

**University of Louisville**  
**5<sup>th</sup> Year Interim Report to SACS**  
**QEP Impact Report Committee August 28, 2012**  
**Agenda**

- I. Welcome
  - a. 3:06pm meeting called to order
  - b. In attendance: MacDonald, Newton, Detmering, Payette, VanZyl, Kaelin, Dietrich, Bays, Taylor-Archer, Attaway
- II. Review of Minutes: June 26, 2012
  - a. Minutes Approved
- III. New Fifth Year Report Website
- IV. Overview of dates
  - a. Summer has been getting feedback on internal report draft.
- V. Discussion of Internal Draft
  - a. Review of feedback from summer 2012
    - i. Feedback from Connie and Bob as well as Task Group feedback shared with group summary with handouts
    - ii. Cathy: section 4 has changed a lot since last meeting: “infancy to adolescence.” Has a lot more substance to it as far as information and some data. Can see institutional, learning environment, SLOs, and anticipated perspectives. Now we can begin to see what we need to reduce down and also highlight for the 10-page report.
    - iii. Mordean asked if we are still stuck with 10 pages. Patty says yes. And hyperlinks were discussed—links can be supplemental only, Connie says do not rely on links.
    - iv. Sections 1-3 to be 3-4 pages in length, Section 4 to be 6-10 pages in length.
    - v. Connie would like internal version to be presented next to stakeholders, then begin working on 10 page, asking how the internal can inform our 10 page final version.
    - vi. Early August email to this committee had indicated we would review long version and attempt to trim down to 10 pages, but deadlines have been adjusted. The September meeting will be used to begin paring down.
    - vii. There will still be some data missing when the Provost and Exec. Committee see the report September 17th because Cathy and Dr. Ralston are still working on the Speed data.
    - viii. Patty explains we will fold TG comments into committee members’ thinking when reviewing the report.
    - ix. Mordean interprets Connie and Bob’s comments as asking for more, not less. Patty explains they are asking to be more explicit. Cathy says it isn’t a lot of text, just a few sentences/numbers. (ex. FLC lists number of faculty but not student classes, so they want that data. It is being collected)
    - x. Continuing to refine details (i.e. numbers)
    - xi. Mordean: When does paring down begin? Patty: The primary task right now is refining the archival version, but at the same time we are pulling out our laundry list of ideas we will need as we move into the 10-page. We aren’t offering it right now, but we are capturing ideas for when we get to that point.
    - xii. Mordean: Difficult to figure out what are and aren’t the essentials that would go into the 10-page. Feels she wouldn’t be much help in streamlining. Cathy: Some (streamlining)

will be formatting (like learning environment), so thinking about how a table can be constructed in a succinct way and then have narrative to go into detail about some of them.

- xiii. Today, be thinking about edits to this version, and what are the takeaways we could use for the 10-page. Patty says this will be an “unfolding process”
- xiv. We talked last time about asking a neutral person with no vested interest to read for readability, etc—preferably someone from English for example who can come to it with that lens.
- xv. We will take it down from 24 to 12-13, then hard editing comes in to complete trimming process.
- xvi. Riaan found impact summary statements at the end very helpful—would like to start with that (everyone seemed to agree), then in each section, under impact statement/paragraph, list data we have gathered to support the text.

b. Writing of significant impact statements

Decided to divide committee into 2 groups and after edits on specific parts of section 4. 20 minutes to work, then debrief.

i. Looking at section 4, we will focus on the following:

1. One group: Looking at pages 8-15 on Institutionalization and Learning Environment, a) provide feedback on the major themes, takeaways, and unclear statements; and b) point to places in the document where we can emphasize impact, or provide an impact statement or more strongly and clearly represent data
2. Two groups: Looking at pages 16-23 on Student Impact, a) provide feedback on the major themes, takeaways, and unclear statements; and b) point to places in the document where we can emphasize impact, or provide an impact statement or more strongly and clearly represent data

VI. Next steps

- a. The groups shared their core concepts for how to improve their part of section 4; many good changes were suggested, including moving the student impact data to the beginning of the section. Cathy and Patty collected feedback to incorporate into the new draft.

## **Key Dates**

**8/27:** Task Group meeting and feedback

**8/28:** QEP Committee Meeting and feedback

**9/4:** Internal draft & summary document completed and posted on Blackboard for Provost & Exec. Committee

**9/17:** Provost and Executive Committee meeting: committees provide summary/update of progress & next steps

**9/25:** QEP Committee Meeting

**October:** Begin work on 10-page external report

## QEP Impact Report Committee Timeline: October 2011-March 2013

### **2011**

#### *October*

Kick-off meeting

### **2012**

#### *January*

- 31<sup>st</sup>: First official committee meeting

#### *February*

- 28<sup>th</sup>: Working through the major implementation components, comparing to original QEP plan, and listing the major changes and articulating rationale

#### *March*

- 12<sup>th</sup>: CCT Progress Report due
- 27<sup>th</sup>: Reporting/summarizing section 3) on changes made to the QEP and rationale

#### *April*

- 24<sup>th</sup>: Reviewing the components of section 4) on student learning outcomes/assessment data

#### *May*

Putting (mature) draft pieces together

- 4<sup>th</sup>: Dale Billingsley and Gale Rhodes review draft
- 16<sup>th</sup>: Connie review draft
- 21<sup>st</sup>: QEP Committee review draft
- 28<sup>th</sup>: QEP Committee discussion

#### *June*

- 4<sup>th</sup>: Connie feedback meeting **AND** Task Group meeting to inform of progress and next steps
- 11<sup>th</sup>: Presentation to provost and executive committee
- 26<sup>th</sup>: QEP Committee meeting to discuss next steps

#### *July*

- 1<sup>st</sup>: Feedback due from provost and executive committee on report draft
- No meeting for QEP Impact Committee

#### *August*

- 1<sup>st</sup>: Feedback on report due from i2a Task Group due
- 28<sup>th</sup>: Discussion/summary of stakeholder feedback from Summer 2012 with QEP Committee

#### *September—December*

- 17<sup>th</sup>: Meeting of the executive committee
- 25<sup>th</sup>: QEP Impact Report Committee Meeting

#### *October*

- Begin crafting 10-page QEP External Impact Report for SACS
- 1<sup>st</sup>: Progress report due to provost and executive committee
- 30<sup>th</sup>: QEP Impact Report Committee Meeting

#### *November*

- 27<sup>th</sup>: QEP Impact Report Committee Meeting

#### *December*

No meeting currently scheduled

### **2013**

#### *January*

- 15<sup>th</sup>: Finalized draft of Impact Report section for circulation to university leadership

#### *February*

- 15<sup>th</sup>: Final feedback due to committees

#### *March*

- 15<sup>th</sup>: UofL to mail completed Interim Report to SACS