

## Analysis and Comments for Strengthening the QEP

### On-Site Committee Report:

**Student Involvement.** *The Committee found that student involvement during the topic identification and development stages was rather limited. The Committee suggests that QEP leadership identify ways to involve students moving forward to increase buy-in and to take advantage of student expertise, which may offer insight into the student experience at the institution. Adding student representation to the QEP Committee or student champions may facilitate student involvement.*

### Institution's Response

In response to the SACSCOC October 2022 on-site visit, QEP committee members addressed strategies to develop a broad-based plan to increase student participation in the GPTC QEP. Select existing committee members volunteered to serve on a Student Engagement Sub-Committee, focused on increasing student involvement. An initial program of work developed from discussions with students, staff, and faculty at various campus events, club meetings, and within classroom conversations. Students responded positively to the opportunity to increase their participation.

With a commitment to upholding the initial goal of strengthening internal communication and creating an inclusive environment focused on student success, the QEP committee developed the following strategies:

### QEP Student Engagement Sub-committee

- Recruit 8 student ambassadors, comprised of representative student types, programs, and student organizations
- Recruit 2 QEP Committee Student Members
- Initial engagement strategies to be deployed by the QEP Sub-Committee and QEP Student Ambassadors:
  - Semester classroom visits
  - Welcome Week participation
  - Student QEP Town Hall
  - Biennial attendance at student organization meetings

In addition to these targeted strategies, the QEP Director and Committee members will continue activities to publicize and outreach to students through on-campus events. Additionally, the QEP Director will participate in Academic and Student Affairs leadership meetings to integrate and collaborate on student support, retention, and success efforts, aligned with the QEP.

### On-Site Committee Report:

**Budget Allocations.** *While there were sufficient resources allocated to the QEP, additional investment in marketing after Year 2 should be considered, since the QEP will need to be reintroduced to new students, faculty and staff each year. The Committee suggests the reallocation of resources from a large number of individuals traveling to annual conferences to using more funds for additional faculty and staff professional development for faculty and staff. Training related to specific student success outcomes, such as advising and retention strategies or specific recruitment and retention software should be considered with these resources. Given that the institution envisions significant process changes and technology enhancements, more customized training with resources designated for the QEP may be beneficial.*

### Institution's Response

An adjusted professional development budget is reflected in Table 1. QEP committee members addressed several areas in which staff and faculty would benefit from on-campus and college-wide training opportunities. Recommendations include college-wide technology training for the various software platforms utilized by GPTC and advisor training to support strategy implementation by EaRs and faculty advisors.

- **SACSCOC Annual Meeting.** Lower annual line item.
- **EAB On-Campus Workshops.** The institution's partnership with EAB includes both the online student success platform, Navigate, and access to Strategic Advisory Services (SAS), a dedicated consultancy on issues and topics prioritized by the institution. This cost is incorporated in the annual cost of the EAB partnership. However, the institution will leverage EAB SAS more intentionally, incorporating college-wide workshops on topics guided by the current year's targeted strategy.
- **NACADA On-Campus Presentation.** The institution will arrange an on-campus consultant or speaker presentation on a topic guided by each year's targeted strategy.

An adjusted marketing and outreach budget is reflected in Table 2.

- **Marketing and Outreach.** The QEP Committee increased the annual budget allocation for marketing and outreach materials to support the continued promotion, education, and engagement of the QEP.

**Table 1: Revised QEP Budget, Professional Development**

<i>Professional Development</i>	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
<b>SACSCOC Annual Meeting</b> (varies, depending on meeting location) 15 attendees *\$1000 registration fee; 20 attendees *\$2000 travel fees	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000
<b>EAB On-Campus Workshops</b> (part of the EAB partnership – rotating topic)	\$0	\$0	\$0	\$0	\$0
<b>NACADA On-Campus Consultant or Speaker</b> (annual, rotating topic)	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
<b>Ellucian / Degree Works Training (on campus)</b> Degree Works Training on campus, to strategize use and develop DW plan templates.		\$2,000		\$2,000	

**Table 2: Revised Budget, Marketing and Outreach**

<i>Marketing and Outreach</i>	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
BANNERS and Backdrops	\$3,000	\$2,000	\$2,000	\$3,000	\$1,500
Promotional items	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Printing	\$2,600	\$2,500	\$2,500	\$2,500	\$2,500

#### **On-Site Committee Report:**

**Enhancing Understanding of the Student Experience.** Students seem to have a largely positive view of admissions, onboarding and early advising processes. Students expressed concern about the nature, frequency, and timing of institutional communication and how it did not always match their needs. Mapping the student experience, perhaps with more qualitative study of it via focus groups or secret shopping experiences, may provide important insight for the QEP Committee.

