REPLY

LEAVE A COMMENT

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APPENDIX C

**Guilford College
Faculty Meeting Minutes
December 3, 2014
Carnegie Room, Hege Library**

1. Following the traditional opening silence as faculty gathered, Clerk Dave Dobson welcomed faculty to the last faculty meeting in fall 2014.
2. **Completion of Minutes from November 5 Faculty Meeting**

The faculty approved the following minute to complete November 5 faculty meeting minutes:

The faculty approved the proposal to review the General Education curriculum at Guilford as presented.

3. **Update of Discussion: Quality Enhancement Plan (QEP) Topic Selection**

Steve Shapiro, Chair of QEP Topic Selection Committee, updated the faculty with the current state of QEP topic search. The committee has received over 30 topic proposals. After numerous community meetings with faculty, staff, students, alumni, board members and visiting members, the committee has narrowed down the topics to 4½ (or 4):

- a) Creative Works/Undergraduate Research
- b) Experiential Learning
[a) and b) could possibly be combined into one topic]
- c) Oral Communication/Public Presentations
- d) Quantitative Literacy/Quantitative Reasoning
- e) Universal Design

A recent faculty/staff survey (which received 53 responses) seems to suggest that Experiential Learning and Oral Communication/Public Presentations are the top choices. However, communications are still going on and the committee hopes to receive more inputs and comments between now and early spring. The committee aims to bring one or two topics to February 2015 faculty meeting for discussion and approval.

An acceptable QEP topic not only brings benefits to students, but it also needs to be doable within our resources. The SACS has the following 5 basic requirements for QEP topics: 1) QEP directly related to institutional planning; 2) Learning outcomes & improvement in student learning tied directly to institutional needs; 3) Specific measurable outcomes: internal & external; multiple measures; 4) Relevant constituencies have direct involvement in implementation; 5) Realistically implemented and completed in 5 years.

To compare the feasibility of the five topics, Steve presented an elaborate form displaying the possible ways of achieving each of them:

For Experiential Learning, we have the Strategic Plan, the National Survey of Student Engagement (NSSE) annual surveys and participation data, and the Association of American Colleges and Universities (AACU) rubrics and participation data.

For Oral Communication/Public Presentations, we have the Strategic Plan, the General Education Learning Outcomes (GELO) 1.2 assessment data (2013-14), the NSSE annual surveys, and the AACU rubrics and data.

For Quantitative Literacy/Quantitative Reasoning, we have GELO 2.1 assessment data, Quantitative Literacy exam report (2013-14), and National Educational Testing Service (ETS) proficiency profile.

For Universal Design for Learning (UDL), we have the Diversity Plan, student entrance and persistence data, prevalence of UDL use in assignments, rubrics for UDL, and campus climate survey.

There were a couple of questions about the process through which the topics will be further narrowed down. Steve said that the committee welcomes any feedback from the community between now and February 2015 faculty meeting. Comments can be sent directly to Steve or be put on the QEP Moodle site for which Steve is the facilitator.

4. For Information: J-term Assessment Committee Progress Report

Robert Whitnell, Chair of the January Term Assessment Committee (JTAC), gave a JTAC progress report. The faculty approved the two-year extension of the J-term pilot in May 2014. As part of the discussion, the faculty recommended to have a revitalized J-term assessment program in order to dig into what we have learned in the first couple of years of the J-term and decide its fate in the near future. Earlier this fall, with recommendations from the Nominating Committee, the Clerk's Committee formed the JTAC and approved its charge which includes: 1) Review data from the first two J-terms; 2) Solicit input from the community on desired outcomes of the J-term; 3) Construct assessment framework with standards and targets for 2015-17 J-terms; 4) Report desired outcomes and targets to the Clerk's Committee and the President as soon as possible. The Clerk's Committee will approve these and report to the faculty; 5) By April 2015, report on results from 2015 J-term; 6) By April 2016, full report on the J-term pilot including recommendation on the future of J-term (there will be discussion at faculty meeting and opportunity for faculty to make recommendation).

