

**QEP Fifth Year Impact Committee Meeting**  
**March 27, 2012**

1. Review of Minutes from February 28, 2012  
The minutes will be posted on Blackboard and approved at the next meeting
2. Schedule change: no meeting on July 26  
There will be no meeting on July 31<sup>st</sup> because Patty will be presenting at the SACS Summer Institute.
3. Today's agenda  
Sharing summaries from working groups focused on synthesizing changes made to our QEP on the following  
The charts and summaries are on the Blackboard Site
  - a) Implementation/Timeline Plan
    - The key summary themes were that the implementation was timely, exceeded goals and had many new developments.
    - The chart needs to be completed with a detail of the timeline
    - Assessment was not included in the milestones—any reason?
    - For the timeline, when does it end for reporting?
    - Where does the continued viability of the project go in the report? Building the infrastructure because the institution was not ready for change. Clarify that before could see progress, we needed early states of change to support long-term sustainability.
  - b) Faculty Development Plan
    - The key summary themes were there was a clear, concerted effort toward faculty development and all goals were met or exceeded.
    - For the question about “teaching circles”, i2a used the FLC model, and “diversity content” so that individual faculty were the main vehicle for the content. We need to be explicit about the changes and why. Also need to focus on what we did do any why.
    - For the question about the Provost's memo, we cannot mandate change across the schools; changes were made at unit level.
    - Need to embed what was in the original proposal.
  - c) Assessment Plan
    - Question SACS wants answered is: What have we learned about our students' critical thinking? What is the “so what”?
    - Suggestion for the report - draft all that we know then scale back with key exemplars
    - How confident are we in our measures (e.g., General Education rubric)?
    - How does assessment itself impact student learning?
    - Unanticipated outcome: Assignments getting better because they are looking at critical thinking in different ways.

4. Discussion of summaries & integration into draft of 5<sup>th</sup> Year Interim Report

- a. Review outline/structure for 5<sup>th</sup> Year Interim Report (*see reverse*)

Patty has started a draft of Section I and II.

When thinking about Section III rationale, focus on the outcomes and impact.

5. Next steps

- a) Before next meeting, please review i2a annual reports from 07—08; 08-09; 09-10; and 10-11 and identify any concepts, programs, events or issues to be considered for inclusion in report. The purpose is to scan for information not touched on in summaries and suggest potential exemplars.

- b) April meeting 24

a. Patty Payette will draft Section III based on the charts and summaries.

b. Cathy Bays will share i2a Assessment Committee's data for Section IV of report

## QEP Impact Report Proposed Outline

**“The QEP Impact Report**, submitted five years prior to the institution’s next decennial review, is a report demonstrating the extent to which the QEP has affected outcomes related to student learning. It is part of the institution’s Fifth-Year Interim Report.

The report should not exceed ten pages, including narrative and appendices. (Electronic links to appendices pages are included within the ten page limit.)” - SACS

### **Page 1:**

Section I: The title and a brief description of the institution’s Quality Enhancement Plan as initially presented;

Section II: A succinct list of the initial goals and intended outcomes of the QEP;

### **Pages 2-4**

Section III: a discussion of changes made to the QEP and the reasons for making those changes;

- a) Critical thinking
- b) Community engagement
- c) Faculty Development Plan
- d) Implementation plan/Timeline
- e) Assessment Plan

### **Pages 5-10**

Section IV: a description of the QEP’s direct impact on student learning including the achievement of goals and outcomes as outlined in item two above, and unanticipated outcomes of the QEP, if any.

- a) Summary of the impact of the QEP on the learning environment
- b) Summary of the impact of the QEP on student learning outcomes
- c) Unanticipated outcomes of the QEP
- d) Overall success of the QEP so far and recommendations for next phase of i2a