#### **Institution's Response**

In order to address student concerns about the nature, frequency, and timing of communication from the college, the QEP will begin with a **communication audit**. This will allow the institution to develop a cross-departmental communication plan that more intentionally times and spaces needed information, requests, and resources to students.

Through the college's partnership with EAB, a "secret shopper" **virtual audit** was conducted in the Spring of 2022. This service, conducted virtually at the time, will be deployed annually.

Increased involvement from students, via the QEP Student Engagement Sub-Committee, should also support awareness and understanding of the student experience.

### On-Site Committee Report:

**QEP Administrative Oversight.** *The On-Site Reaffirmation Committee has noted that this is an ambitious QEP. While a full-time Director has been hired, the Committee suggests that institution consider the oversight and support structure of the QEP so that the QEP Director does not become overwhelmed with the duties as outlined.*

### Institution's Response

The QEP Director position is directly supported by a volunteer committee, various subcommittees, and the Institutional Effectiveness Department. Additionally, QEP Champions serve as resources to provide ongoing training and support to faculty and staff.

In Table 3, the QEP Director's responsibilities are paralleled with additional support structures that ensure manageability.

**Table 3: QEP Director Support Structures**

QEP Director Responsibilities	Institutional Support Structures
Develop and follow an implementation timeline for QEP strategies and actions.	<p>QEP Committee. Though the QEP Director is responsible for the concrete deliverable of an annual, updated implementation timeline, the QEP Committee and cross-functional leaders collaboratively prioritize the planned strategies and actions in support of the QEP.</p> <p>Faculty Champions, Navigate Champions, and Degree Works Champions will also serve as supports for the strategies and actions pursued by the QEP.</p>
Maintain documentation of QEP work and its assessment.	<p>QEP Committee. This administrative duty is led by the QEP Director, who manages the QEP SharePoint and Teams site. The QEP Committee and ex officio leaders also have access to the site. The QEP Committee share development of documentation and QEP materials.</p>
Coordinate the QEP budget, with the VP/IE's oversight.	<p>Vice President of Institutional Effectiveness. The QEP budget exists within the divisional Institutional Effectiveness budget. The institution's approval processes require layered management and approvals from its directors, deans, and Vice Presidents.</p> <p>Office of Administrative Services. The Office of Administrative Services provides monthly expense and encumbrance reports with remaining budget funds. This assists leaders in managing and monitoring their expense activity.</p>
Plan and organize QEP development and training sessions for faculty, staff, and students.	<p>QEP Committee, Faculty Champions, Navigate Champions, and Degree Works Champions. The QEP Director, along with these representative advocates of the QEP will share development and presentation of training sessions for faculty, staff, and students.</p> <p>The sessions should match the progress of strategies rolled out each academic year. The QEP Committee and senior leadership staff guide this work. The QEP includes champions to support this responsibility.</p>

QEP Director Responsibilities	Institutional Support Structures
Collaborate with Marketing and Communications to ensure collegewide awareness of QEP goals, actions, and progress; monitor and publish content with Marketing and Communication's oversight on the College's website.	<p>Marketing and Communications provide design, procurement, and receipt of promotional items and content related to QEP.</p> <p>Marketing and Communications also oversee website content, crafting and publishing a dedicated page for QEP. The QEP Director has access to make changes, but the Marketing and Communications department provides more technical support for website content.</p> <p>Student Life Coordinator. Student Affairs employs a Student Life Coordinator who plans and implements most of the student engagement activities on campus and virtually. The QEP Director, Committee, and champions coordinator with Student Life to ensure inclusion of QEP efforts and outreach at events.</p>
Collaborate with Student Affairs, Academic Affairs, and relevant departments to ensure successful execution of QEP action items, collection of data, and assessment of progress.	<p>Executive Student Affairs and Academic Affairs leadership as well as the dean of each academic school are included on each QEP meeting and college-wide event. The QEP Director participates in live, monthly cross-functional senior leadership meetings, led by the President, to ensure all team leaders support and engage with QEP work.</p> <p>Data and assessment are supported by the Vice President of Institutional Effectiveness, who currently manages data reports and assessment across the College.</p>

#### On-Site Committee Report:

**Clarification of Terminology.** *The institution has acknowledged with the development of its QEP that communication is a core concern. Committee interviews with students reinforced the need for this topic. While the students were positive about their experience at the institution, their larger concerns centered on being unclear about institutional terminology and where and when to seek assistance from appropriate staff.*

#### Institution's Response

In response to this suggestion, the QEP Committee has begun development of a Student Success Glossary. This is based on an similar guide in development for faculty and staff who are new to the college. Combined with the communication audit strategy, the QEP Committee plans to deploy the glossary in the manner and at a time according to the students' needs.

