

REINHARDT UNIVERSITY

**Where in the World RU Going?
Reflection on Professional and Global Pathways for Success**

A QUALITY ENHANCEMENT PLAN

15 February 2018

PROPOSAL FOR A QUALITY ENHANCEMENT PLAN AT REINHARDT UNIVERSITY

Where in the World RU Going? Reflection on Professional and Global Pathways for Success

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I. Executive Summary

For its new Quality Enhancement Plan (QEP), Reinhardt University is introducing *Where in the World RU Going?* This program will promote the use of High Impact Practices (HIPs) that will help students more actively engage in their learning processes. We seek to play a vital role in helping students develop independent thinking, creativity, and an appreciation for lifelong learning. The program will specifically focus on two areas of development: widening global perspectives and professional development. This program will encourage students both to document their experiences and to reflect on them. These reflections will help students explore, express, and grow in meaningful directions.

This QEP was developed by a committee representative of the breadth of our traditional academic programs and schools. The work of the committee was guided by institutional assessment reports and educational scholarship. The results of the National Survey of Student Engagement (NSSE) showed that we might increase the opportunities for students to engage in HIPs: the proportion of students able to take part in at least one HIP was higher than the average participation statewide, but lower than the rates reported at peer colleges. The committee solicited ideas for direction and responses to those ideas from the faculty at large, the students, the university staff, alumni, and trustees. Two ideas emerged that fit the broad learning outcomes of the university and its strategic plan.

The resulting QEP will encourage each traditional undergraduate program identify at least two HIPs meeting the goals of broadening global perspectives and professional development. The HIP experience may be a unit in a course, a full course, or even a semester or year-long experience. The QEP specifically promotes four HIPs: global experiences (from a study abroad to short-term projects like interacting with a local immigrant group), research (both scholarly and creative), service learning, and internships. Faculty mentors will help students to document HIP experiences in ePortfolios and to reflect on those experiences through writing elicited with a series of prompt questions.

The QEP Learning Goals are based on University Learning Outcome 4 (“Independent thought and imagination; preparation for lifelong learning”) and further the interest of the Reinhardt University Strategic Plan in “deepen[ing] academic relevancy”:

Goal 1: Improve student participation in HIPs across all academic programs.

Goal 2: Strengthen students’ independent thought, imagination/creativity, and lifelong learning.

Objective 1: RU will provide students with opportunities to take part in a variety of high impact practices that support the growth of student’s understanding of global perspectives.

Objective 2: Students will have the opportunity to take part in a variety of high impact practices that support the growth of student’s professional development.

Goal 3: Improve student success outcomes by creating and promoting a culture of high-impact practices.

Reinhardt University will fund a director for the QEP, appropriate administrative support (including marketing), faculty training, and a website for collecting and storing student portfolios and reflections and faculty assessments of those portfolios and reflections.

II. Process Used to Develop the QEP

The Reinhardt QEP responds to assessment results and the opinions of a diverse array of campus constituencies.

Spring Semester 2016

The QEP committee was convened by the VPAA with members representing the School of Performing Arts, the School of Arts and Humanities, the School of Mathematics and Sciences, the Price School of Education and Sports Studies, the McCamish School of Business, and the Hill Freeman Library and Spruill Learning Center (Note: Sports Studies left Education and joined Business in the fall of 2017). Membership included a mix of faculty and academic administrators. The Director of Institutional Research (DIRE) and the VPAA served as *ex officio* members. Members were chosen by the VPAA in consultation with the deans and other administrators for their energy and experience with various student engagement practices (like study abroad, student research, internships, and academic contests).

- Under the tutelage of the DIRE, the members examined and discussed the results of EETS Exit Examinations, EETS Exit Surveys, program assessments, and the preliminary report of the CREDO retention study.
- Discussions of assessment results led to an interest in student engagement, student retention, and, more specifically, High Impact Practices.
- With the help of the DIRE, the interests of faculty and staff were assessed electronically via a survey electronically about a preliminary list of possible QEP topics. (A survey of students was delayed until the early fall because they had already been surveyed several times for other initiatives in the spring term.)
- An examination of the survey results led to a reduced list of possible QEP topics. With the CREDO Move the Needle project focused on retention projects, the committee limited the working list to five topics:
 1. Deepening Curriculum Relevance by Strengthening "Transferable" Skills*
 2. Improving Student Writing Across Programs
 3. Expanding Internship Opportunities
 4. Expanding Global Learning Through Experiential Learning
 5. Expanding Capstone Experiences or Projects

**Problem solving, oral and written communication, teamwork and collaboration, leadership, professionalism and work ethic, and career management*
- Faculty and staff were invited to submit concept papers on the new list of topics. (A faculty member who had suggested another topic in the survey was invited to submit a concept paper on that topic.)

Summer Semester 2016

Four concept papers were submitted to the committee:

- Good, A. RU ready for the world? A QEP to address the need for expanding global learning through experiential learning.
- Kropp, E. Where R U going? Pathways to professional success: QEP concept paper.
- Laucella, L. E. Community-based learning: A proposal for community-based learning to increase student motivation and retention.
- Little, D. C., Owen, K., Unger, P., and K. Wheeler. Enrich-Ed: A community engagement-based experiential learning proposal.

Fall Semester 2016

- The committee examined the results of the National Survey of Student Engagement (NSSE) and took special interest in these observations:

At 92%, Reinhardt seniors' participation in High Impact Practices is higher than the participation rates across the NSSE pool of participating institutions (85%) and Georgia colleges and universities (89%), but lower than the rate for seniors at peer institutions (96%).

Compared to seniors at peer institutions, RU seniors reported lower participation in service-learning (69% vs. 78%), internships or field experiences (48% vs. 62%), study abroad (11% vs. 21%), and culminating senior experiences (39% vs. 70%).

- The electronic survey of the students showed that the proposals on hand could address student interests in internships and transferable skills.
- A survey of students, faculty, and staff about the four concept papers showed that the differences among the preferences were insubstantial.
- The committee then decided to move forward with three proposals: global learning, internships, and community-based service learning.
- The authors of the two concept papers on the last topic were invited to work together on one proposal. However, after some initial agreement to do so, the authors withdrew their proposals.
- Authors of the two other concept papers began working with newly comprised groups of collaborators on full proposals with an early spring semester deadline.

Spring Semester 2017

Two full proposals were received by early February:

- Good, A., Brown, C., Adesesan, A., Baxter, V., Gomez, S., Fleming, J., & Gray, M. RU ready for the world: Expanding global engagement through experiential learning.
- Mullins, J, & Hyatt, K. Where R U going? Pathways to professional success.

The committee shared the proposals with campus constituencies in these ways:

- Electronic transmission to students, faculty, staff, alumni, and members of the Board of Trustees.
- Presentation at the Faculty Senate on February 14.
- Presentation at a campus Town Hall Meeting on March 14.
- Presentation at a meeting of the Senators of the Student Government Association on April 3.

The committee received feedback from campus constituencies in these ways:

- Electronic surveys of students, faculty, staff, alumni, and members of the Board of Trustees on the two proposals after the Town Hall Meeting.
- A discussion and a vote of the Senators of the Student Government Association.
- A discussion and a vote of the Faculty Senate (with ballots allowing the attachment of detailed comments).

The survey results and senate votes showed a strong division in the interests of different campus constituencies. The two teams had made persuasive cases for expanding opportunities for global learning and professional development, which served students with very different interests. The committee looked back on what it had learned about HIPs in general and noted their effectiveness in engaging students about their futures. Consequently, the committee sketched out a compromise QEP proposal embracing the dimensions of global learning and professionalism applicable to a variety of HIPs: study abroad, internships, student research, and service-learning. The compromise proposal (“Where in the World RU Going?”) was presented to the President’s Team in the early summer. It was approved for development.

Fall Semester 2017

With three original committee members now employed in other universities and one resignation from the committee, the QEP Committee was reconstituted with the following members: Rebecca Salter (Music), Jennifer Summer (Coordinator/World Languages & Cultures/ Honor Program Director), Wayne Glowka (Dean of Arts & Humanities/English), Cheryl Brown (International Studies Coordinator/Sociology/ Criminal Justice), Joe Mullins (Sports Studies/Price School of Education and Sports Studies), Katrina Smith (Psychology), Joel Langford (Director of the Library), and Mark Roberts (Provost/Ex Officio Member). Daniel Teodorescu (former DIRE now employed elsewhere) had offered to help the committee on an ad hoc basis. Smith and Glowka continued as co-chairs.

In its discussions of the draft proposal submitted to the President’s Team, the committee decided that the menu of HIP’s could be assessed from the perspective of the two faculty-generated proposals evaluated in the spring semester: professionalism and global learning. The committee thus seized on professionalism and global learning as the basis for the goals of the QEP. For example, a research project could prepare a student for a profession beyond graduation. A reflection on the experience responding to prompt questions on aspects of professionalism could therefore be assessed with a rubric that addressed professionalism. In addition, if the research

was conducted during study abroad, a reflection responding to prompt questions on aspects of global learning could also be assessed with a rubric that addressed global learning.

Committee members learned much from preparing literature reviews on relevant HIPs. In the process, the committee examined similar QEPs and took a special interest in how these QEPs dealt with assessment. The committee eventually adapted VALUE rubrics for assessing reflections from these QEPs to meet the needs of Reinhardt University. VALUE rubrics were adapted for reflection on either professionalism or global learning. The committee also generated prompt questions for use with both rubrics. A member of the committee informally piloted one set of the questions in a small psychology research class and then revised the questions for clarity.

Spring 2018

One of the co-chairs of the committee wrote a draft of the QEP during the December break. In early January, members of the committee reviewed the draft and made suggestions for improvement. A longer version of the Executive Summary was shared and discussed with faculty at a special called meeting January 4. Dr. Teodorescu, an original *ex officio* member of the committee, gave the draft of the QEP a thorough review and requested substantive revisions to it, especially in regard to desired student learning outcomes and assessment. In early February, the co-chairs of the committee addressed Dr. Teodorescu's concerns in a new draft of the QEP, which was presented to the Provost for transmission to SACSCOC.

III. Literature Review and Best Practices

The Reinhardt University QEP is grounded in educational scholarship.

High-Impact Practices

George Kuh, the founding director of National Survey of Student Engagement (NSSE) refers to “high-impact practices” (HIPs) as pedagogical strategies that “enhance student engagement and increase student success” (2008, p. 21). While the practices themselves were not new, what was significant about Kuh’s work was that a specific set was consistently identified by students as the most impactful. His earlier work identified eight strategies: learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service/community-based learning, internships, and capstone courses/projects (2008). The NSSE (2016) listed 6: learning communities, service-learning, research with a faculty member, internship, study abroad, and a culminating senior experience (pp. 7-8).

The NSSE survey developed by Kuh was instrumental to the ACC&U’s determination of which strategies were the most effective. The data has been analyzed in several ways and has revealed additional trends that are helpful in gauging gaps in accessibility to HIPs (Kuh, 2008) as well as the quality of faculty delivery models in colleges and universities (Lardner, 2003; Lichtenstein, 2005). Results showed that the more HIPs a student engaged in, the higher the gains in learning and personal development as measured by the NSSE (Brownell & Swaner, 2009; Gonyea et al, 2008). A comparison of HIP outcomes suggested that the difference between no HIPs and engaging in 1-2 or 3-4 HIPs was significant in terms of deep learning (Finley & McNair, 2013).

