

Quality Enhancement Plan Topic Selection Task Force

Report to President Dorman – November 20, 2012

This report, prepared by the Quality Enhancement Plan Topic Selection Task Force for President Steve Dorman, outlines the current Process, Recommendation, and Next Steps in developing a Quality Enhancement Plan at Georgia College. Significant planning, several key events, and research and data analysis all contributed to the current recommendation.

Process

Work began with the Dialogue Phase initiated by the Vision and Quality Enhancement Planning Team in spring 2012. In fall 2012, the Topic Selection Task Force analyzed institutional data as well as data collected during the initial Dialogue Phase with an eye towards common themes that could impact student learning outcomes.

Feb. 2012 – President’s email announcing Planning Team members

Mar. 2012 – Student survey distributed, staff open forums began, faculty survey launched

April 2012 – Community Town Hall Meeting held at Digital Bridges

April 2012 – Survey sent to members of the GC Foundation Board of Trustees

June 2012 – Final June 19th Summary Report delivered to President

9/14/12 – Quality Enhancement Plan Topic Selection Task Force planned second Dialogue Phase

9/28/12 – Task Force subcommittees reported on data analysis focused on student learning

10/10/12 – President’s email encouraging Quality Enhancement Plan participation

10/17/12 – Quality Enhancement Plan open forums began

10/17/12 – Survey on six proposed themes launched to faculty, staff, and students

11/9/12 – Task Force analyzes forum and survey feedback data to create recommendation

At the September 14 Task Force meeting, the group discussed the data collected in the first Dialogue Phase and the resulting eight Vision themes found in the final June 19th summary report:

The Georgia College & State University of the future will be:

- *One of the nation's exemplary Public Liberal Arts Universities;*
- *A university of the highest academic quality characterized by engaged, meaningful learning experiences, both in and beyond the classroom;*
- *Committed to the highest level of collaborative, respectful community engagement;*
- *A university of choice that provides a supportive, family-like environment in which to work, grow, communicate, and learn;*
- *A diverse community of faculty, staff, and students who embrace and appreciate inclusivity;*
- *Acclaimed in the region and nation for its distinctive undergraduate and graduate programs;*
- *A university whose size promotes abundant opportunities for meaningful interactions and learning among faculty, students, and staff;*
- *Known throughout the region for its historical, safe, and beautiful campus.*

As a starting point, the Faculty Subcommittee Report from spring 2012 was distributed to all Task Force members. The Task Force divided into two subcommittees in order to accomplish the second analysis of data: The University Constituent Feedback Data subcommittee, chaired by Joe Schwartz, was to review the survey and open forum responses from stakeholders. The Institutional Assessment Data subcommittee, chaired by Jason Huffman, was to review the institutional data such as HERI, NSSE, CIRP, and MAP-Works, as well as grade distributions and SLO assessment data in SMART reports.

On September 28, the Task Force subcommittees reported on findings from data analyses. Format for the online survey was discussed at length, in order to achieve a meaningful assessment of stakeholder responses while still keeping the survey brief. Once consensus was reached on the survey format, discussion was held to identify potential themes to capture the constituent feedback and institutional data key areas of strength or concern. Several of the draft themes created by the University Constituent Feedback Data subcommittee were extremely valuable in this process. Some language of themes was added, revised, or combined, and ultimately consensus was reached for six proposed themes to be distributed to GC stakeholders for review and feedback. Dates for open forums were considered, and it was decided that four such forums would likely be sufficient for interested parties to participate.

A substantial discussion on survey response data, institutional data, and overlap in commonly recurring themes then commenced. Although a long list of important themes was presented and discussed, some were either incorporated or combined with other themes, and some were deemed less feasible for impacting student learning in an assessable fashion. The list of statements provided by the University Constituent Feedback subcommittee gave the group a strong basis for developing the following six potential Quality Enhancement Plan themes:

Broadening perspectives through diversity of curriculum, culture and thought

- *To reflect the importance of diversity of people, ideas, perspectives, and experiences*

Fostering a culture of intellectual and aesthetic curiosity

- A central idea of a liberal arts education, foundations and skills for lifelong learning are emphasized through inquiry and analysis of arts, cultures, and the physical and natural world

Inspiring responsible citizenship through community engagement

- Putting knowledge and theory into action through addressing real-world problems in and with the broader community

Building a culture of engaged learning

- Through active learning and other highly engaging practices and by increased interactions between faculty, students, and staff both inside and outside of the classroom

Embracing the true spirit of the liberal arts by fostering an interdisciplinary culture

- Embracing the liberal arts ideal of broad and integrative learning by creating a deeper interdisciplinary focus, emphasizing to students the relationships between all the disciplines.

