Agenda

• Welcome
• Timeline Review
• Evolution of Concept
• Learning Outcomes
• Review of Process Map
• Review of Support
Development Timeline

Kickoff

Defining the SLO
Lit. Review

Identify Actions to be Implemented
Establish the Timeline
Marketing Planning
Organizational Planning
Resource Planning
Assessment Planning

Drafting QEP Documentation

First Draft Due & Consultant Review*

Pilot

Review and Edit of QEP Document

Submission to SACSCOC
Site Visit

Jan
May
Oct
2018
Jan
May
Oct
2019
Jan
Mar
QEP Implementation and Reporting

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- **Implementation**
- **Data Collection**
- **Impact Report of the Quality Enhancement Plan Developed**

**Report Due — February 2025**
**Site Visit — March 2025**
Concept Evolution

Original Proposal

• Audience
  – All Undergraduate students

• Required for Graduation

• HIPs
  – Mini HIPs
  – Include all HIPs activities

Adjusted Proposal

• Audience
  – 2nd and 3rd year students based on number of credits

• Not required for Graduation

• HIPs
  – No Mini HIPs
  – Include Undergraduate Research, Internships, Service Learning, and Study Abroad
Preserved Components

• Goal is to foster transformative learning through reflection

• Students will complete at least two HIP activities

• Reflection
  – Reflection required after each HIP activity
  – Holistic reflection required
Learning Outcomes

• I.1 Connect relevant experience and academic knowledge
• I.2 See (make) connections across disciplines, perspectives
• I.3 Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations
• I.4 Integrate communication
• R.1 Demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflection, or creative work)
Process Map
See Handout
Organizational Structure

- Provost and Vice President for Academic Affairs
  - Senior Vice Provost
  - Associate Vice President for Curriculum
  - Senior Associate Vice President for Academic Affairs
  - QEP Director (Director level I or II)
  - QEP Program Coordinator (Admin Specialist VI)

**QEP Unit**
- Evaluate HIP activities to qualify for program
- Partner with CETL to train faculty and program directors to develop high quality HIP activities
- Coordinate the evaluation of reflections utilizing volunteer faculty
- Train faculty volunteers evaluate HIP reflections
- Outreach and marketing to students to encourage participation
- Collecting and analyzing results of program
- Write annual report and present to key stakeholders

**HIP Reflection Committee**
- Approximately 25 Faculty/Administrators
- Evaluate Reflections each semester
- Potentially 2 year commitment
- Need to request in fall to include in FPA
- College representation

**Partnerships**
- Undergraduate Research
- Department of Career Planning and Development
- Office of Economic Development and Community Engagement
- Division of Global Affairs
- CETL
- OIE Assessment
- Academic Learning Center
Stations

• There are five stations around the room
  – Operational Definitions
  – Process Map
  – System Requirements
  – Designations
  – Pilot

• Take some time to visit the different stations and ask questions and provide feedback to the facilitator

• Your feedback will be taken back to the subcommittee for review and possible incorporation