Student Research as a High-Impact Practice

Kuh (2008) identified undergraduate research experiences among the HIPs commonly used in higher education that met broad educational goals, improved retention, enhanced student/faculty relationships, developed writing skills, and supported other important learning outcomes. According to Coker et al. (2017), undergraduate research experiences were used by approximately 96% of schools. This category of experience was often associated with work in the sciences but also included collaborative research, creative research, and other original scholarly works applicable to a variety of disciplines (Loyola QEP; Coker et al., 2017).

The undergraduate research experience offered both versatility in how it might be implemented as well as significant benefits in terms of learning outcomes (Kilgo et al., 2015). Research was one of five techniques identified by Coker et al. (2017) that provided students with the opportunity to explore broadly (through completing several experiences) and deeply (through investment of significant time into a single project). The latter was shown to influence higher order thinking whereas the former was associated with an improvement in teamwork and collaboration skills. Palmer et al. (2015) provided an extensive review of the literature demonstrating that the faculty mentoring which takes place over the course of a research project played an important role in students’ personal and professional identity formation. Schmitz & Havholm (2015) specifically identified undergraduate research experience as an effective means

of building concrete skills valued by employers and graduate programs. Among employed alumni surveyed 5 years after graduation, 65% indicated that their undergraduate research experience had helped them to secure their employment.

The popularity of providing opportunities for research experience to enhance student development offered both versatility in application as well as meaningful student benefits. The potential applications provided an excellent fit for two areas of focus that were identified through extensive data-gathering from stakeholders (students, faculty, staff, alumni, and trustees). These areas included providing more opportunities for development of global perspectives and to give thoughtful focus to professional development within individual programs.

Research experiences could be used to support the development of global perspectives by incorporating collaborative or research-based projects as part of study-abroad coursework or by being incorporated into already existing courses. For example, students studying Environmental Psychology were assigned a major research project with a literature review as part of both courses offered in a standard 16-week semester and a summer study-abroad format. Students were expected to identify a relevant research question and then collect and analyze information related to the problem. Student projects addressed topics like local recycling contrasted with recycling in other areas of the world. Research was enhanced when global travel opportunities were available, but the travel was certainly not the only way to help students explore the global community. The high-impact practice of undergraduate research and collaboration can also be applied to the domain of professional development. The projects developed and presentations of professional work could clearly enhance undergraduate portfolios, build important knowledge bases, and ultimately provide foundational skills for long-term career development.

In addition to taking part in research work, students can be asked to reflect directly on their experiences. This reflection has been linked with improvements in critical and creative thinking, application of concepts to new areas of investigation, and exploration of long-term vocational pathways (Loyola QEP). Student reflection could be archived and scored on rubrics that could allow the institution to analyze the way that students are impacted by the practice.

Study Abroad as a High-Impact Practice

The current emphasis on high impact practices reflects the promise of Kolb's (1984) experiential learning model: concrete experiences, reflection on the experience, and application were the most powerful ways to engage students with information. Kolb's model embraced study abroad or international travel as a means to expand the student's educational experience. This call was echoed by the Association of American Colleges and Universities (AAC&U) in its challenge to design programs that reflect the four essential learning outcomes for student success: "knowledge of human cultures and the physical and natural world, intellectual and practical skills, personal and social responsibility, and integrative learning" (National Leadership Council for Liberal Education & American's Promise, 2007, p. 3).

The focus on study abroad is not a new phenomenon. As early as 1932, Meras suggested that students who explored the world as part of their undergraduate experience were able to learn more about global issues and more fully embrace other nations than students not willing to

travel. More recent studies also noted that such positive impacts on awareness and attitudes continued to be manifested in students who study abroad (DeLoach et al., 2003; Douglas & Jones-Rikkens, 2001; Kitsantas, 2004).

Today much of the focus on study abroad relates to employer attitudes and the preparation of students for tomorrow's workplace. Trooboff et al. (2007) noted that employers in general, and some particular groups of employers, place significant value on studying abroad. Human resources professionals were likely to believe that such experiences enhance desired qualities and skills among the applicants that in turn would have a positive impact on determining who was hired.

However, Talbani (2013) noted "Since meritocracy is considered the basis for success, institutions of higher education like to invest in high-impact practices and programs that raise the quality of academic experiences for students" (p. 1). He warned that in this world view, many students might be left out of the opportunity to gain the benefits from study abroad from an inability to pay for the experience. IIE data showed that families and students covered about 63% of such trips while colleges and universities supported around 23%. Talbani contended that just over 1% of US students were able to study abroad and that institutions must find a way for the other 99% to experience events that increase global cultural competency.

As part of its QEP, Reinhardt University is dedicated to improving access to study abroad options for students and to create experiences that bring the world to all members of the community through cultural festivals, professional meetings, local field trips, and internationally based campus events.

Service-Learning as a High-Impact Practice

For many years, service-learning was viewed only as a way to prepare students to become engaged citizens and to introduce them to the experiences of marginalized or disenfranchised communities; however, more recently, the focus of service-learning included meeting community needs and accomplishing student learning outcomes (Lieberman, 2014). Wild (2015) defined service-learning as "learning conducted through service work in a community setting in combination with coursework that frames the service experience with respect to civic engagement and political power." He concluded that service-learning can be a tool to translate academic learning to non-academic contexts. Furthermore, service-learning enabled students to use critical thinking skills while meeting the needs of communities (Jenkins & Sheehey, 2011).

As a high-impact practice, service-learning can be beneficial to students in terms of both global and professional education. While service-learning could include trips to international destinations, even local projects could enhance students' understanding of differing cultures and world-views (Lieberman, 2014; Wild, 2015). Students training for professional careers such as teaching may use service-learning projects to gain both further understanding of and professional experience in their field (Williams, 2016). Schaffer (2004) argued that "Christian colleges and universities should be using service-learning as a means to benefit the greater society and produce graduates committed to lives of service" and that service-learning meets "many of the objectives of Christian education."

Studies show that service-learning was effective in producing a positive outcome for students in grade point average, in writing skills, in critical thinking skills, and in understanding course content. It was effective in allowing students to serve those in need and to reflect upon that service in a way to encourage emotional and spiritual questioning and growth (Schaffer, 2004). According to Jenkins & Sheehey (2011), service-learning increased “self-esteem, knowledge and skills acquisition, personal and interpersonal skills development, and a sense of accomplishment.”

Colleges and universities that produce successful service-learning programs follow a variety of best practices. Schaffer (2004) stated:

Effective service-learning takes place when (a) the service is tied to the learning objectives of a course; (b) the community is involved in the teaching and learning process; (c) the service performed by the students meets a need that is identified by the community; (d) guided reflection, both oral and written, is required of the students; (e) the service performed is meaningful and appropriate for the course; (f) there is assessment and evaluation of student learning and the service-learning program; and (g) the institution (college or university) provides support and incentive for service-learning.

Jenkins and Sheehey (2011) identified four stages in planning a successful service-learning program: (1) preparation, (2) implementation, (3) assessment/reflection, and (4) demonstration with celebration. Each stage encompassed two or three steps to provide a checklist for institutions to use when developing and implementing a service-learning program. Christian colleges and universities exhibited five distinguishing characteristics when successfully implementing a service-learning program:

- Institutional Support (provide financial resources)
- Mission (service-learning linked to institution’s mission)
- Definitions and Guidelines (clarify difference between service-learning and other forms of volunteerism)
- Academic Validity (connection to course learning objectives)
- Faith and Learning Tool (challenge students to consider what they believe) (Schaffer, 2004).

Tying service-learning to student learning outcomes and providing a means of allowing students to reflect on the project is essential for a successful and effective service-learning program. For students, a service-learning project should provide an interactive experience which requires them to reflect on their actions as they participate in the project (Wild, 2015). Williams (2016) stated that students have “to take initiative and build relationships on multiple levels in order to complete [a] service-learning project.” Her students agreed that service-learning forced them to think critically and allowed them “to practice their learning in authentic settings.”

In conclusion, agreement is universal that service-learning provides an HIP that is beneficial to both students and the community in which the project occurs. Projects can be on varying levels and be applicable to both global and professional learning outcomes. When implementing

service-learning into a course, it is essential for the project to be connected to the course's student learning outcomes and to be assessed. Best practices for service-learning programs have been established and should be followed when implementing service-learning into the curriculum. Having a service-learning component as an option for students to select as a high-impact practice is essential and will provide an experience that will prepare students for life after graduation.

Internships and Clinical Residencies as High-Impact Practices

Internship and clinical residency programs are common methods used by undergraduate institutions to provide students with practical work experience. In his work on high-impact educational practices, Kuh (2008) stated that internships should provide students with an opportunity to gain experience in a job setting of their interest. O'Neil (2010) indicated that internships could benefit students at different times in their educational careers. Internships could benefit students early in their educational careers by helping them identify their interests and choose a college major. For students nearing the end of their educational career, internships could provide an opportunity to apply knowledge learned in classes to a real-life setting. Internships provided benefits to students beyond practical work experience. In Simons et al. (2012), a study of the benefits gained from students participating in psychology internships found that students improved their multicultural skills and cultural competency, gained a deeper understanding of their classroom content, and were able to connect their classroom work to field experience.

Internships benefit students in their efforts to obtain employment after college graduation. Gault, Leach, and Duey (2010) found that students completing business internships were more likely to receive job offers than students not completing internships. Furthermore, students that performed well in their internships received higher starting salaries than students not completing an internship. Finally, high performing interns helped employers see the benefits of undergraduate internship programs, thus increasing the opportunities for future students to complete internships.

Clinical residency programs are practical experiences used in college teacher-education programs. Clinical residency programs place education students in a classroom setting with a mentor teacher. Berry, Montgomery, and Snyder (2008) provided the following recommendation for successful clinical residency programs:

- The experience merges education theory and classroom practice into a one-year experience.
- The candidate teacher works alongside a well-compensated mentor.
- The candidates are prepared in cohorts to create a professional learning community that promotes school change.
- The program builds effective partnerships within the community.
- The program serves school systems by helping teacher-supply problems and curricular goals.
- The program supports candidates for multiple years after the teacher is hired.
- The partnering schools establish incentives and support career goals to retain and reward accomplished teachers.

Since much evidence has pointed to the value of internships and portfolio building in traditional fields, such as education, Daniel & Daniel (2013) reasoned that the same should be true in the creative and fine arts fields (p. 140-141). The authors pointed out that these types of experiential learning have been effective in many fields for years. It makes sense for these kinds of learning experiences to carry over into other areas like the creative and fine arts.

Assessment of Reflection and Portfolios

The QEP adopts reflective writing and an eportfolio on an HIP as the means of assessing the student learning outcomes (SLOs). Both practices are commonly used in assessment plans in higher education (the QEP of Middle Tennessee State University, for example.)

Reflection has been valued in Western education since the time of the Ancient Greeks. According to Plato (399 BCE/1961), Socrates faced down his accusers at the trial that condemned him to death with the quip that “the unexamined life is not worth living” (38a). (By extension, one might say that an experience with an HIP without reflection is not worth pursuing.) The value of reflection was noted by Dewey (1910) as a means of evaluating and extending knowledge, and Rogers (2002) shows how Dewey’s definition applies to post-secondary education. Mezirow (1990) sees reflection as a means of reassessing knowledge and “challenging the validity of presuppositions in prior learning” (p. 12). Ash and Clayton (2009) claim that reflection is a highly complex “examination of the sources and gaps in knowledge and practice” (p. 28). Herrington and Stassen (2016) present a case for the importance of reflection on integrating learning across courses within a program and across general education courses as a means of developing independent learning and thinking.