(Fostering Sophomore success and retention)

- *In order to address one of the key challenges of students who begin their college experience at Georgia College but then transfer or drop out before earning a degree*

The Task Force also identified a timeline and structure for the continued Dialogue Phase which would consist of two elements: open forums to collect faculty, student, and staff feedback on the potential themes and an online survey to gauge campus stakeholders' reactions to the themes. In early October, some minor refinement of the language for the six proposed themes and each of their clarifying statements took place. The dates and times for open forums were finalized, and the final format for the electronic survey was approved.

Open forums, announced by the President, were held on October 17-19. A total of 90 people participated in the forums' discussions of the themes, 68 of whom were not from the Task Force. Also, an online survey was administered to all faculty, all staff, and student leaders between October 17 and October 31. Respondents were asked to evaluate the themes relative to their importance to Georgia College's mission and their potential for improving student learning. Respondents were then asked to rank the themes in order of preference. A total of 178 responded to the survey, including 135 faculty and staff and 43 students.

The Task Force met on November 9 to review the survey results and discuss the questions and comments from the open forums. Much of the discussion centered on the support shown by the GC stakeholders for the proposed themes, both in importance and in potential for impact. It was agreed that changing the wording for the six proposed statements would cause a disconnect between the collected revised language and the collected data. Another point raised was that portions of some themes would still work well as components of another theme, i.e. that some natural overlap existed between the themes. Additional suggested themes arising from feedback comments included internationalization, information literacy, culture of reading, and physical activity. The task force discussed these suggestions at some length. During the discussion, it was agreed that primary

components of each such suggestion could be easily incorporated into one or more of the six current themes already under consideration, and that possibly implementations for components highlighting these suggestions would likely arise in the next phase soliciting specific programs and ideas for inclusion in the Plan implementation. Thus, the task force ultimately decided not to add any additional themes.

The group also discussed which of the themes to present to President Dorman for his consideration. After lengthy deliberation, the group voted and agreed to recommend only five of the six themes to the President for further consideration, namely,

- **Broadening perspectives through diversity of curriculum, culture and thought**
- **Fostering a culture of intellectual and aesthetic curiosity**
- **Inspiring responsible citizenship through community engagement**
- **Building a culture of engaged learning**
- **Embracing the true spirit of the liberal arts by fostering an interdisciplinary culture**

Although some support was seen in responses for the “Fostering Sophomore Success and Retention” theme, the task force reached consensus that this proposed theme was less broadly inclusive and not among the top themes for recommendation. It was also observed that components of the Quality Enhancement Plan could support sophomore retention and success, and even track appropriate benchmarks, in any of the other five themes.

Finally, the group noted that there may be a flaw in the response validity for the theme “Building a Culture of Engaged Learning” since the questions ask for potential impact on student learning, and this is the only theme with “learning” in the title. This may have resulted in an inadvertent overlap between the operational definitions of the independent and dependent variables here.

Recommendation and next steps

In order to continue toward the selection of the topic for Georgia College’s Quality Enhancement Plan, the **Task Force requests that President Dorman identify two or three of the proposed themes**, i.e. the top two or three that align with the GC mission and our shared vision for GC during the implementation period of 2014-2019, for further research.

Once the “finalist” themes are identified, the Task Force will begin the next research phase. A general call for proposals will be issued to the GC community in order to solicit projects, activities, ideas, etc. that would be considered for inclusion in the Quality Enhancement Plan and align with one of the finalist themes. Those submitting proposals will be asked to estimate costs and other resources needed for successful implementation and to identify the Student Learning Outcome(s) (SLOs) targeted by the proposed activity, with suggested means of assessing progress for the SLO(s). Thus, a tangible list of possible programs, outcomes, and potential costs will be identified for each finalist theme.