Since then, JTAC conducted the "January term criteria, targets, and outcomes survey" (<http://goo.gl/forms/IKLdHj5FMT>) to solicit input from faculty, staff, students, and alumni on their desired targets and outcomes for the J-term. Community members were asked to consider each possible target and outcome and indicate whether it should be given high, medium, or low priority, and provide any additional comments. The targets and outcomes were taken from the 2011-16 strategic plan, the January term vision statement as approved by the faculty in January 2012, the minutes of the May 2014 called faculty meeting at which the recommendation to extend the pilot was approved, and discussions within JTAC. JTAC will use these survey results for future considerations.

APPENDIX D

**Guilford College
Faculty Meeting Minutes
February 4, 2015
Moon Room, Dana Auditorium**

1. Following a period of opening silence, Clerk Dave Dobson welcomed everyone to the first faculty meeting in the spring semester. As some faculty just returned from study leave or from teaching elsewhere, Dave reintroduced the changes about how we run the meetings. He passed out cards and pencils for people to write comments. The comments could be put into the small box in the back of the room. If one does not want his/her comments to appear on the Moonrm.com website, he/she needs to specify that on the card.
2. **For Approval: New Quality Enhancement Plan (QEP) Topic**

Steve Shapiro, Chair of the QEP Topic Selection Committee, introduced the proposed topic for the next QEP as follows:

The topic for Guilford's next Quality Enhancement Plan will be: Enhancing Student Skills in Making Public Presentations. The QEP will include faculty workshops to help faculty use Universal Design when teaching students how to develop and give effective public presentations.

Steve explained the procedure through which this topic was selected, and the rationale for proposing this topic. The topic meets the SACSCOC criteria for QEP. It addresses a key issue in our existing assessment process, supports the college's mission, and can generate significant learning outcomes for both traditional and adult students. In addition, we have sufficient resources to initiate, implement, complete and assess the QEP plan. The topic also supports other key areas in education, such as experiential learning, undergraduate research/creative endeavors, and faculty/staff interest in developing Universal Design Learning. What the faculty was asked to approve today was just the QEP topic, not the QEP title. The college has another year to develop a formal title and a detailed plan. The actual plan, which might run about 70 pages long, will specifically define the meaning of "public presentations" and how we can improve on it.

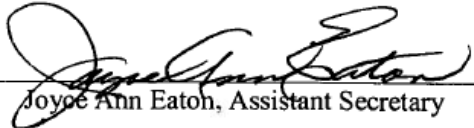
The faculty approved the next QEP topic as proposed.

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**ACTION ITEM FOR GUILFORD COLLEGE BOARD OF TRUSTEES
REGARDING THE TOPIC FOR THE QUALITY ENHANCEMENT PLAN**

Based on the endorsement of the corporate faculty and support from students and staff, the Academic Affairs Committee recommends “Enhancing Student Skills in Making Public Presentations” as the topic for Guilford College’s Quality Enhancement Plan (QEP), to improve student learning, and to meet Core Requirement 2.12 of the Compliance Certification document being prepared for the reaffirmation of accreditation by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS).

APPROVED this the 28th day of February 2015.



Joyce Ann Eaton, Assistant Secretary

Guilford College
Faculty Meeting Minutes
August 31, 2016

Opening query: In my work at Guilford, how can I bring Guilford's practice more in line with its stated values?

Welcome and introductory remarks

Clerk David Dobson welcomed faculty to the first meeting of the new academic year. He reminded faculty that our meetings together are guided by Quaker practice, which influences the process and how we interact in our meetings. He also updated faculty on the status of Guilford's new printing contract which should result in a better printing situation in the near future as progress is being made on implementation.

Committee slate updates due to faculty changes

Rob Whitnell from Nominating Committee brought forward the names of Lisa McLeod as a replacement on Diversity Action Committee for Fall 2016 and of Philip Slaby as a replacement on Honors Committee for Fall 2016. ***Faculty approved these two changes which will be reflected in the updated committee membership list. Janet Starmer was approved to join the Compensation Committee to replace Will Mackin.***

For approval: QEP – Speak Up!

As a part of the reaccreditation process, faculty approved the Quality Enhancement Plan, "Speak-Up!: Unifying Presentation for an Inclusive, Connected World," and the framework as presented in the overview provided in Chapter 2 of the larger QEP document to be completed by September 13. Approval was for the overall plan. Evaluations will be done and the plan reassessed over time to make any future implementation and program changes.