Portfolios have long been a means of assessing learning in professional and artistic studies. According to Lorenzo and Ittelson (2005), ePortfolios first appeared in the 1980s, and their popularity rapidly increased in the 1990s. There is now a scholarly organization devoted to the use of ePortfolios: The Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) (See: [<http://www.aaeebl.org/>]). The AAEEBL holds national and regional meetings and publishes the scholarly journal *The International Journal of ePortfolio* [See: [<http://www.theijep.com/>]]. The value of using reflection in the assessment of ePortfolios is supported by Yancey (2001) and by Eynon, Gambino, and Török (2014a and 2014b).

Members of the committee seized on the usefulness VALUE rubrics of the American Association of Colleges and Universities as its model for assessing reflection:

The VALUE rubrics are recognized by all regional accrediting organizations as an acceptable approach for institutions to use in assessing student learning. The advantage to using VALUE rubrics compared to, for example, a standardized test across departments or majors is that the rubrics draw on the expertise of faculty by using existing assignments and student work to assess student learning. Nothing new needs to be created; existing student work is scored using the VALUE rubrics.

The VALUE rubrics were customized by the committee for the learning goals of the Reinhardt University QEP.

Conclusions

High-impact practices promote meaningful learning in students and prepare them for life after college. A single experience like research abroad can provide a student with more than one kind of high-impact experience at the same time. Making a variety of high-impact experiences available for a diverse set of liberal arts and professional programs makes it possible for the students in all programs to participate in life-changing experiences as a part of their degree requirements. Further, HIPs can be assessed from an ePortfolio and a guided reflection on the experience.

IV. Desired Student Learning Outcomes

The Reinhardt University QEP has learning goals and outcomes related to University Learning Outcomes and the Strategic Plan.

The QEP committee sees increased participation in HIPs as means of serving University Learning Outcome 4: “Independent thought and imagination; preparation for lifelong learning.” The committee also sees increased participation in HIPs as an answer to the Reinhardt University Strategic Plan to “deepen academic relevancy.”

Goal 1: Improve student participation in HIPs across all academic programs.

Outcome 1.1. All traditional students will participate in at least one HIP by the time they graduate from Reinhardt University.

Outcome 1.2. The percentage of students who participate in at least two HIPs by the time they graduate from Reinhardt University will increase.

Goal 2: Strengthen students’ independent thought, imagination/creativity, and lifelong learning.

Objective 1: *RU will provide students with opportunities to take part in a variety of high impact practices that support the growth of student’s understanding of global perspectives.*

SLO1: Upon completion of a study abroad trip or other relevant Global Pathways HIP, students will demonstrate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, economy, communication styles, or practices (Knowledge).

SLO2: Upon completion of a study abroad trip or other relevant Global Pathways HIP, students will demonstrate intellectual curiosity about another culture through self-reflection writing in response to prompt questions.

SLO3: Upon completion of a study abroad trip or other relevant Global Pathways HIP, students will demonstrate that they can apply knowledge from multiple perspectives to contemporary global issues.

SLO4: Upon completion of a study abroad trip or other relevant Global Pathways HIP, students will demonstrate that they can make explicit reference to experiences and apply lessons in a new and creative way (Transfer).

SLO5: Upon completion of a study abroad trip or other relevant Global Pathways HIP, students will demonstrate that they can provide an insightful review of the personal growth resulting from this experience (Self-assessment).

Objective 2: *Students will have the opportunity to take part in a variety of high impact practices that support the growth of student’s professional development.*

SLO1: Upon completion of an HIP focused on professional development, students will demonstrate the ability to identify, expand, and pursue knowledge, skills, and abilities in professional domains (Initiative).

SLO2: Upon completion of an HIP focused on professional development, students will demonstrate the ability to extend their learning opportunities outside of the classroom. (Independence).

SLO3: Upon completion of an HIP focused on professional development, students will demonstrate that they can make explicit reference to experiences and apply lessons in a new and creative way (Transfer).

SLO4: Upon completion of an HIP focused on professional development, students will demonstrate that they can explore topics in depth and reflect interest in subjects (Curiosity).

SLO5: Upon completion of an HIP focused on professional development, students will demonstrate that they can provide an insightful review of the personal growth resulting from this experience (Self-assessment).

Goal 3: Improve student success outcomes by creating and promoting a culture of high-impact practices.

Outcome 3.1. As a result of increasing opportunities for participation in HIPs for all students, the first-year retention rate will improve.

Outcome 3.2. As a result of increasing opportunities for participation in HIPs for all students, more students will be able to graduate within four years.

Outcome 3.3. As a result of increasing opportunities for participation in HIPs for all students, average course GPA will improve in all courses that have incorporated a HIP experience.

V. Actions to be Implemented

The RU QEP can be implemented with a secured budget, the appointment of faculty as QEP administrators, and the training of faculty and administrators to conduct pilot and full implementations of the program.

Laying the Foundation, Spring 2018

In the spring of 2018, the QEP will be submitted to SACSCOC in mid-February in advance of the on-campus visit in late March. In early March, the university marketing department will hold a mid-day campus event intended to educate students about the nature of the QEP. In the meantime, a request for funding the QEP will be advanced in the spring budgeting process, which normally is finalized at the May meeting of the Board of Trustees.

After meeting with the SACSCOC evaluators, the QEP will be revised to reflect changes suggested by the visiting team.

An administrative team for the QEP will be appointed in the late spring of 2018: the Director, the Associate Director (selected from the full-time faculty), and a Faculty Advisory Team.

Programs will be selected for the piloting of the QEP in the fall of 2018, and the coordinators of those programs will receive their initial training.

Piloting the QEP, Fall 2018-Spring 2019

In the fall of 2018 and the spring of 2019, the QEP will be piloted by selected programs.

Early in the fall of 2018, participating programs will select the ePortfolio program, and faculty workshops on the ePortfolio program and its use in assessment will be held. There will be continued education of the campus at large on the nature and value of the QEP, and the QEP administrative team will receive more training.

The piloted programs will be assessed in both the fall and spring, and the results will be shared with the faculty at large at a workshop on assessment. The remaining coordinators will be trained in the spring of 2019 in preparation for the full implementation of the QEP in the fall of 2019.

Given the experiences of the pilot program, the Faculty Advisory Team may make revisions to details of the QEP.

Full Implementation, Fall 2019 and Beyond

In the fall of 2019, the QEP will be fully implemented across campus. Each term, the HIPS will be assessed, and the data will be collected.

As assessments are made, changes may be made to the QEP as warranted by the data.

Each year, new faculty will have to be trained to participate in the offering and assessments of HIPs.

Fifth-Year Report

In the fall of 2022, the Faculty Advisory Team will begin assembling its fifth-year report on the QEP. The report will be submitted in the spring of 2023.

VI. QEP Timeline

The RU QEP can be implemented fully across campus by Fall 2019 and assessed multiple times with confidence by Spring 2023.

Spring 2018

February 15

- Submit RU QEP Proposal to on-Site SACSCOC committee

March 9

- Deadline for the preparation of marketing materials
 - T-shirts with logo
 - Banners (for Gordy railing and Lawson railing)
 - Buttons
 - Bracelets with hashtag (#wwrug)
 - Twitter, Facebook, and Reinhardt Recap
 - Food order

March 14

- Campus Marketing Event for the QEP on Donors' Plaza, 11:00 am-1:00 pm

March 20-22

- On-Site SACSCOC committee & evaluator review RU QEP

April 1-May 15

- QEP Committee revises plan according to recommendations
- Provost announces Director and Associate Director positions
- Hire internal faculty candidates for Fall 2018 (start Aug 1)
- Provost, Provost's Council, Director, Associate Director decide on six academic programs to pilot RU QEP for May graduates (ideally from different schools) in Fall 2018
- Train the six program coordinators in assignments of HIPs, use of rubrics, and assessment of student learning outcomes

Fall 2018

August

- Select faculty members to serve on QEP Advisory Team
- Select three ePortfolio software solutions to preview
- Library subscribes to appropriate journals (i.e. *Journal of International ePortfolio*) and purchases texts on high impact practices, assessing student learning outcomes, and portfolio management
- Communicate to campus the purpose of the QEP, its "added value" to students, and timeline for implementation (First Year Seminar, flags, city light post banners, factoids and student profiles for social media, drawing with prizes, bracelets with hashtag)

September

- Director, Associate Director & QEP Advisory Team review literature on best practices for ePortfolios
- Select ePortfolio software program

- Director & QEP Advisory Team plan Spring Faculty Workshop to 1) learn about the QEP program's administration and 2) learn how to use rubrics to generate assessment reports; 3) learn to use ePortfolio software

October-November

- Director, QEP Advisory Team, Provost's Council learn to use ePortfolio system.
- Continue to plan Spring Faculty Workshop to 1) learn about the QEP program's administration and 2) learn how to use rubrics to generate assessment reports; 3) learn to use ePortfolio software

Spring 2019

January

- Conduct Spring Faculty Workshop
- Director and Associate Director attend AAC&U Conference or similar conference focusing on ePortfolio best practices

February

- Director and Associate Director offer final training for pilot program coordinators to ensure full understanding of program and its administration

March-April

- Program coordinators collect student HIP projects, assess with rubric, record outcomes, and report to Director and Associate Director

May 12

- Faculty workshop to show results of pilot program
- Train all program coordinators and faculty on implementation of full program

Summer 2019

- Director and Associate Director revise RU QEP program according to lesson's learned in the Pilot
- Director and Associate Director plan Fall Faculty Workshop for full implementation

Fall 2019

August

- Fall Faculty Workshop for full implementation
- Full implementation of RU QEP in all academic programs.

December

- Programs assess HIPs
- Assessment data collected

Spring 2020

January

- Advisory Committee reviews assessment data and recommends changes (if any)

May

- Programs assess HIPs
- Assessment data collected

Fall 2020

August

- Advisory Committee reviews assessment data and recommends changes (if any)

- Training for new faculty and coordinators
- December
- Programs assess HIPs
 - Assessment data analyzed

Spring 2021

- January
- Advisory Committee reviews assessment data and recommends changes (if any)
- May
- Programs assess HIPs
 - Assessment data collected

Fall 2021

- August
- Advisory Committee reviews assessment data and recommends changes (if any)
 - Training for new faculty and coordinators
- December
- Programs assess HIPs
 - Assessment data analyzed

Spring 2022

- January
- Advisory Committee reviews assessment data and recommends changes (if any)
- May
- Programs assess HIPs
 - Assessment data collected

Fall 2022

- August
- Advisory Committee reviews assessment data and recommends changes (if any)
 - Training for new faculty and coordinators
- December
- Programs assess HIPs
 - Assessment data analyzed

Spring 2023

- January
- Advisory Committee reviews assessment data and recommends changes (if any)
- May
- Programs assess HIPs
 - Assessment data collected

Fall 2023

- August
- Advisory Committee reviews assessment data and recommends changes (if any)

- Training for new faculty and coordinators
- Advisory Committee begins fifth-year report

December

- Programs assess HIPs
- Assessment data analyzed

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Spring 2024

January

- Advisory Committee reviews assessment data and recommends changes (if any)