By the end of February 2013, the Task Force will have analyzed proposals, with particular attention paid to estimated potential impact and to estimated costs and needed resources for the successful implementation for each finalist theme. A summary report will be prepared and delivered to the President outlining the details assembled during the initial research phase. President Dorman, informed

by the data collected throughout the initial dialogue and research phases, will confer with the executive cabinet and make the final selection of the Georgia College 2014-2019 Quality Enhancement Plan topic.

Presented by the Topic Selection Task Force:

Cody Allen, Student	Brian Mumma, Education
James Carlisle, Academic Affairs	Indiren Pillay, Arts and Sciences
Jan Clark, Arts and Sciences	Holley Roberts, Education
Victoria Ferree, Student	Vicky Robinson, Health Sciences
Funke Fontenot, Arts and Sciences	Joe Schwartz, Business
Sandy Gangstead, Health Sciences	Emily Simonavice, Health Sciences
Sandra Godwin, Arts and Sciences	J.F. Yao, Business
Jane Hinson, Education	
Steven Jones, Center for Engaged Learning	<i>Ex Officio:</i>
Tom Miles, Student Affairs	Jason Huffman, Director of Strategic Initiatives

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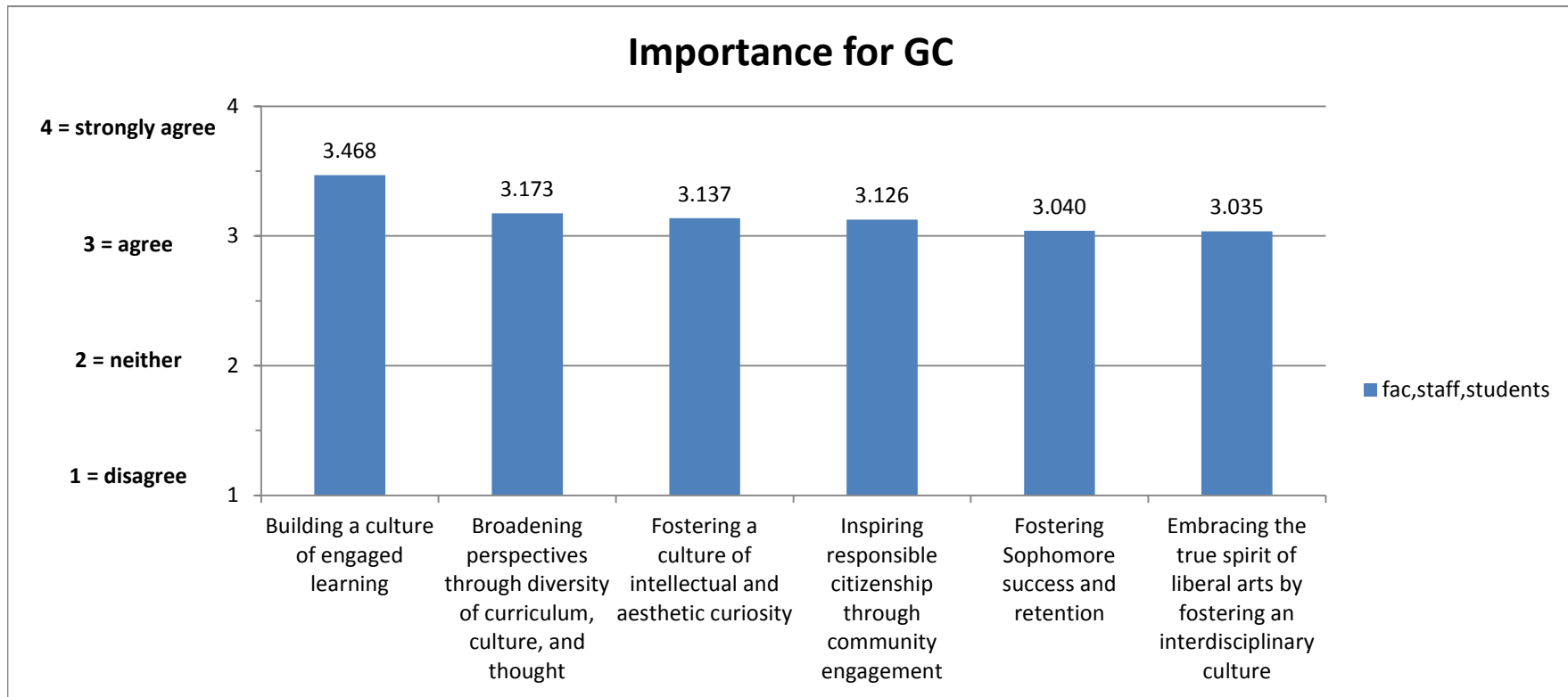
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Appendix A: Summary Graphs for Quality Enhancement Plan Survey

