The Ten-Page Countdown: Writing the QEP Impact Report

SACSCOC Annual Meeting
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Which of the following describes how you feel about the progress of your institution’s QEP Impact Report?

About LaGrange College

- Founded in 1831 (as a female academy)
- Private college with liberal arts ethos
- Affiliated with the United Methodist Church
- Approximately 1,000 students
- Currently 872 undergraduates
- Highest Degree – Ed.S.
- 79 full-time faculty (instructional)
- 18 varsity sports teams
- QEP Impact Report – March 2019
- QEP Topic – Global Engagement
**QEP: Global Engagement**

*Study Away. Study Here.*

**What is the QEP?**
The Quality Enhancement Plan (QEP) aims to enhance learning through a focus on global engagement.

**How was it created?**
The plan was created through two years of work with input from all college constituent groups.

**What will it do?**
The QEP will make study-away more accessible and incorporate global awareness into classes and activities.

**What does it mean for me?**
- Travel Opportunities
- Study-Away Financial Support
- Involvement with Other Cultures
- FUND

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<table>
<thead>
<tr>
<th>Learning Outcomes: Upon a participant’s return to his/her home institution, he/she should be able to do the following:</th>
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<tbody>
<tr>
<td><strong>Assemble</strong></td>
</tr>
<tr>
<td><strong>Analyze and interpret</strong></td>
</tr>
<tr>
<td><strong>Revise and write</strong></td>
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**The QEP Impact Team Members**

- **Team**
- Publicly conveys institutional value to stakeholders
- Attention given from all levels – academic programs, staff units, administrative units
- Feedback loop
- Accessible digital record keeping

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**The Right QEP Impact Team**

- Discussion point - What would be ideal attributes of members of the QEP Impact Team?
The Right QEP Team

- Institutional knowledge
- Trusted leader among constituent groups
- Familiar with assessment practices
- Project/planning manager
- Proficient writer/editor
- Communicator
- Leadership representation
- Committee Assignment

The QEP Impact Team - Getting Started

Early Intervention
- Build a sense of urgency
- Take stock of results to date
- Determine deficiencies

Reflectively Analyze and Interpret Information
Religion and Philosophy

- "Create a climate that encourages all students to reflect on fundamental questions of the self, their relationship to God, and their vocation of service to the world."
- Number of courses that include service learning and student evaluations
- Number of courses and programs with a global focus

Annual Report Review

Syllabi Review

Global Engagement on Syllabi

2013-2014

Fall 2013

ANTH 1000 — F. Course

Demonstrates critical thinking through the comparison analysis. Completes concepts and critically assesses perspectives with the goal of answering the underlying root of the views and behaviors of groups.

OCCT 2115 — Behavior

1. Students shall demonstrate the ability to analyze business concepts in a socially and critically oriented approach to business.

Spring 2014

ANTH 1000 — F. Course

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OCCT 2115 — Behavior

1. Students shall demonstrate the ability to analyze business concepts in a socially and critically oriented approach to business.

Fall 2017

15+ Significant QEP Assessments
Decisions Made

- Needed to “Rein In” the Information
  - Took inventory of all assessment results.
  - Replaced assessments, when needed (i.e. ETS HEighten Intercultural Competency and Diversity Test instead of Program Performance Tasks).
  - Determined that less surveys could be used while not losing (and possibly enhancing) the quality of information.
  - Determined where and when non-survey assessments would take place (FAGE instead of FACS).

Decisions Made Continued . . .

- Needed to Set Assessment Result Targets
  - Convinced that we needed targets.
  - Set targets for all surveys, rubrics, etc. in order to determine the level of success.

- Needed to Get Everyone on Board
  - Get a faculty champion.
  - Host assessment training workshops for appropriate groups.