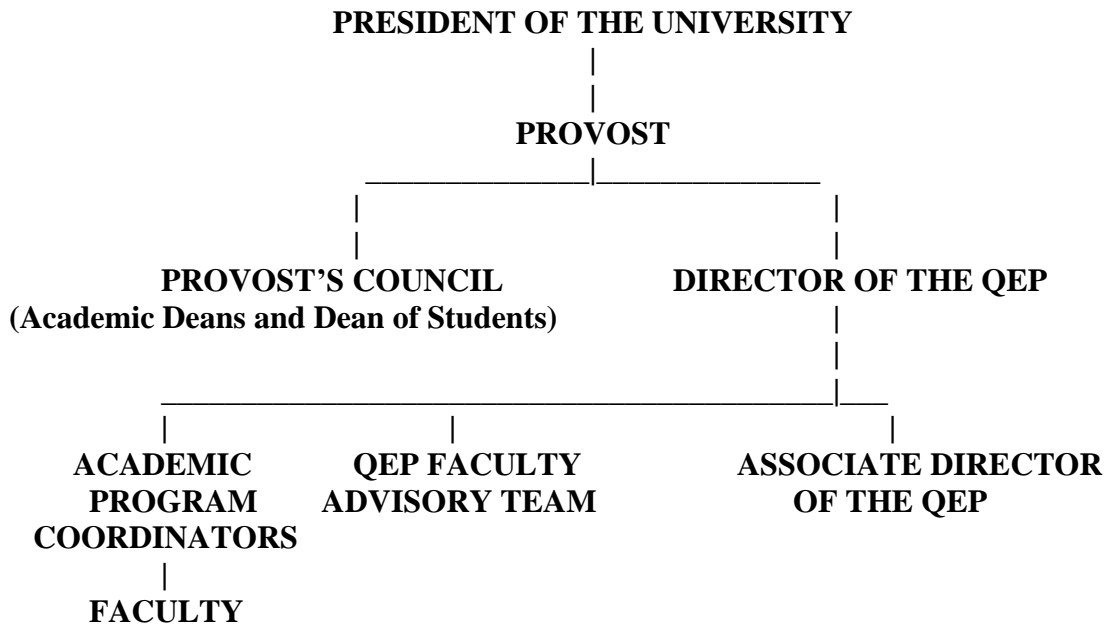
February

- Advisory Committee finishes fifth-year report

May

- Programs assess HIPs
- Assessment data collected

VII. Organizational Structure of the Administration of the QEP



VIII. Institutional Resources

The RU QEP can be funded through the regular budgeting processes.

The new expenses for the RU QEP can be covered by increases in university income resulting from the projected increases in the total number of students. These increases will come primarily from new program offerings and improvements in retention.

QEP: "Where in the World RU Going?"

<i>Projected Expenses, 2018-19 to 2023-24</i>	Y1	Y 2	Y3	Y4	Y5	Y6 (5-Y Report)
	(Pilot)					
GENERAL BUDGET	2018- 19	2019-20	2020-21	2021-22	2021-22	2023-24
QEP Director	\$5,000	\$5,500	\$6,000	\$6,000	\$6,000	\$6,500
QEP Associate Director	\$3,000	\$3,500	\$4,000	\$4,000	\$4,000	\$4,500
Professional Development & Training	\$4,000	\$4,000	\$4,000	\$5,000	\$5,000	\$5,000
Library Resources	\$500	\$500	\$500	\$500	\$500	\$500
Operational Supplies	\$500	\$500	\$500	\$500	\$500	\$500
Contract Services for E-Portfolio Software	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Campus Marketing, Promotions, Events	\$1,000	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Innovative HIP Experiences	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Total	\$29,000	\$30,500	\$31,500	\$32,500	\$32,500	\$33,500

IX. Assessment

The Reinhardt University QEP can be assessed effectively by various means across time.

As illustrated above (IV. Desired Student Outcomes), there are three separate goals for the Reinhardt University QEP:

Goal 1: Improve student participation in HIPS across all academic programs.

Goal 2: Strengthen students' independent thought, imagination/creativity, and lifelong learning.

Goal 3: Improve student success outcomes by creating and promoting a culture of high-impact practices.

The goals are numbered 1-3 in terms of complexity over time. For Goal 1, we expect to see an immediate increase in student participation in HIPs because the QEP specifically requests programs to create or formalize HIP experiences. For Goal 2, we expect to have a growing body of data showing that students are learning something substantive from their HIP experiences. In Goal 3, we are expecting long term consequences for the intellectual climate on campus and a more engaged student body.

Here, however, we treat the assessments of Goal 1 and Goal 2 together since they are quantitative exercises based on reports produced by administrative and academic offices. The assessment methods for each outcome for Goal 1 and Goal 2 are addressed separately below.

Goal 1: Improve student participation in HIPS across all academic programs.

Outcome 1.1. All traditional students will participate in at least one HIP by the time they graduate from Reinhardt University.

Assessment Methods:

- Semester reports from program coordinators supplemented by reports from the Office of Institutional Research
- Annual student self-reporting on the EETS Exit Survey
- Annual student self-reporting on the NSSE

Outcome 1.2. The percentage of students who participate in at least two HIPs by the time they graduate from Reinhardt University will increase.

Assessment Methods:

- Comparison of data across time from reports from program coordinators supplemented by reports from the Office of Institutional Research
- Comparison of data across time from student self-reporting on the EETS Exit Survey
- Comparison of data across time from student self-reporting on the NSSE

Goal 3: Improve student success outcomes by creating and promoting a culture of high-impact practices.

Outcome 3.1. As a result of increasing opportunities for participation in HIPs for all students, the first-year retention rate will improve.

Assessment Method:

- Comparison of data across time from reports generated by the Office of Enrollment Management and the Office of Institutional Research

Outcome 3.2. As a result of increasing opportunities for participation in HIPs for all students, more students will be able to graduate within four years.

Assessment Method:

- Comparison of data across time from reports generated by the Office of the Registrar and the Office of Institutional Research

Outcome 3.3. As a result of increasing opportunities for participation in HIPs for all students, average course GPA will improve in all courses that have incorporated a HIP experience.

Assessment Method:

- Comparison of data across time from reports generated by the Office of Institutional Research. (Courses incorporating HIPs can be tagged for identification in the surveys of grades.)

Goal 2 is focused on specific student learning outcomes. In general, the assessment process for Goal 2 will work like this:

- a) The student participates in an HIP assignment.
- b) The student creates a portfolio of that experience and submits the reflection.
- c) The instructor of record assesses both the portfolio and the reflection using a rubric.
- d) The results of assessments are reported in the program's annual assessment report.
- e) The program annual assessment results for HIPs are then reviewed by QEP Director and Associate Director.
- f) The QEP Director and Associate Director assess the extent to which the QEP program is meeting its intended outcomes and reports to the Faculty Advisory Team, the deans, and other administrators for decisions about changes to improve results.

Under Goal 2, there are five specific learning outcomes (SLOs) for each of two objectives:

Goal 2: Strengthen students' independent thought, imagination/creativity, and lifelong learning.

Objective 1: *RU will provide students with opportunities to take part in a variety of high impact practices that support the growth of student's understanding of global perspectives.*

SLO1: Upon completion of a study abroad trip or other relevant Global Pathways HIP, students will demonstrate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, economy, communication styles, or practices (Knowledge).

SLO2: Upon completion of a study abroad trip or other relevant Global Pathways HIP, students will demonstrate intellectual curiosity about another culture through self-reflection writing in response to prompt questions.

SLO3: Upon completion of a study abroad trip or other relevant Global Pathways HIP, students will demonstrate that they can apply knowledge from multiple perspectives to contemporary global issues.

SLO4: Upon completion of a study abroad trip or other relevant Global Pathways HIP, students will demonstrate that they can make explicit reference to experiences and apply lessons in a new and creative way (Transfer).

SLO5: Upon completion of a study abroad trip or other relevant Global Pathways HIP, students will demonstrate that they can provide an insightful review of the personal growth resulting from this experience (Self-assessment).

Objective 2: *Students will have the opportunity to take part in a variety of high impact practices that support the growth of student's professional development.*

SLO1: Upon completion of an HIP focused on professional development, students will demonstrate the ability to identify, expand, and pursue knowledge, skills, and abilities in professional domains (Initiative).

SLO2: Upon completion of an HIP focused on professional development, students will demonstrate the ability to extend their learning opportunities outside of the classroom. (Independence).

SLO3: Upon completion of an HIP focused on professional development, students will demonstrate that they can make explicit reference to experiences and apply lessons in a new and creative way (Transfer).

SLO4: Upon completion of an HIP focused on professional development, students will demonstrate that they can explore topics in depth and reflect interest in subjects (Curiosity).

SLO5: Upon completion of an HIP focused on professional development, students will demonstrate that they can provide an insightful review of the personal growth resulting from this experience (Self-assessment).

Thresholds for success (i.e., “*X% of students who completed an internship in Sports Studies in the fall of 2020 will score Y on the reflection*”) can be established in the pilot stage of the QEP by participating faculty. For ePortfolios, program faculty will adopt rubrics appropriate for the offerings of HIPs in their program. Examples of ePortfolios can be found in various places on the web (like [<https://eportfolio.sfsu.edu/faculty/assess>]). ePortfolios will be stored in a central location for all programs.

For reflections, the QEP Committee recommends that all programs use the two rubrics it developed from the AAC&U VALUE rubric. The two rubrics follow.

REFLECTION SCORING GUIDE: PROFESSIONAL DEVELOPMENT

LEARNER: _____ **High Impact Practice Type:** _____

Goal

The goal is to assess, based on the student's reflection writing, the extent to which this high impact practice focusing on professional development has impacted the student's growth of independent thought, imagination, and lifelong learning.

Definition

Lifelong learning is "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence." An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills (described in this rubric) while in school. (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, from www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Criteria	Needs Improvement – 1 pt. Does Not Meet Expectations	Basic- 2 pt. Partially Meets Expectations	Proficient-3 pt. Meets Expectations	Distinguished -4 pt. Exceeds Expectations
Initiative	Completes required work.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.
Independence	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.
Transfer	Makes vague references to course material but does not apply knowledge and skills related to professional development to demonstrate applications in novel situations.	Makes limited references to course material and previous learning. Attempts to apply knowledge and skills to novel situations.	Makes references to course experiences and previous learning. Shows evidence of applying knowledge of professional development to building independent thought, imagination, and lifelong learning.	Makes explicit reference to experiences and applies lessons in a new and creative way. Clearly demonstrates knowledge of professional development to building independent thought, imagination, and lifelong learning.
Curiosity	Explores topic at a surface level, providing little insight and/or	Explores topic with some evidence of depth, providing occasional insight	Explores topic in depth, yielding insight and/or information indicating interest in the subject.	Explores topic in depth, yielding a rich awareness and/or little-known information indicating

	information beyond the very basic facts indicating low interest in the subject.	and/or information indicating mild interest in the subject.		intense interest in the subject
Self-Reflection/ Self-Assessment	Reviews current skills at only a surface level. Does not reflect on both strengths and weaknesses. Does not reflect the primary goal of developing independent thought, imagination, and lifelong learning.	Reviews both strengths and weaknesses as they relate to professional development. Begins to reflect the primary goal of developing independent thought, imagination, and lifelong learning.	Reviews both strengths and weaknesses as they relate to professional development. Begins to reflect the primary goal of developing independent thought, imagination, and lifelong learning.	Provides an insightful review of both strengths and weaknesses as they relate to professional development. Clearly reflects the primary goal of developing independent thought, imagination, and lifelong learning.

REFLECTION SCORING GUIDE: GLOBAL PERSPECTIVES

LEARNER: _____ **High Impact Practice Type:** _____
Goal

The goal is to assess, based on the student's reflection writing, the extent to which this high impact practice focusing on development of global perspectives has impacted the student's growth of independent thought, imagination, and lifelong learning.