#### On-Site Committee Report:

**Assessment Strategy.** *For this QEP to be successful, the On-Site Reaffirmation Committee strongly suggests that the institution clarify its student learning outcomes and properly align timely assessments. While the institution has identified appropriate assessment student assessment measures, they may not provide enough timely information about student progress. Developing a more comprehensive assessment strategy, clarifying the assessments, specifying a clearer timeline, and sharing results with appropriate stakeholders on a regular basis would more clearly demonstrate the gains the institution envisions. The On-Site Reaffirmation Committee did work with the institution to identify some additional measures and provided resources to assist the institution in this work.*

#### Institution's Response

The QEP Committee has adjusted its assessment measures and leveraged accessible dashboards to streamline the QEP assessment strategy.

A research question was paired with each student learning outcome to guide the assessment measure approach. The QEP Committee and IE team also leveraged more accessible data to simplify the assessment process and broaden the impact of QEP evaluation.

A revised Summary Chart of Assessment Plan is provided in Table 4. A brief descriptor of each measure is provided below.

**Navigate Analytics Reports and Dashboards.** All reports and dashboards provided by Navigate Analytics are accessible to any user within the institution. The reports pull data directly from the College's student information database. The reports can be filtered to categories of students or a cohort (if piloting a measure or sampling specific student groups). The use of Navigate for assessment supports and parallels the QEP's strategy to employ consistent usage of the platform across the College.

Analytic Reports are paired with predictive profile indicators for data-driven intervention. Based on a set of student metrics (number of withdrawals, attempt versus earned credits, number of Ds and Fs, and major changes), students are assigned a predictive profile of risk: low, medium, or high. As strategies and expectations are implemented at scale, these data visualizations and profiles can help faculty and staff focus their efforts and increase the impact of their work.

- **Navigate Analytics: Major Switch.** This report identifies how many students within each term (or other parameter set by the user) has had at least one major change. This simple data visualization also allows users to drill down to the student detail level to a more disaggregated analysis. [Academic Progress Summary for Fall 2022](#) shows the Major Switching data visualization.
- **Academic Plan Rubric.** To evaluate the quality of both the academic planning experience and the information provided to and then acted upon by the student, the QEP Committee will implement Academic Plan Rubrics. These rubrics will use a set of leveled criteria to evaluate sample student plans after they are created. A baseline of rubric scores will be evaluated, and then a target will be set beginning Fall 2023.
- **Navigate Analytics: Academic Progress Report – Fewer Ws.** Because withdrawals are a key indicator of academic progress, retention, and financial aid receipt, the QEP Committee will evaluate the number of withdrawals for all enrolled students by term.
- **QEP Engagement Survey.** To ensure the accessibility and quality of student support and resources, a QEP student engagement survey will be deployed every Fall and Spring term to evaluate their experiences. This replaces the lengthier and lagging biennial institutional survey seen on the original QEP plan.

*Table 4: Summary Chart of Assessment Plan*

Student Learning Outcome	Research Questions	Assessment Measures	Assessment Frequency
Student will be able to choose a major at application that supports their interests, aptitudes, and skills.	Did the students <b>stay enrolled in their admissions major</b> ?	Navigate Analytics: Major Switch (Academic Progress)	Beginning of each Fall
Student will be able to create and follow a term-to-term academic plan.	Are <b>proactive action steps</b> clear to the student?	Academic Plan Rubric (to be created by the QEP)	Every Fall and Spring (pilot group; then, at scale, samples)
	Do students know the steps to take when barriers arise?	Navigate Analytics: Academic Progress Report – Fewer Ws	Every Fall and Spring
Student will be able to access timely support and resources to persist.	Is the institution providing accurate, appropriately timed information to its students?	QEP Engagement Survey	Every Fall and Spring
	Are institutional resources, processes, and requirements clear?		
	Are faculty and staff responsive to students?		
	Do faculty and staff provide accurate, reliable information to students?		