Analyzing and Interpreting the Results

<table>
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<tr>
<th>Academic Program Annual Report (Program Outcomes)</th>
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<tr>
<td>Individual completing form: Carol Vin and Jon Ernstberger</td>
</tr>
<tr>
<td>Academic Vision Statement: Aware of the global nature of 21st-century learning and living, the college provides multiple opportunities for students to experience distant cultures and diverse peoples through study-away options, language study, internships, and a wide exposure to cultural enrichments events—all in the context of academic study and action that foster responsible, sustainable stewardship.</td>
</tr>
<tr>
<td>Program Outcomes (program outcomes should include at least one outcome related to the academic mission of the program, one outcome related to global engagement, and if appropriate, one outcome related to student success—see pages 10 – 13 for further directions)</td>
</tr>
<tr>
<td>1. Global engagement components will be integrated into the general education curriculum.</td>
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<tr>
<td>2. Global engagement components will be integrated into all academic major programs.</td>
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<tr>
<td>3. Co-curricular programs and activities leading to student global engagement will be implemented, with a special emphasis on cultural enrichment events.</td>
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<tr>
<td>4. Study away opportunities for students and faculty will be increased. This includes locations, times periods, travel course development, and individual study abroad opportunities.</td>
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<tr>
<td>5. The number and reach of international exchange programs will be expanded.</td>
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<tr>
<td>6. Information and preparation for all potential travelers will be provided, along with opportunities for students to share their travel experiences.</td>
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Program Goal 7: Financial support will be provided for students to travel and for faculty and staff development for those who lead student travel.

7a. To provide vouchers, in the amount of $2,500 to all incoming first-time, full-time freshmen for use during their third or fourth years at the College.

7b. Of graduating seniors, at least 75% of those who were voucher eligible will participate in a study abroad/interim travel course.

7c. Increase the rate of travel with each graduating class.

7d. To expand the voucher program to include transfer students.

7e. To financially support faculty who plan to offer future student travel.

7f. Faculty who receive financial support to plan future travel courses will offer the planned travel course within two years of receiving support.

Outline of QEP Impact Report

What the institution is requested to address in its QEP Impact Report

Institutions submitting a QEP Impact Report were asked to provide a copy of the QEP Executive Summary submitted to the Commission following reaffirmation and a brief (10 page or less) addressing the following:

1. a succinct list of the initial goals and intended outcomes of the Quality Enhancement Plan;
2. a discussion of changes made to the QEP and the reasons for making those changes;
3. a description of the QEP’s impact on student learning and/or the environment supporting student learning, as appropriate to the design of the QEP. This description should include the achievement of identified goals and outcomes, and any unanticipated outcomes of the QEP; and
4. a reflection on what the institution has learned as a result of the QEP experience.


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Before Writing: "Book Club"

84 Pages of scholarly references, assessment plans, budgets, goals, and outcomes.

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Before Writing: Best Time to Revise

You have permission to change your QEP (from SACSCOC). Ask the following questions:
1. Did we make changes? Does our language reflect those changes?
2. Should we make changes? What is required to accommodate those changes?

Before Writing: Finalize Information Collection

- Stakeholders
  - Logistics
  - Budgets
- Internal data-collection tools
  - Human resources
  - Ease of use
- External assessments
  - Budget
  - Return of collected data
- Literature Review
  - Shared QEP Impact Reports
  - Resource Room
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Recommendations: Tools

Choose tools to improve efficiency
– Online storage systems (Office 365)
– Online collaboration apps (Document, Spreadsheets)
– Email, phones, chat

Recommendations: Building the Report

• Project Management
  – Actionable items
  – Assigned tasks
  – Dates
• Sections 1 and 2 should be straightforward

"Keep your bottom in your chair until you’re done."1


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http://www.sacscoc.org/fifth%20year/Process%20review%20of%20QEP%20impact%20Rpt.pdf
**Recommendations: Section 3**

- Pattern the presentation of information (style).
- Move past idea of *only* positive outcomes
- Hints for presentation of data
  - Text, tables, graphics
  - Graphs can mislead
  - Tables offer clarity

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**Recommendations: Section 4**

- Value the reflection
- Last to be written

**Final Recommendations**

- Designate final editor(s)
  - Voice and grammar
- Proofread for brevity, clarity, and symmetry
- Pity the reader
- Plan to share, recognize, and celebrate!
Discussion Questions

If you have written an Impact Report:

Q1: What advice would you share to those writing an Impact Report?

For those writing an Impact Report:

Q2: What have you learned on your journey through the process?

Summary

- Choose an appropriate team to lead (implement, collect/analyze data, and write).
- Analyze progress; objectively evaluate; made decisions
- Wisely choose tools (old and new tech, assessments).
- Plan the report; manage the project; develop a revision cycle

Questions?
Individual Sections

I. Easy to do – take from Goals and Outcomes of Focused Report (1 page)

II. Changes – what changes, when were the changes made, and why. Can discuss time, personnel, etc., but ultimately, how did the changes make things better? (1.5 pages)

III. Impact on Student Learning and the Environment – describe assessment tools, PO results, SLO results, Tables, Summary of Results (6.5 pages)

IV. Institutional Reflection – Big picture reflection, what was learned, etc. (1 page)