Definition

Lifelong learning is "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence." An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills (described in this rubric) while in school. (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, from www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Criteria	Needs Improvement – 1 pt. Does Not Meet Expectations	Basic- 2 pt. Partially Meets Expectations	Proficient-3 pt. Meets Expectations	Distinguished -4 pt. Exceeds Expectations
Knowledge	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, economy, communication	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, economy, communication styles, or practices.	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, economy, communication styles, or practices.

	styles, or practices.			
Attitudes/ Curiosity	States minimal interest in learning more about other cultures.	Asks simple or surface questions about other cultures.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives
Applying Knowledge to Contemporary Global Contexts Imagination	Defines global challenges in basic ways, including a limited number of perspectives and solutions.	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.
Transfer	Makes vague references to course material but does not apply knowledge gleaned from exposure to global perspectives to demonstrate applications in novel situations.	Makes limited references to course material and previous learning. Attempts to apply knowledge of global issues to novel situations. Begins to express understanding of the limits of personal knowledge.	Makes references to course experiences and previous learning. Shows evidence of applying knowledge of global perspectives to building independent thought, imagination, and lifelong learning.	Makes explicit reference to experiences and applies lessons in a new and creative way. Clearly demonstrates knowledge of global perspectives to building independent thought, imagination, and lifelong learning.
Self-Reflection/ Self-Assessment	Reviews current knowledge of global issues at only a surface level. Identifies some connections between the individual and certain local and global issues. Does not reflect the primary goal of developing independent thought, imagination, and lifelong learning.	Reflects understanding of personal limitations in knowledge of global perspectives. Identifies some connections between the individual and certain local and global issues. Begins to reflect the primary goal of developing independent thought, imagination, and lifelong learning.	Demonstrates growth in understanding of global perspectives. Evaluates the global impact of one's own and others' specific local actions on the world. Analyzes ways that human actions influence the world. Reflects the primary goal of developing independent thought, imagination, and lifelong learning.	Provides an insightful review of the personal growth resulting from this experience. Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context. Clearly reflects the primary goal of developing independent thought, imagination, and lifelong learning.

For experiences that include both professionalism and global learning (like an internship or research abroad or a service-learning experience with a cultural group), students will have to complete two reflections.

Experienced with eliciting effective student writing, the members of the committee developed prompt questions addressing each of the five dimensions of the SLOs.

Reflection Prompts

Professional Development

Answer each prompt below in at least one coherent, unified, and developed paragraph.

Paragraphs should be a minimum of 250 words.

1. (Professional Development: 1. Initiative) During the completion of the required work for this *high impact practice* (HIP), discuss the steps have you taken to generate and pursue opportunities to expand your knowledge, skills, abilities, attitudes or values.
2. (Professional Development: 2. Independence) Based on your experience with this HIP, (a) discuss how you would go about gathering more information on this topic. (b) How has your approach to information gathering changed as a result of this experience? (c) Discuss how this approach would inform your approach to future professional challenges.
3. (Professional Development: 3. Transfer) As it relates to professional development, in what tangible ways have you applied the knowledge gained during your HIP experience to other areas of your own life? Discuss how your new experiences with professional development have fueled your imagination, independent thought, and lifelong learning.
4. (Professional Development: 4. Curiosity) Reflecting on your experience with this HIP, how would you summarize what you learned? What steps did you take to learn about the subject? What is the next step you would take if you were to continue this project?
5. (Professional Development: 5. Self-Reflection/Self-Assessment) As a result of your experience, analyze your strengths and weaknesses and as it relates to professional development. Explain how you will employ your strengths and create or employ strategies to improve weaknesses as you go into the world of work.

Global Perspectives

Answer each prompt below in at least one coherent, unified and developed paragraph.

Paragraphs should be a minimum of 250 words.

1. (Global Perspectives: 1. Knowledge) Using your experience from this high-impact practice (HIP), how has this project improved your understanding of the complexity of another culture? Analyze the elements or factors that you have explored which have changed your global perspective.
2. (Global Perspectives: 2. Attitudes/Curiosity) Using your experience with this HIP, how has this project changed the way that you would approach new

experiences with a different culture? What things would you want to know about that culture? Discuss the steps you would take to prepare for future global experiences.

3. (Global Perspectives: 3. Applying Knowledge to Contemporary Global Contexts) Using your experience from this high impact practice (HIP), how has this project impacted the way you understand how to create interdisciplinary approaches to global problems within your discipline? Demonstrate how you would create an interdisciplinary approach to solve a particular global social problem, independently or with others.
4. (Global Perspectives: 4. Transfer) As it relates to global perspectives, in what tangible ways have you transferred the knowledge gained during your HIP experience to your own life and to your discipline of study? How have your global perspectives fueled your imagination, independent thought, and lifelong learning?
5. (Global Perspectives: 5. Self-Reflection/Self-Assessment) As a result of your experience, how have you grown personally and clarified your own identity in a global context?

For the QEP, students will submit their reflections to a web site, where they will be stored along with the assessments of faculty. The web site should show summary and historical results.

X. Appendices

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Appendix 2: Summary of QEP Committee Minutes

February 24, 2016

- The QEP Committee was convened. The members were Rebecca Salter (Music), Kathy Hyatt (Dean/Business), Wayne Glowka Dean of Arts & Humanities/English), Evan Kropp (Internship Coordinator/Communication), Anne Good (History/Former Director of International Education), Joe Mullins (Sports Studies/Price School of Education and Sports Studies), Katrina Smith (Psychology), Joel Langford (Director of the Library), Daniel Teodorescu (Director of Institutional Research/Ex Officio Member), and Mark Roberts (VPAA/Ex Officio Member). Smith and Glowka were named co-chairs of the committee.
- The committee reviewed and discussed the 2015 Fall EETS Graduation Exit Survey provided by the Office of Institutional Research. The Director of Institutional Research also directed the committee to other assessment documents under the OIRE tab in Eagleweb (See Appendix 3—Assessment Documents).
- Brainstorming occurred in regard to possible QEPs: increasing student engagement, increasing retention, extending the work of the First Year Seminar (FYS) into the second year, helping students discern and prepare for their careers and graduate study, broadening international study programs, and increasing the sense of the campus as a community.
- The committee began planning a survey of students, faculty, and staff, and one member volunteered the use of her class as a pilot focus group.

March 23, 2016

- The committee reviewed and discussed the recent CREDO report on student retention. Notable for the committee were observations like the following:

Early Observations
<ul style="list-style-type: none">• Early and meaningful faculty engagement with students is not guaranteed by current First-Year Experience (FYE)• Current FYE is really a First Semester Experience (Summer + Fall Orientations + FY Seminar)• Current FYS experience is inconsistent in delivery, expectations, and position of instructor• No formal shared learning outcomes between academic and student affairs

CREDO

- There was focused discussion on first-generation college students and FYS.

- There was brainstorming about including freshmen in HIPs: project-based Learning (i.e., student research), internships, service learning, and study away.
- At the suggestion of the Director of Institutional Research, the committee generated a list of topics from the CREDO and EETS reports for a survey of faculty and other groups:
 - Internships
 - Project-based Learning (i.e., team projects: research, entrepreneurship, etc.)
 - Relevancy
 - Technology
 - Service Learning
 - Writing across the Curriculum
 - Advising
 - Learning Environment
 - Personality/Character Self-Discovery (One credit class)
 - Cohort Building
 - Connecting Students to Advisors as Soon as Possible (i.e., One-Credit Dialogue Class with Advising Function for Freshmen and Juniors)
 - Study Away

April 13, 2016

- The Director of Institutional Research presented a draft of a survey for faculty and staff with a list of possible QEPs numbered 1-13.
- The committee decided that it would survey the students after surveying the faculty and staff.
- The student survey would have a narrowed list intended to improve response rates.
- Discussion followed on the list of possible QEP topics. Topics within the purview of the CREDO Move the Needle Plan (retention plan) were eliminated.

April 27, 2016

- Under guidance from the Director of Institutional Research, the committee decided that a student survey would have to be put off until the start of the new academic year.
- A timeline was established for faculty to submit letters of intention to write concept papers and full proposals.
- If all went according to plan, full proposals would be submitted in December, the committee would select two or three proposals for further campus review, and the winners would be announced in January 2017.
- The final proposal would be developed by the committee by December 2017.

May 11, 2016

- According to the Director of Institutional Research, the survey of faculty, staff, and administrators indicated that the top five focus areas in which the QEP proposals should be anchored were the following:
 1. Deepening Curriculum Relevance by Strengthening "Transferable" Skills*
 2. Expanding Writing Intensive Courses
 3. Expanding Internships
 4. Expanding Global Learning Through Experiential Learning
 5. Expanding Service and Community-Based Learning

**Critical thinking & problem solving, oral and written communication, teamwork and collaboration, leadership, professionalism and work ethic, and career management*

- The wording of the topics was revised by the committee to read:
 1. Deepening Curriculum Relevance by Strengthening "Transferable" Skills*
 2. Improving Student Writing Across Programs
 3. Expanding Internship Opportunities
 4. Expanding Global Learning Through Experiential Learning
 5. Expanding Capstone Experiences or Projects**Problem solving, oral and written communication, teamwork and collaboration, leadership, professionalism and work ethic, and career management*
- Proposal writers would be requested to express their intent to write a concept paper as soon as possible.
- For ideas outside the top five topics, the VPAA would invite the people who submitted additional ideas in the survey write proposals on their ideas.

May 12, 2016

- A letter was sent by a committee co-chair to faculty and staff inviting them to examine the results of the survey and to send letters of intent to submit QEP concept papers.
- A model pre-proposal was attached.

August 2016

The committee received four concept papers for possible QEPs:

- Good, A. RU ready for the world? (A QEP to address the need for expanding global learning through experiential learning).
- Kropp, E. Where R U going? Pathways to professional success: QEP concept paper.
- Laucella, L. E. Community-based learning: A proposal for community-based learning to increase student motivation and retention.
- Little, D. C., Owen, K. Unger, P., and K. Wheeler. Enrich-Ed: A community engagement-based experiential learning proposal.

August 24, 2016

- Mark Roberts discussed the results of the NSSE (see Appendix 3—Assessment Documents) and its importance. He went over details of the senior survey. Two observations in the summary were directly relevant to the QEP:

At 92%, Reinhardt seniors' participation in High Impact Practices is higher than the participation rates across the NSSE pool of participating institutions (85%) and Georgia colleges and universities (89%), but lower than the rate for seniors at peer institutions (96%).

Compared to seniors at peer institutions, RU seniors reported lower participation in service-learning (69% vs. 78%), internships or field experiences (48% vs. 62%), study abroad (11% vs. 21%), and culminating senior experiences (39% vs. 70%).

- The committee discussed the next steps: 1) Induce students to take the QEP survey. 2) Evaluate the student survey. 3) Share anonymous concept papers with the entire campus. 4) Induce faculty to respond to a survey on the concept papers with space provided for alternative proposals.
- There was some discussion about the relationship between the QEP and the FYS overhaul.

September 21, 2016

- The DIRE compared the student responses on the survey to those of faculty and staff: 1) Transferable skills are important to both groups. 2) Students do not want writing intensive courses. 3) Internships are first on the student list; third on the faculty list. 4) Service and community-based learning is third for students; fifth for faculty. 5) Global learning is fourth on both lists. 6) The DIRE concluded that the top two topics were transferable skills and internships and that service-learning/community-based learning was “probably” third. 7) A review of student summaries showed that the proposals on hand could address student concerns.
- As soon as possible, the abstracts of all four papers (with links to whole concept papers) would be posted with a survey for faculty, staff, and students as soon as possible. There would be many reminders before the October 3 deadline.

