

**NOW
What?**

Life After the QEP Impact Report

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**RADFORD
UNIVERSITY**

Scholar-Citizen Initiative

SAIR 2016, Session 19
October 10, 2016

Session Goals

- To share information:
 - The current status of our QEP
 - Our transitioning process
- To facilitate:
 - An initial dialogue about the future of your QEP

Session Agenda

- Background overview
- Assign groups with assigned note-takers
- Worksheet Review
- Small group discussion
- Report back

Key Points: SCI & the QEP

- Developed in 2012, *Scholar Citizen Initiative (SCI)* is Radford's current QEP
- Mandated implementation concludes June 2017 and an Impact Report is due to SACSCOC in March 2018
- 4-Years of learning outcome and program data
- Implementation process focused from day 1 on preserving what we build

Preserving & Maximizing in a Time of Change

Current context

- New president
- Interim provost
- Interim vice president of Student Affairs
- Declining enrollment
- State budget crisis

What is your context?

90 Seconds

Our Argument ...

Anecdotal evidence and emerging quantitative data suggest that “Scholar-Citizen Intensive” (SCI) interventions and treatments:

- deliver on institutional strategic priorities including retention, equity, and inclusive excellence;
- respond proactively to the needs and values of today’s learners, putting personal and social responsibility at the fore; and
- provide a mechanism for authentically measuring student growth over time.

Our Support: Qualitative & Quantitative Data

- Demographic data from all levels of student participation,
- Student learning outcome data from courses and co-curriculars, and
- Qualitative data from our Scholar-Citizen Fellows.

We believe that ...

Multiple exposures to Scholar-Citizen Intensive, or “SCI,” experiences relate with students having:

- A greater ability for self-efficacy;
- Gains in the targeted learning outcome areas including ethical reasoning, critical analysis, making connections, self-reflection and evaluating complex problems;
- Cross-cutting competencies that employers are looking for, including “applied knowledge in real-world settings, written and oral communication skills, and complex-problem solving” ([“It Takes More than a Major,” 2013](#)).

What is your elevator speech?

45 Seconds Each

Preserving & Maximizing in a Time of Change

Current status of our efforts

- Secured a preliminary institutional affirmation that SCI will continue in some capacity
- Charged with developing an evidence-based proposal for a reVISIONED SCI 2.0 beyond the QEP's 5-year implementation cycle

Transitioning Process

QEP Assessment and Evaluation Milestones

- Year 1:
 - Internal raters
 - Multiple forms of assignments
- Year 2:
 - External raters
 - Written assignments
 - Student IDs
- Year 3:
 - Reflection as SLO
 - Faculty development
- Years 4 & 5: Supporting documentation
 - SLOs
 - Service to under-representative groups
 - Retention
 - Student professional growth

Transitioning Process

SCI Program Milestones

Year 1: We're Here!

Developed a phased communication plan (Launch lunch, campus listserv, newsletter, web page, replace "QEP" with "SCI")

Charged faculty committees with key decisions (grants, IG, curricula requirements)

Invested in key partnerships (Career Services, Peace Studies, Women's Studies)

Finished with a mini-conference focused on "lessons learned from year 1"

Year 2: We're Staying!

Implemented the classification system and decisions agreed upon at the retreat

Reported on "state of the SCI" in semesterly information sessions, online newsletter, monthly faculty meetings, listserves

Established Student Organization

Joined Campus Compact

Hosted December and May retreats to review progress

Applied for AAC&U HIP Summer Institute

Transitioning Process

“SCI” Program Milestones

Year 3: We Mean It!

Assume responsibility for key memberships and classifications

Host Faculty Focus Groups

Phase two of poster campaigns

Year 4: We Aren't Giving Up!

Begin discussions with Executive Leadership

Continue promoting the program's visibility and implementing the communication plan with high profile civic seminars, faculty development, news releases, etc.

Develop a Strategic Plan for the Transition

Begin program proposals for establishing a permanent program

Apply for funds to send a team to the AAC&U Summer Institute on Integrative Learning and the Departments

Year 5: Here We Are!

Implement Strategic Planning Actions

Actively disseminate the good news - videos, testimonials, conference presentations

Lessons Learned

1. Start early
2. Intentional documentation and evidence
3. Anticipate and understand your challenges and barriers:
 - Political
 - Structural
 - Cultural

Start Early and be Intentional

- Recognize that once SACS is gone, your real job has just started
- Gather documentation of program successes
- Periodically map your implementation plan to your institution's changing priorities
 - look for the serendipitous alignments, hidden impacts, surprising allies
- Highlight Achievements

What's your plan?

- Budget
- Institutional Priorities
- Champions
- Barriers
- Use your data to make a case

- Top 3 things to do

Report out

- Budget
- Institutional Priorities
- Champions
- Barriers
- Use your data to make a case

- Top 3 things to do

Questions?

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