APPENDIX G

Universal Design for Learning (UDL)

Guilford College has a very diverse student learning population, including students who require a variety of accommodations guaranteed by the Americans with Disabilities Act (ADA). The College recognizes that providing accommodations to students in reaction to a curriculum that is not entirely accessible is an inefficient way to include students in the educational experience; therefore, we are committed to proactively design curriculum using the principles of Universal Design for Learning (UDL).

Table 3a, below, shows the number students with documented disabilities during the most recent three semesters, identifying a growing trend in student needs. Table 3b, below, shows the total number of accommodations required by students, by type, over the same period.

Table 3a. Number of Guilford students with documented disabilities related to giving and receiving public presentations.

Semester	Hearing Impaired	Visually Impaired	Speaking Impaired	Physically Impaired
Spring 2015	6	6	1	3
Fall 2015	7	8	1	4
Spring 2016	7	8	1	4

Table 3b. Number of accommodations required by Guilford students. Note: many students require more than one accommodation.

Accommodation Type	Semester		
	Spring 2015	Fall 2015	Spring 2016
Alternative listening device	0	0	0
Amplifier system	2	1	1
Computer use in class	54	82	63
Computer use testing	20	45	47
Extended time	153	181	165
Least distracting environment for testing	138	149	140
Enlarged materials	3	5	4
Note taker	67	71	68

Smart pen	47	68	69
Total documented accommodations provided	251	269	220

What is UDL?

When using UDL guidelines, instructors build their lessons based on the most recent knowledge about how the brain takes in, processes, and puts out information. By basing instruction on the findings of neuroscience, Guilford College faculty can more effectively engage a variety of learners from the beginning of and throughout each learning situation.

UDL, as defined by the Center for Applied Special Technology (CAST) (2015) is a set of principles for curriculum development giving all individuals equal opportunities to learn. It provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--flexible approaches that can be customized and adjusted for individual needs.

The UDL guidelines developed by CAST (recognized as one of the world’s leading organizations in this movement for UDL) provide concrete methods for providing multiple means of engaging the learner and representing course content, as well as facilitating multiple actions and expressions of learning. The end goal of this process is the development of expert learners who are “resourceful and knowledgeable, strategic and goal-directed, as well as purposeful and motivated” (CAST 2014).

Why is UDL Important?

For more than a decade, elementary, secondary, and postsecondary institutions, including Guilford, have experienced an increase in the number of students “with a wide range of sensory, motor, cognitive, linguistic, and affective abilities and disabilities” (Hitchcock & Stahl, 2003, 45). Educators have grappled with ways to “[achieve] high standards and accountability for [these] students within the general curriculum” and some educators acknowledge that the impediment to achievement does not lie with the students, but with the curriculum (Hitchcock & Stahl, 2003, 45).

Curriculum design has traditionally failed to adequately consider students with disabilities, students for whom English is not their first language, and others.

In fact, students with disabilities have generally not been included during any phase of [curriculum] design, research, development, adoption, or validation. As a result, most general curricula are demonstrably ill-suited to achieve or measure results for students who have disabilities. Students find barriers rather than supports for learning, and teachers find tools that are not well designed for teaching effectively. (Hitchcock & Stahl, 2003, 45)

Research shows that incorporating UDL into the curriculum design process results in a “curriculum that has been specifically designed, developed, and validated to meet the needs of the full range of students who are actually in our schools” (Hitchcock & Stahl, 2003, 45). The

use of UDL principles can make the learning process much less cumbersome for instructors and students, and result in the achievement of learning outcomes for more students.

A review of the best practices in education by the National Education Association (2015), highlighted UDL:

Educators, including curriculum and assessment designers, can improve educational outcomes for diverse learners by applying the following principles to the development of goals, instructional methods, classroom materials and assessments:

Presenting information and content in different ways (the “what” of learning)

Differentiating the ways that students can express what they know (the “how” of learning)

Stimulating interest and motivation for learning (the “why” of learning)

The National Center on Universal Design for Learning at CAST provides detailed research evidence for each UDL guideline.

The UDL Guidelines are based on research from several very different fields, and from a variety of researchers at many different universities and research organizations. That research has been reviewed, compiled and organized by educators and researchers at CAST. The process spanned a ten year period and involved several different stages (National Center on Universal Design for Learning, 2011).