October 5, 2016

The committee reviewed the results of the student, faculty, survey of the three concept papers:

Paper	1		2		3		4		Total	Points
Community-Based Research Learning	17.11%	13	26.32%	20	30.26%	23	26.32%	20	76	178
ENRICH-ED: Community Engagement-Based Experiential Learning	18.92%	14	36.49%	27	21.62%	16	22.97%	17	74	186
Ready for the World	28.57%	22	22.08%	17	28.57%	22	20.78%	16	77	199
Where R U Going? Pathways to Professional Success	34.62%	27	14.10%	11	21.79%	17	29.49%	23	78	198

The committee concluded that there was not much separation among the four proposals.

The committee reviewed the evaluation criteria:

- Is there a clear and concise description of a significant issue at Reinhardt University directly related to student learning?
- What are the goals of the QEP and how do they relate to student learning?
- What are the benefits of the QEP to students and to Reinhardt University?
- How does the QEP relate to the University mission, vision, and strategic plan?
- Are there empirical data/needs assessment supporting the need for the QEP?
- Is a list of references covering best practices relating to the QEP topic included?

Conclusion: The proposals all seem to fit within these criteria.

Recommendation: Go forward with three proposals. Ask the authors of “Community-Based Research Learning” and “ENRICH-ED: Community Engagement-Based Experiential Learning” to work together on a single proposal.

[In the following weeks, the combined group of authors withdrew from the competition, leaving only two active proposals.]

January 18, 2017

- Since Evan Kropp had taken an administrative position in New England over the Christmas break, Joe Mullins and Kathy Hyatt volunteered to develop Kropp's QEP proposal for a four-year plan for professional development and career exploration for students.
- Anne Good was working with Cheryl Brown (Sociology/Criminal Justice), Tunji Adesesan (Learning Support), Viviana Baxter (World Languages and Cultures), SimonPeter Gomez (Political Science), Julie Fleming (VP for Enrollment Management), and Madeline Gray (history major) on the QEP proposal "RU ready for the world: Expanding global engagement through experiential learning."
- The deadline for proposals was set for 12:00 pm on February 6. The committee was planning to meet at 3:30 pm on February 7 to discuss the proposals.
- The proposals would be presented to the Faculty Senate on Feb. 14.
- The proposals would be presented at a university town hall in March 14.

March 1, 2017

The committee established a strategy for the Town Hall Meeting, March 14, 11:00 am, in the Glasshouse:

- An email would come from the Provost on March 2 to all constituencies with links to the proposals.
- Presenters would prepare PowerPoints for the event.
- The event was to be recorded on video and posted on the web.
- A link to a survey with a rubric would be circulated to all campus constituencies after the town hall.
- The survey would be left up for a week (March 21).
- The committee would poll Senators of the Student Government Association at a meeting after March 22.
- The committee would meet on April 12, review the survey and SGA poll results, and make a recommendation to the Senate.

March 14, 2017

Proposal teams made presentations at the Town Hall Meeting on March 14.

April 3, 2017

Proposal teams made presentations at the meeting of the Senators of the Student Government Association. The Senators voted unanimously for the professionalism proposal of Hyatt and Mullins.

April 12, 2017

The committee was not able to meet.

April 18, 2017

The DIRE shared the survey results with the members of the committee:

Number of Respondents	UG Student	GR Student	Full-Time Faculty	Adjunct Faculty	Staff	Admin	Trustee	Alumni	Total
	36	1	44	5	14	6	4	19	129
RU Ready for the World	44%	0%	55%	0%	29%	17%	50%	26%	40%
Pathways to Professional Success	56%	100%	45%	100%	71%	83%	50%	74%	60%

The Faculty Senate voted on the two proposals at its regularly scheduled meeting. The vote was 2-to-1 in favor of “RU Ready for the World.” Many faculty appended comments urging the committee to choose “RU Ready for the World.”

May 4, 2017

Given the split in campus support for the two proposals, Joe Mullins offered to work with the global group to come up with a compromise proposal. The committee met, and the three members not in a group voted for the skeletal outlines of a broader proposal requiring discernment for and reflection over a wider variety of HIPs. At the town hall, committee members could see that the two competing proposals satisfied the needs of two different kinds of students: some students are excited and passionate about being *oriented* toward a definite career; some students are excited and passionate about being *disoriented* in new experiences like travel abroad. Neither proposal would work well for both kinds of students. Options for HIPs would serve the students more broadly and more effectively.

With the understanding that RU QEP would require further development and might be subject to future modifications, the committee sketched out the following plan for a QEP promoting options for students among a set of HIPs and recommended it to the President and the administrative team:

Where in the World RU Going?

Assumptions:

- High-impact practices (HIPs) can have a measurable effect on student learning.
- HIPs can include internships, independent or collaborative research, service learning, and study abroad or away.
- Culminating experiences (CEs) based on HIPs can prepare students for life after graduation (work, graduate study, community service, responsible adulthood).
- Students should thoughtfully explore and plan their CEs to match their interests, aptitudes, and finances.

The Proposal:

- For graduation, all traditional students will be required to complete a CE.
- The CE will be documented in a portfolio.
- Students will plan their CEs in their first and second years through a formal program of exploration and discernment.
- Students will engage in their chosen CEs in their third or fourth year.
- Faculty and staff will be trained to participate in the program.
- A director will be appointed to coordinate the participation of faculty and appropriate administrative offices.

Student Learning Outcomes

- Students will identify their personal and professional/life goals based on an assessment of their core values, interests, skills, and personality traits.
- Students will demonstrate the knowledge needed before starting a high-impact culminating experience applicable to their professional/life goals.
- Students will document their high-impact culminating experience in a portfolio.

Assessment

- Administration of Career Decision Self-Efficacy (CDSE) and FOCUS2 in the exploratory phase
- Faculty evaluation of portfolios
- Faculty evaluation of student preparatory knowledge for the CE.
- Institutional questions on the senior exit exam
- Student surveys
- Faculty and staff surveys
- Budget Implications
- Training for faculty and staff
- Compensation for the director

August 30, 2017

- With three original committee members now employed in other universities and one resignation from the committee, the QEP Committee was reconstituted with the following members: Rebecca Salter (Music), Jennifer Summer (Coordinator/World Languages & Cultures), Wayne Glowka (Dean of Arts & Humanities/English), Cheryl Brown (International Studies Coordinator/Sociology/ Criminal Justice), Joe Mullins (Sports Studies/Price School of Education and Sports Studies), Katrina Smith (Psychology), Joel Langford (Director of the Library), and Mark Roberts (Provost/Ex Officio Member). Daniel Teodorescu (former DIRE now employed elsewhere) had offered to help the committee on an ad hoc basis. Smith and Glowka would continue as co-chairs.
- There was discussion about how the “process” led to a menu of HIPs instead of two main categories (professionalism and global experiences) of the final proposals. Brown shared an overview of a similarly focused QEP at Loyola and argued that the menu of HIPs could be linked in various ways to the two categories of professionalism and global experiences. The committee decided to study further the categories of independent research, collaborative research, internships/clinical residencies, creative activities

(showcases, service learning, and study abroad). Committee members were charged with writing literature reviews of these HIPs.

Sept. 20, 2017

- Members of the committee shared the results of their literature searches and reviews. Committee members would post their documents in the QEP Group on Eagleweb.
- There was some extended discussion of funding problems with study abroad and the need for participation in multi-institution consortia.
- Roberts shared the SACSCOC rubric for QEPs and instructed the committee on the work that needs to be done: literature review, templates for the required global and professional options, examples of templates implemented in sample programs, and rubrics for assessing required components like reflection.
- There was some discussion about the difference between the process of arriving at the proposal and the final proposal itself and the implications for assessment.

October 4, 2017

- There was discussion of the literature reviews and supporting documents posted by members on Eagleweb.
- Committee members agreed there should be one rubric for the reflection. However, there may be other rubrics devised by programs for specific HIPs in their programs.
- There was strategizing about finding a pre-existing rubric that could be adapted to our purposes.
- There was discussion of SLOs for our HIPs and their relationship to USLOs. The committee would devise the SLOs and link them to the USLOs.

October 18, 2017

- Smith presented a summary of SLOs used by Kennesaw State University and Loyola University in QEPs similar to that of RU.
- Discussion followed on Smith's draft of SLOs for student research with global perspective and with links to University SLOs. There were questions about whether there should be single set of SLOs for all of the different kinds of experiences or different sets of SLOs.
- Discussion followed on how to apply a single set of outcomes to a variety of HIPs. There was an interest in using University SLO 4 as the main SLO with two SLOs specifically linked to the two main goals of the QEP. Smith discussed how her QEP SLOs could be worked under USLO 4 ("4. Independent thought and imagination; preparation for lifelong learning.")
- Mullins read the list of SLOs for internships from his earlier proposal. The committee discussed which ones might be subsumed in Smith's scheme with USLO 4.
- Smith volunteered to write two general QEP SLOs that would fit under USLO 4.

November 8, 2017

- The committee reviewed the two learning outcomes developed by Smith:

Based on University learning outcome 4: Independent thought and imagination;
preparation for lifelong learning

QEP learning goal 1: Students have the opportunity to take part in a variety of high impact practices that support the ***development of independent thought, imagination, and lifelong learning*** by supporting the growth of student's understanding of **global perspectives**.

QEP learning goal 2: Students have the opportunity to take part in a variety of high impact practices that support ***the development of independent thought, imagination, and lifelong learning*** by supporting the growth of student's **professional development**.

- There was discussion of whether or not students would be required to complete an HIP for graduation. The requirement should not be in the SLOs, which speak of opportunities, but it could be in the text of the QEP. Brown suggested that program coordinators should design at least two HIPs appropriate for their students and “make them available” for students in their program. Discussion followed on how programs could require or heavily urge students to experience an HIP. Programs should start attempting to get students to focus on which HIP or HIPs they wish to try as early as it is appropriate to do so.
- The committee named two possible candidates as our QEP lead evaluator. Glowka volunteered to investigate their availability.

Nov. 29, 2017

- Glowka reported that the search for a QEP lead evaluator was still in progress. Contact had been made with Dr. Doyle Carter of Angelo State University, who worked with the Loyola University QEP.
- Smith distributed three rubrics: one used by another university as a general model for us; one framed for assessing an RU global perspective HIP; one framed for an RU assessing a professional development HIP.
- Discussion followed on the SLOs, namely about the phrase “the development of independent thought, imagination, and lifelong learning.” The phrase was revised to add “curiosity.”
- Discussion moved to the need to align the criteria in the rubrics with the phrasing of the SLOs. Revisions were suggested.
- Committee members set about composing a set of questions that would be given to students for their reflective exercises. Questions were to address each of the criteria on the assessment form. The group worked on the first question together as a model for the other questions. Then individual members/groups worked on various questions.
- The following were examples of questions for self-reflection/self-assessment for both kinds of HIPs:

As a result of your experience, how have you grown personally and clarified your own identity in a world of cultural diversity?

As a result of your experience, explain how you will employ your strengths and address your weaknesses as you go into the world of work?

- Smith would compile the lists of questions and share them and her revisions of the rubric with committee members.

December 6, 2017

- Brown discussed various ways that programs can address the SLOs of the HIPs.
- Discussion followed on various ways to revise the rubrics and the questions. There was an interest in two-part questions.
- Smith volunteered to revise the rubrics and the questions.
- Glowka reported that Dr. Doyle Carter of Angelo State University had just agreed by email to be our QEP lead evaluator.
- The committee insisted that the forms, reflections, and reports be stored in a computer database and that the database services be included in the budget.
- Glowka said that he would have a preliminary draft of the QEP before he left for Christmas break and that he would consult with the Provost in regard to implementation and budget issues.