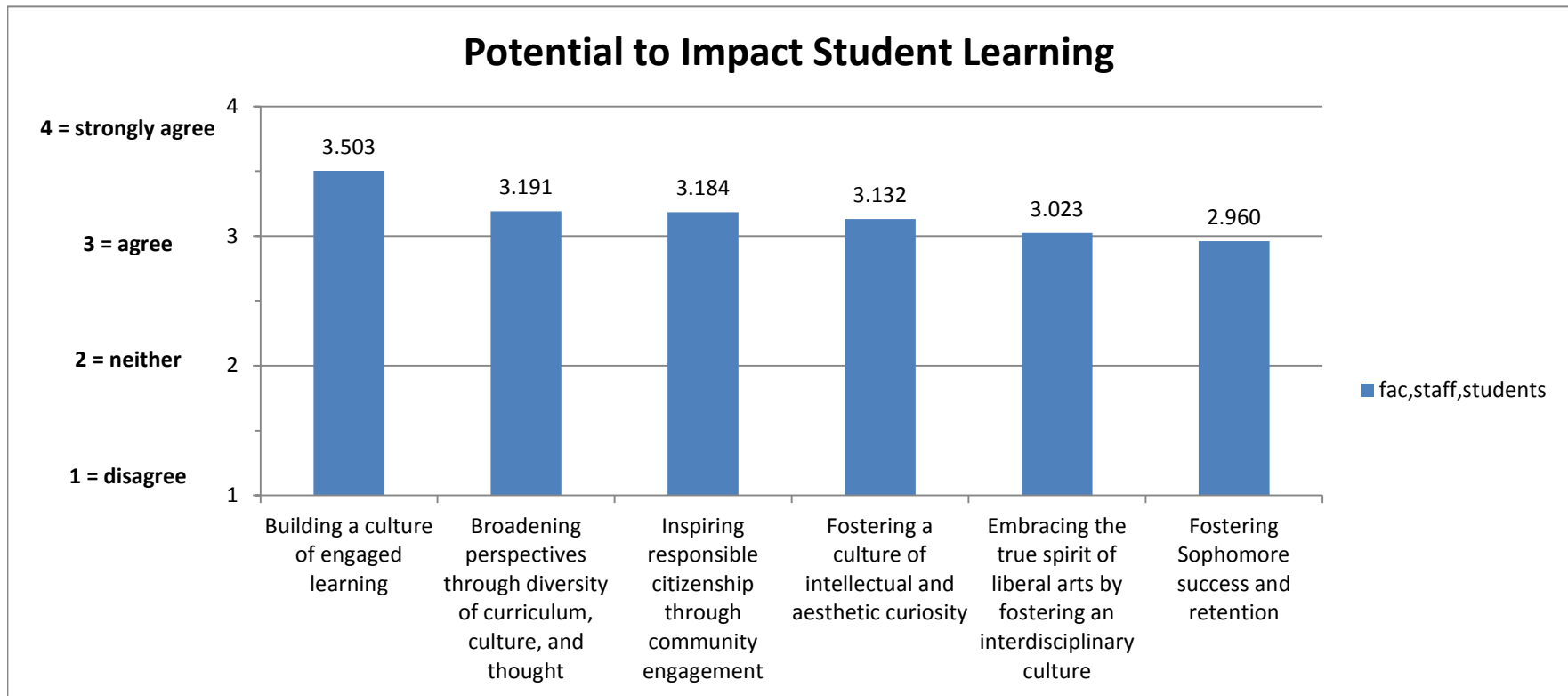
Question 1 - to what extent do you agree "This theme is important for Georgia College?"

