Draft Timeline of QEP Developments Spring 2012-Spring 2013

Spring 2012

* Feb. 2 - Call from Interim President Stas Preczewski for nominations to Vision and Quality Enhancement Planning Team (VQEPT)
* Feb. 29 - Planning Team selected
* March - Planning Team designs survey and other feedback instruments
* March - Focus groups / Forums / Surveys administered
* April - Town Hall meeting / Planning Team meets to analyze Vision response data
* May - Themes for GC Vision Planning presented to President
* May - Response data for Quality Enhancement Planning presented to President
* June – Final Report of the VQEPT Published

Fall 2012

* August – VQEPT becomes QEP Topic Selection Task Force; Task Force reviews data collected and themes identified by the VQEPT plus internal student data generated by the Higher Education Research Institute Senior Survey, the Comprehensive Learning Assessment, the National Survey of Student Engagement, the Making Achievement Possible-Works survey of incoming students, and the Cooperative Institutional Research Program Freshman Survey.
* August 22 – QEP Task Force presents an overview of the QEP process to the Deans’ Council
* September – QEP Task Force completes review of the data and identifies six potential QEP themes
* September 21 – Interim Provost Matthew Liao-Troth updates the University Senate on past and future steps related to the development of the QEP themes
* October – Four open forums are held to present the six potential QEP themes. In addition, a campus-wide, web-based survey is administered to elicit feedback on the proposed themes
* November/December – Task Force reviews feedback from the forums and the survey. Rather than deciding to send a more limited list of potential themes to President Dorman, Task Force decides to present five of the six themes to the president for consideration.

Spring 2013

* January 9 – Task Force meets with President Dorman to discuss selection of the final QEP theme. President Dorman selects, “Building a Culture of Engaged Learning,” as the QEP theme.
* January 11 – President Dorman announces the QEP theme to the University during his State of the University address.
* January-February – Task Force shifts attention to developing a more focused topic and set of goals aligned with the broader theme of “Building a Culture of Engaged Learning.”
* February – Task Force identifies four potential goals associated with the QEP theme:
	+ Support practices and pedagogies that enhance student engagement and learning in the classroom
	+ Promote opportunities to enhance student engagement and learning through “learning beyond the classroom” activities.
	+ Develop students’ knowledge and skills to be more informed citizen leaders ready to serve the public good, locally and globally, through civic engagement, student service, and community-based partnerships.
	+ Develop more meaningful and engaging faculty-student and staff-student interactions.
* February/March – Task Force distributes an open-ended survey to all University departments asking them to consider the draft goal statements and to suggest other goal statements; describe activities and programs that support the proposed goals; suggest student learning outcomes related to the draft goals or their own suggested goals. Task Force also holds open Q&A sessions related to the QEP theme and potential goals. Task Force members are also asked to volunteer to serve on a Research and Design Task Force that will work during the summer to research best practices and develop student learning outcomes for the QEP as well as draft an implementation and assessment strategy for the QEP. Members may also recommend colleagues to serve on the R&D Task Force.
* March 7 – Task Force reviews feedback received from the survey responses and open sessions. The Task Force concludes that responses demonstrate
	+ a wide variety of perspectives related to the draft goal statements;
	+ emphasis on engaged-learning activities but few clearly defined, specific student learning outcomes;
	+ questions related to the degree or quantity of engaged learning;
	+ less support for goal four;
	+ relatively strong support for goal three as an outcome and support for goals one and two as means toward the end of goal three.

Based on these conclusions, Task Force decides to draft a single goal statement that combines elements of Goals one, two, and three: *Through engaged learning in and beyond the classroom, Georgia College students will develop the skills and knowledge to be informed citizen leaders, ready to serve the public locally and globally.*

* March 18 – Task Force considers the draft goal statement and agrees to continue work on the wording of the goal. Task Force members also agree to individually draft student learning outcomes related to the draft goal statement. Following the meeting, there is an exchange of emails among members of the Task Force related to the draft goal statement as well as draft student learning outcomes.
* April 10 – Task Force revises the draft goal statement resulting in the following: *Through engaged learning in and beyond the classroom Georgia College students will…*
* *develop the knowledge, skills, and dispositions to become informed citizen leaders;*
* *serve the public good, locally and globally.*

The Task Force also agrees to send an announcement of the goal statement and solicit campus feedback by means of a post-card mailer to all faculty, students, and staff. Design and language of the postcard is delegated to a subcommittee. The QEP Topic Selection Task Force formally concludes its work.

* Mid-Late April – A design for the postcard is sent to the University Print Shop. However delays at the Print Shop and the approaching end of semester, final exams, and commencement preparations, leads the Chair of the Task Force, Jason Huffman, to conclude that the Task Force could not send out the post card and receive feedback in a timely fashion. Dr. Huffman decides to postpone the announcement of the goal statement until August, 2013.
* May-July – A subgroup of the Task Force with the addition of Dr. Julia Metzker draft a set of student learning outcomes and assessment instruments associated with the goal statements.
* August-September – Provost Kelli Brown appoints Dr. Julia Metzker and Dr. Steven Jones to co-chair the QEP Task Force. Drs. Metzker and Jones host several open forums to update faculty and staff on the progress of the QEP and to receive feedback on next steps. They also administer an online survey to collect feedback from faculty members. Drs. Metzker and Jones announce an open invitation to all Georgia College faculty, students, and staff to join the Task Force. This Task Force includes a steering committee and three functional working groups. The Task Force membership consists of eight professional staff members, two students, thirteen faculty members, eight faculty/administrators, and one representative from the community. The steering committee also has an official representative from the Senate, Dr. Craig Turner, who acts as a liaison between the Senate and the Task Force.
* Key future dates:
	+ November 1: Task Force will submit a draft outline of the QEP, including the theme, goals, student learning outcomes, assessment plan, implementation plan, and budget to the Executive Committee of the University Senate and will seek official endorsement of the draft.
	+ December 6: University Senate votes on motion to endorse the QEP in its draft form.
	+ February 24, 2014: QEP proposal is due to SACSCOC.
	+ April 8-10, 2014: SACSCOC site visit