Appendix 3: Assessment Documents

Graduate Exit Survey - Fall 2015	
(N=52)	
University	
RU Experience -Following are rated on a scale of 1-5 with 1 being very dissatisfied and 5 being very satisfied	
13.) Overall experience	4.10
14.) Faculty qualifications	4.04
15.) Quality of instruction	4.00
16.) Quality of advising	3.92
17.) Instructor accessibility outside of the classroom	4.25
18.) Attitudes of faculty toward students	4.21
19.) Attitudes of staff toward students	4.10
20.) University's concern for the individual	3.69
21.) Registrar Services	3.96
22.) Financial Aid Services	3.77
23.) Career Services	3.80
Major Program Satisfaction	
24.) Instruction	4.29
25.) Quality of faculty	4.35
26.) Quality of curriculum	4.27
27.) Quality of advising	4.12
28.) Interaction with faculty	4.48
29.) Emphasis on written work	4.33
30.) Feedback on written work	4.13
31.) Fairness of grading	4.39
32.) Timeliness of material distributed and relevance to class	N/A
33.) Timeliness of feedback on tests, papers, and assignments	4.15
34.) <u>Your</u> acquired knowledge of subject matter	4.35
My Reinhardt education helped me to:	
35.) Effectively express my ideas through writing, speech, and/or visual media	4.13
36.) Think critically and use inquiry-based evidence, logic, reasoning, and calculation	4.00
37.) Develop my knowledge of various research methodologies	3.94
38.) Develop independent thought and imagination in preparation for lifelong learning	4.06
39.) Develop my knowledge of western civilization and their global context	3.75
40.) Develop my knowledge of diversity of societies and cultures	3.98
41.) Develop integrity and ethical responsibilities	4.10
42.) Develop an understanding of the importance of physical, emotional and spiritual wellness	4.12
43.) Develop knowledge of civic engagement and the ability to work with others collaboratively	4.25

Reinhardt College Seniors 2014-15

Summary of Scaled Scores

To Show the Ability of the Group Taking the Test

	Possible Range	Reinhardt 2014-15 Mean Score N=224	All Students at Liberal Arts Baccalaureate Colleges Mean Scores	Reinhardt Means relative to All Students at Liberal Arts Baccalaureate Colleges
Total Score	400 to 500	441.98	440.4	56 th percentile
Critical Thinking	100 to 130	110.43	110.7	47 th percentile
Reading	100 to 130	117.46	116.7	50 th percentile
Writing	100 to 130	114.47	113.5	51 st percentile
Mathematics	100 to 130	112.33	112.5	49 th percentile
Humanities	100 to 130	113.57	113.8	54 th percentile
Social Sciences	100 to 130	112.82	112.4	52 nd percentile
Natural Sciences	100 to 130	114.24	114.3	46 th percentile

Summary of Proficiency Classification

To Show How Many Students are Proficient at Each Level

	Proficient	
Skill Dimension	Reinhardt 2014-15 Mean Score N=224	All Students at Liberal Arts Baccalaureate Colleges
Reading, Level 1	64%	58%
Reading, Level 2	30%	29%
Critical Thinking	3%	4%
Writing, Level 1	64%	55%
Writing, Level 2	19%	16%
Writing, Level 3	10%	7%
Mathematics, Level 1	45%	48%
Mathematics, Level 2	19%	23%
Mathematics, Level 3	4%	6%

Note: Most recent comparative data cover the period July 2015 through June 2015. The benchmarking group includes 92,117 students at 132 institutions.

Source: ETS/OIRE/dt

ETS® Proficiency Profile							
Summary of Scaled Scores							
To show the ability of the group taking the test							
Reinhardt University	Cohort Name: Combined						
Abbreviated	Close Date: Combined						
Test Description: Combined	Student Level: All						
Number of Students Tested: 224							
Number of Students Included in these Statistics: 224							
Number of Students Excluded (see roster): 0							
	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	441.98	440 to 444	19.17	427	439	454
Skills Subscores:							
Critical Thinking	100 to 130	110.43	109 to 111	6.01	106	110	113
Reading	100 to 130	117.46	116 to 119	7.18	112	118	123
Writing	100 to 130	114.47	114 to 115	5.32	111	115	119
Mathematics	100 to 130	112.33	111 to 113	5.43	109	112	116
Context-Based Subscores:							
Humanities	100 to 130	113.57	112 to 115	6.43	107	112	119
Social Sciences	100 to 130	112.82	112 to 114	6.41	109	113	118
Natural Sciences	100 to 130	114.24	113 to 115	5.67	109	114	119

*The confidence limits are based on the assumption that the questions contributing to each scaled score are a sample from a much larger set of possible questions that could have been used to measure those same skills. If the group of students taking the test is a sample from some larger population of students eligible to be tested, the confidence limits include both sampling of students and sampling of questions as factors that could cause the mean score to vary. The confidence limits indicate the precision of the mean score of the students actually tested, as an estimate of the true population mean. If the mean score that would result if all the students in the population could somehow be tested with all possible questions. These confidence limits were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean. The population size used in the calculation of the confidence limits for the mean scores in this report is 224.

Reports based on a sample of fewer than 50 test takers are representative of the performance of that sample only. Reports based on fewer than 50 test takers should not be considered representative of the larger group of like students, and inferences or generalizations about the larger population or subgroup should not be made based on such small samples.

2016 NSSE Findings for Reinhardt University

Executive Summary

- In spring 2016, 51% of the Reinhardt seniors took the NSSE survey, a student engagement study that included approximately 300,000 students from 512 institutions in the United States and Canada. RU seniors' responses were compared to those of seniors in three benchmarking groups: all Georgia colleges and universities, RU Peers, and all colleges and universities that participated in the NSSE survey.
- 87% of the RU seniors rated their overall satisfaction with their undergraduate experience as "good" or "excellent" and 82% would attend RU again if they could start over again. These percentages are comparable to results reported by seniors across Georgia colleges and universities.
- RU seniors' ratings on 10 engagement indicators are comparable or higher than those of seniors at other campuses across the nation, showing four areas of strength relative to all NSSE participants: Reflective and Integrative Learning, Discussions with Diverse Others, Student-Faculty Interaction, and Quality of Interactions. In addition, RU ranked stronger than its peers on Student-Faculty Interaction and Discussions with Diverse Others and stronger than all Georgia participants on Student-Faculty Interaction.
- Reinhardt's means for the engagement indicators are among the top 50% of institutional means on six of 10 engagement indicators and among the top 10% of institutional means on three.
- At 92%, Reinhardt seniors' participation in High Impact Practices is higher than the participation rates across the NSSE pool of participating institutions (85%) and Georgia colleges and universities (89%), but lower than the rate for seniors at peer institutions (96%).
- Compared to seniors at peer institutions, RU seniors reported lower participation in service-learning (69% vs. 78%), internships or field experiences (48% vs. 62%), study abroad (11% vs. 21%), and culminating senior experiences (39% vs. 70%).
- Compared to seniors at other Georgia colleges and universities, Reinhardt seniors are more likely to attend an art exhibit, play, or other arts performance (41% vs. 24%), hold a formal leadership role in a student organization or group (43% vs. 38%) and give course presentations (70% vs. 64%).
- During a typical week, RU seniors spend fewer hours studying than seniors at other Georgia colleges and universities. Relative to the same group, they spend approximately twice more time participating in co-curricular activities.
- Compared to seniors across the nation, RU seniors are more likely to agree that their college experience led them to acquire job- or work-related knowledge and skills.
- RU seniors' means on all Experiences with Writing items are comparable to the means for similar private institutions in the Southeast, except for one item that was rated lower than the average for the group: "instructors explained in advance the criteria he or she would use to grade your assignment."
- Reinhardt's curricular and co-curricular experiences are on par with those at similar institutions relative to Development of Transferable Skills. None of the RU average ratings on the 18-item module differed significantly from the averages for the private institutions in the Southeast.

Appendix 4: QEP Survey Results

QEP Concept Paper Survey Results

Results as of 10/4/16, 3:00pm

Office of Institutional Research & Effectiveness

1. What is your role at Reinhardt?

	%	Count
Student	25.00%	20
Full-Time Faculty	50.00%	40
Adjunct	3.75%	3
Staff	16.25%	13
Administrator	5.00%	4
Other	0.00%	0
Total	100%	80

2. Have you read either the abstracts or the full concept papers on the potential QEP topic?

	%	Count
No, I have not read the abstract	11.39%	9
Yes, I have read only the abstracts	26.58%	21
Yes, I have read the concept papers	62.03%	49
Total	100%	79

3. Rate each topic's potential to transform Reinhardt University, to make us a different and better place after implementation:

Paper	Extremely likely to transform		Somewhat likely to transform		Not likely to transform		Don't know		Total
	%	N	%	N	%	N	%	N	
Community-Based Research Learning	29.49%	23	56.41%	44	8.97%	7	5.13%	4	78
RU Ready for the World	42.31%	33	37.18%	29	12.82%	10	7.69%	6	78
ENRICH-ED: Community Engagement	39.24%	31	46.84%	37	7.59%	6	6.33%	5	79
Where RU Going? Pathways to	51.28%	40	33.33%	26	10.26%	8	5.13%	4	78

4. Which of the four potential QEP topics would generate the most excitement and support on campus, in your opinion?

Paper	%	Count
Community-Based Research Learning	7.69%	6
RU Ready for the World	25.64%	20
ENRICH-ED: Community Engagement	16.67%	13
Where RU Going? Pathways to	25.64%	20
Any of these would generate excitement	19.23%	15
I do not feel qualified to choose	5.13%	4
Total	100%	78

5. Rank your preferences for the Quality Enhancement Plan from 1 (1st choice) to 4 (4th choice)

Paper#	1	2	3	4	Total	Points				
Community-Based Research Learning	17.11%	13	26.32%	20	30.26%	23	26.32%	20	76	178
ENRICH-ED: Community Engagement	18.92%	14	36.49%	27	21.62%	16	22.97%	17	74	186
Ready for the World	28.57%	22	22.08%	17	28.57%	22	20.78%	16	77	199
Where RU Going? Pathways to	34.62%	27	14.10%	11	21.79%	17	29.49%	23	78	198

6. Do you have suggestions for any of the concept papers submitted? If so, please write them here so that they can be considered by the authors as they develop the full proposal.

It was difficult to rank the QEPs from 1 to 4 because they're all VERY important and of equal value, in my opinion. Thinking realistically, however, and knowing the Reinhardt culture over the last 10+ years, I sincerely doubt that everyone will embrace certain aspects of some of these QEPs. I hate to say it, but I'm being honest. There's always been a divide between academic affairs and student affairs, I'm hoping that there will be enough cooperative effort on both parts to make sure the well-being and development of our students comes first, and I hope that everyone will understand that we're all going to need to scratch each others' backs after this is off the ground and implemented and a normal part of Reinhardt culture.