Those who wish to view the research components can visit the UDL Guidelines - Version 2.0: Research Evidence page found on the National Center on Universal Design for Learning website.

References

Burgstahler, S. & Cory, R. (eds). (2008) *Universal design in higher education: From principles to practice*. Boston: Harvard Education Publishing Group.

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National Education Association. (2015). Research spotlight on Universal Design for Learning: NEA reviews of the research on best practices in education. Retrieved from <http://www.nea.org/tools/29111.htm>

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Personal Report of Public Speaking Anxiety (PRPSA)

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5.

- _____ 1. While preparing for giving a speech, I feel tense and nervous.
- _____ 2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.
- _____ 3. My thoughts become confused and jumbled when I am giving a speech.
- _____ 4. Right after giving a speech I feel that I have had a pleasant experience.
- _____ 5. I get anxious when I think about a speech coming up.
- _____ 6. I have no fear of giving a speech.
- _____ 7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
- _____ 8. I look forward to giving a speech.
- _____ 9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
- _____ 10. My hands tremble when I am giving a speech.
- _____ 11. I feel relaxed while giving a speech.
- _____ 12. I enjoy preparing for a speech.
- _____ 13. I am in constant fear of forgetting what I prepared to say.
- _____ 14. I get anxious if someone asks me something about my topic that I don't know.
- _____ 15. I face the prospect of giving a speech with confidence.
- _____ 16. I feel that I am in complete possession of myself while giving a speech.
- _____ 17. My mind is clear when giving a speech.
- _____ 18. I do not dread giving a speech.
- _____ 19. I perspire just before starting a speech.
- _____ 20. My heart beats very fast just as I start a speech.
- _____ 21. I experience considerable anxiety while sitting in the room just before my speech starts.
- _____ 22. Certain parts of my body feel very tense and rigid while giving a speech.
- _____ 23. Realizing that only a little time remains in a speech makes me very tense and anxious.
- _____ 24. While giving a speech, I know I can control my feelings of tension and stress.
- _____ 25. I breathe faster just before starting a speech.
- _____ 26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- _____ 27. I do poorer on speeches because I am anxious.
- _____ 28. I feel anxious when the teacher announces the date of a speaking assignment.

- _____ 29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
- _____ 30. During an important speech I experience a feeling of helplessness building up inside me.
- _____ 31. I have trouble falling asleep the night before a speech.
- _____ 32. My heart beats very fast while I present a speech.
- _____ 33. I feel anxious while waiting to give my speech.
- _____ 34. While giving a speech, I get so nervous I forget facts I really know.

Interpreting the Scores:

High = > 131

Low = < 98

Moderate = 98-131

Mean = 114.6; SD = 17.2

Source:

McCroskey, J. C. (1970) . Measures of communication-bound anxiety. *Speech Monographs*, 37, 269-277.

Willingness to Communicate (Abridged) (WTC)

Below are a number of situations in which a person might choose to communicate or not to communicate. Presume you have completely free choice. Indicate the percentage of times you would choose to communicate in each type of situation. Indicate in the space at the left of the item what percent of the time you would choose to communicate. (0=Never to 100=Always)

- _____ 1. Present a talk to a group of strangers
- _____ 2. Talk in a large meeting of friends
- _____ 3. Talk in a large meeting of acquaintances
- _____ 4. Present a talk to a group of friends
- _____ 5. Talk in a large meeting of strangers
- _____ 6. Present a talk to a group of acquaintances

Interpreting the Scores:

Meetings >80 High, <39 Low

Public Speaking >78 High, <33 Low

Source: McCroskey, J.C. & Richmond, V.P. (1987). Willingness to communicate. In J.C. McCroskey & J.A. Daly (Eds.), *Personality and interpersonal communication* (pp. 119-131). Newbury Park, CA: Sage.

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September 8, 2016

To Whom It May Concern:

I am pleased to write in support of Guilford College's Quality Enhancement Plan (*Speak UP: Unifying Presentation for an Inclusive, Connected World*). I am familiar with the proposed budget outlined here, and am committed to ensuring that the appropriate resources are available to support the implementation of this QEP.

Sincerely,

A handwritten signature in cursive script that reads "Beth Rushing".

Beth Rushing
Vice President for Academic Affairs