1) Ask the writer of Community-Based Research Learning and ENRICH-ED to combine proposals. They seem very connected to one another in concept. The first, however, is more focused, which makes it more do-able. The ENRICH-ED proposal is too broad but the concept is more inclusive, which is good.
2) Is there a way to combine "Where RU Going" with "RU Ready for the World," making the career exploration a sophomore experience and the study abroad experience connected to the junior year.
3) It's worth noting that "Study Away" is an initiative on the Strategic Plan. The question is: Will the QEP on this topic be redundant given the strategic initiative, or maximize efficiency?
All of the proposals need to be more narrowly defined, but all proposals are excellent in concept.
For "Ready for the World" you might want to bring in some information about how other institutions are running with this idea.
I think these are brilliant ideas. I think to further RU's engagement as well as continue its success as an institution, RU needs to develop bigger and better plans. I especially am excited for the international QEP. This is a great step for RU, and I can't wait to see what RU does.
I don't see why one has to be used for all students. I can see a hybrid idea based on students' strength and choose for example between research learning and the experiential learning.
For concept two on Ready for the World, all students should be required to go on a trip abroad to another country. It would be great to have this as part of the senior experience, perhaps to be completed during the spring break or summer of their junior year. Perhaps, students could pay a partial payment each year, so that by their junior year, they have paid for this trip.
There is no greater educational event than going to another country. I don't know how this would be accomplished, but it's worth the effort to figure it out.
#1 and #3 are related. They might be turned into 1 proposal.
The title of the Pathways to Professional Success (my favorite proposal) suffers from the Reinhardt initials/texting convention. For an internal document destined for academic eyes, I would stay away from RU going. "I was also really drawn to the community involvement/action/research emphasis in the Community Based Research and Enrich-Ed. Perhaps Where RU going (looks like this comes out of the School of Business?) might incorporate these ideas by establishing an entrepreneurial workshop in the form of a real, live business in Waleska. There are plenty of community needs that could be addressed.
All are broad.... SACS will want a honed in topic.
ENRICH-ED encompasses aspects of all the other proposals and recognizes the need for a broad, institutional framework to move experiential learning forward. Although general in terms at this point, it invites the participation of interested parties in developing its details and planning its implementation.
The research, information obtained, thoughtful and detailed presentation in "Where RU Going?" is phenomenal. The other plans are very high-minded, idealistic, incompletely formed and therefore far less likely to be successfully implemented.
What exactly will be the phases or stages of the ENRICH-ED?
Having study abroad courses as integral parts of curriculum versus occasional additions to it would make a profound impact on this campus.

7. If you would like to contribute to the development of the QEP proposal you identified as 1st choice, please provide your contact information.

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Results of the QEP Proposal Survey as of April 4, 2017

Percentage of Acceptable "or" Excellent" Ratings

	Number of Respondents	UG Student	GR Student	Full-Time Faculty	Adjunct Faculty	Staff	Admin	Trustee	Alumni	Total
		42	1	45	6	14	6	4	27	145
The proposed topic is clearly aligned to Reinhardt's needs.	RU Ready for the World	90%	0%	96%	67%	100%	100%	67%	84%	90%
	Pathways to Professional Success	95%	100%	89%	100%	100%	100%	100%	88%	93%
The proposed topic addresses an issue that emerged from assessment data.	RU Ready for the World	97%	0%	95%	67%	100%	100%	100%	83%	92%
	Pathways to Professional Success	94%	100%	95%	100%	100%	100%	100%	95%	96%
The proposed topic is focused enough for development and implementation.	RU Ready for the World	86%	0%	93%	67%	100%	100%	100%	85%	89%
	Pathways to Professional Success	95%	100%	82%	100%	92%	100%	100%	87%	90%
The proposed topic will garner broad-based involvement and support from campus constituents.	RU Ready for the World	92%	0%	86%	67%	100%	83%	100%	68%	84%
	Pathways to Professional Success	92%	100%	80%	100%	92%	100%	75%	87%	87%
The proposed student learning outcomes are well-defined and measurable.	RU Ready for the World	88%	0%	93%	67%	92%	100%	100%	95%	91%
	Pathways to Professional Success	97%	100%	95%	100%	100%	100%	75%	95%	96%
The proposed topic is likely to have measurable impact on student learning.	RU Ready for the World	89%	0%	91%	67%	100%	83%	100%	81%	88%
	Pathways to Professional Success	97%	100%	88%	100%	100%	100%	100%	95%	95%
The proposed topic includes human and/or fiscal resources that can realistically be supported by RU.	RU Ready for the World	100%	0%	79%	50%	100%	67%	75%	70%	82%
	Pathways to Professional Success	100%	100%	89%	100%	100%	100%	100%	95%	95%

Percentage of Respondents Recommending the Proposal for Further Development & Implementation

	Number of Respondents	UG Student	GR Student	Full-Time Faculty	Adjunct Faculty	Staff	Admin	Trustee	Alumni	Total
		36	1	44	5	14	6	4	19	129
Which proposal do you recommend that RU further develop and implement?	RU Ready for the World	44%	0%	55%	0%	29%	17%	50%	26%	40%
	Pathways to Professional Success	56%	100%	45%	100%	71%	83%	50%	74%	60%

Compilation of Comments from the QEP Proposal Survey as of April 4, 2017

RU Ready for the World:

As difficult as this QEP would be to implement financially, I believe it would be a worthy goal. I would like to see Study Abroad to be "business as usual" rather than a rare luxury for Reinhardt students. This would be a particularly good area to target for high-donation fundraising to create an endowment that would allow Reinhardt to offer at least \$1,000 of real money (not tuition discount) as Study Abroad scholarships to every student participating in a program. I have led multiple Study Abroad programs at a previous institution, and I truly believe in the life-enhancing experiences such programs provide. (FT Faculty)

Let students know well in advance if they will have to come out of pocket at all for the experience. This, more times than not is why students do not get involved in things that will help progress their future goals. (UG Student)

Make sure in the future - you discuss the other ways this approach will be implemented across campus in a wide variety of course. A great deal of the presentation at the meeting discussed trips abroad - all of our students may not be able to participate in that way - but expanding the number of courses that will discuss global topics will allow everyone to participate. (FT Faculty)

Both QEP proposals are well argued. However, as a proponent of the liberal arts, "RU Ready for the World" embraces the expansion of a students' worldviews and a broadening of their horizons. Globalization, in fact, will not slow down in the current "America First" environment. Students who can function in a range of cultures and have strong adaptation skills will flourish at the expense of those who are more narrowly focused. The other proposal is strong and interesting but perhaps a bit too narrow for a university education. I would be especially proud of my alma mater should it embrace "RU Ready for the World." (Alumni)

The first proposal needs to focus on the requirement that every student learns a second language. Which languages does Reinhardt offer and which should the college offer? How many students achieve fluency? This is CRUCIAL. If students have not mastered a second language, they will not be able to interact meaningfully with those of another country. When I was a student at Reinhardt, the foreign language department hardly existed, and I've had to work hard to make up for that deficiency. Too many Americans are unable to communicate in another language. This is self-limiting as well as short-sighted, as it undermines our overall ability to provide wise, nuanced leadership of the free world. The acquisition of a second language must be seen as a requirement for global citizenship. The "international studies minor" sounds like a watered-down, superficial approach that could lead to more superficial experiences. On the other hand, the cultivation of "sister schools" and the addition of an international engagement director make sense and would likely lead to a broader understanding of other cultures -- as long as it is linked to acquiring fluency in a second language. (Alumni)

Can't live and die by the international student. A healthy blend of all groups is more important to all. Not sure the focus of quality education in a Christian context would apply. You also lose your local flavor as an educational choice for students who wish to stay close to home. (Alumni)

Look to include service-learning in study abroad, especially the short-term experiences hosted by Reinhardt. (Staff)

Both sound great but I think it is more important for student to be ready for the real world. (Alumni)

Both proposals are excellent. Since I had an opportunity in college to study internationally, I lean slightly towards the "RU Ready for the World" QEP. Either proposal would benefit our students greatly. (Staff)

RU Ready for the world makes more economical sense and it makes us more competitive with other institutions that have more highly developed study abroad programs. (FT Faculty)

While "Where R U Going?" is more practical in the business sense, its advantages are largely for Business related majors, which can lead to an over-focusing on internships and professionalism and not intellectual growth. Also, "Where R U Going?" appears to be expanding the Career Services department to be a mandatory stop for graduation and not a significant change in Reinhardt practices. While "RU Ready for the World" will cost the school more overall, it gives students more opportunities to learn and expand intellectually than "Where R U Going?" does. It

is also bringing something new to Reinhardt, and can bring more international students to Reinhardt, and as a result, bring more and better food for the International Culture Fest. (UG Student)

We already do quite a lot of professional development on campus. We need to help students gain experiences that make them independent people with knowledge of the world. Currently, it is difficult for students to study abroad for any time, and especially for a semester, and this plan promises to help students achieve this goal. Internationalizing our campus will help make it more intellectually exciting as well. (FT Faculty)

RU Ready for the World will move Reinhardt towards being a real university. Where RU Going? will be yet another concession to mediocrity. I'm very pleased that some kid was trusted to mix pool chemicals without supervision on his internship, but this does not have anything to do with academic learning, which is what a university should be about. (FT Faculty)

Where RU Going - Professional Pathways:

Training for portfolio compilation would probably be necessary. Perhaps, a network of internships could be developed with local businesses, etc. to promote Reinhardt. (FT Faculty)

Where R U Going? is a great way to prepare students for the future. (UG Student)

Counseling/advising for choices of major would be extremely helpful. As stated, many change majors which is a real waste of time or end up majoring in something that they really wished they hadn't. (Alumni)

As an Alumni, I wished that RU guided me as a student in seeking out more professional skills & opportunities. A digital portfolio/ LinkedIn website are great tools but what RU lacks is enough staff to help students developing resume, cover letters, or even mock interviews. I participated in Study Abroad while at RU, but still to this day I wish I had more professional guidance as I graduated right during the recession. (Alumni)

Though I love the idea of helping RU students become more globally minded, I think the RU Going Pathways proposal is truly needed! Many young adults are entering colleges/universities with no idea of exactly what they want to do and unfortunately pick a field of study by default (with an attitude of "I don't know what else to pick.") I am an educator who sees many teacher candidates enter the profession with an uninformed view of teaching, which often results in resignations after only a year or two when they find the career aspects to be too demanding/consuming. I am sure this may happen in other career fields as well. The internships and interviewing processes that will occur in the Jr./Sr. years will greatly aid soon-to-be grads in providing a better view of the components of the career they have chosen which will hopefully help them make better decisions as they seek employment and enter the work force following their graduation. Bravo, RU, for making this proposal! (Alumni)

The Where RU going? Proposal sounds more academic and intentional. The outcomes would be more measurable. (Alumni)

Where R U Going seems to have more opportunity to help a larger number of our students than the other option. (Trustee)

It is extremely important that the administration, The President and the Trustees are committed to this QEP and all its economic ramifications. Reinhardt has had an unfortunate history of committing to initiatives and projects "on paper" without committing sufficient funds to see those projects through to a successful conclusion. Underfunded projects which rely on the determination and concern of a few faculty and staff do not end well, in spite of the often uncompensated and herculean efforts of those involved. PS Big sections of the "Where RU going?" proposal duplicate functions and experiences being addressed by Move the Needle (CREDO) and the office managed with such excellence by Peggy Collins Feehery. It will be disastrous if the university decides to eliminate her position. (FT Faculty)

Both proposals were great. It was very difficult to choose one as I believe both would really add so much to the educational experience. I chose one over the other because I could envision how it could be assessed and that it would more broadly affect all students at Reinhardt. The RU Ready for the World proposal would not be as broadly reaching. I feel strongly that the University needs to offer a more comprehensive study abroad opportunity for students and that this should become a priority. (FT Faculty)

I feel as if the Where R U Going plan should be implemented with being the QEP. (Staff)
The internships should occur before senior year, preferably in sophomore and junior years. There will need to be a focus on how to manage testing result and make them accessible to advisors through campus systems. (Staff)

I would recommend that in order to have successful plan for either QEP for Reinhardt to develop and build an Office that supports the mission i.e. Office of Global Studies or an expanded Office of Career Planning. (Alumni)