All responses together, n = 178



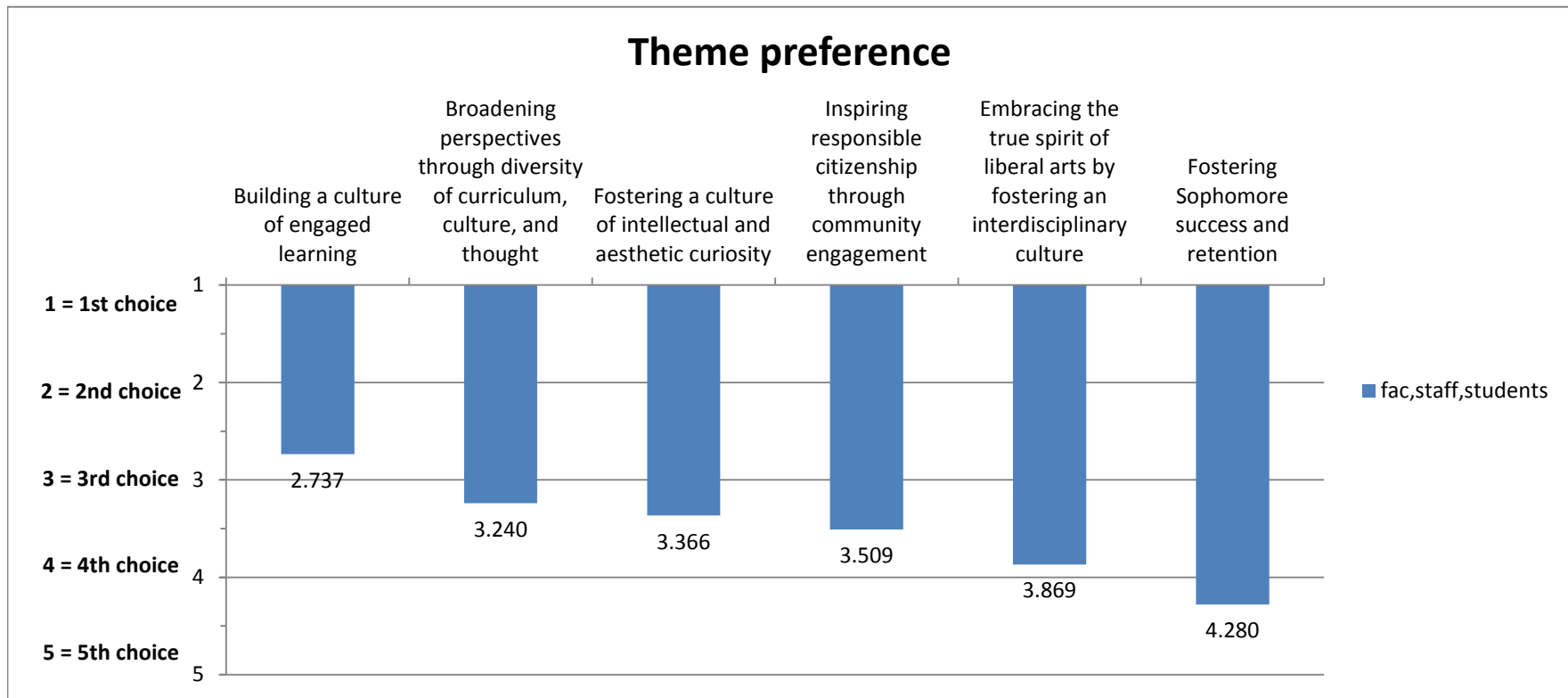
Question 2 - to what extent do you agree "This theme has potential to improve student learning?"

All responses together, n = 178



Question 3 - Please rank the themes in order of preference, where "1 = most preferred"

All responses together, n = 178

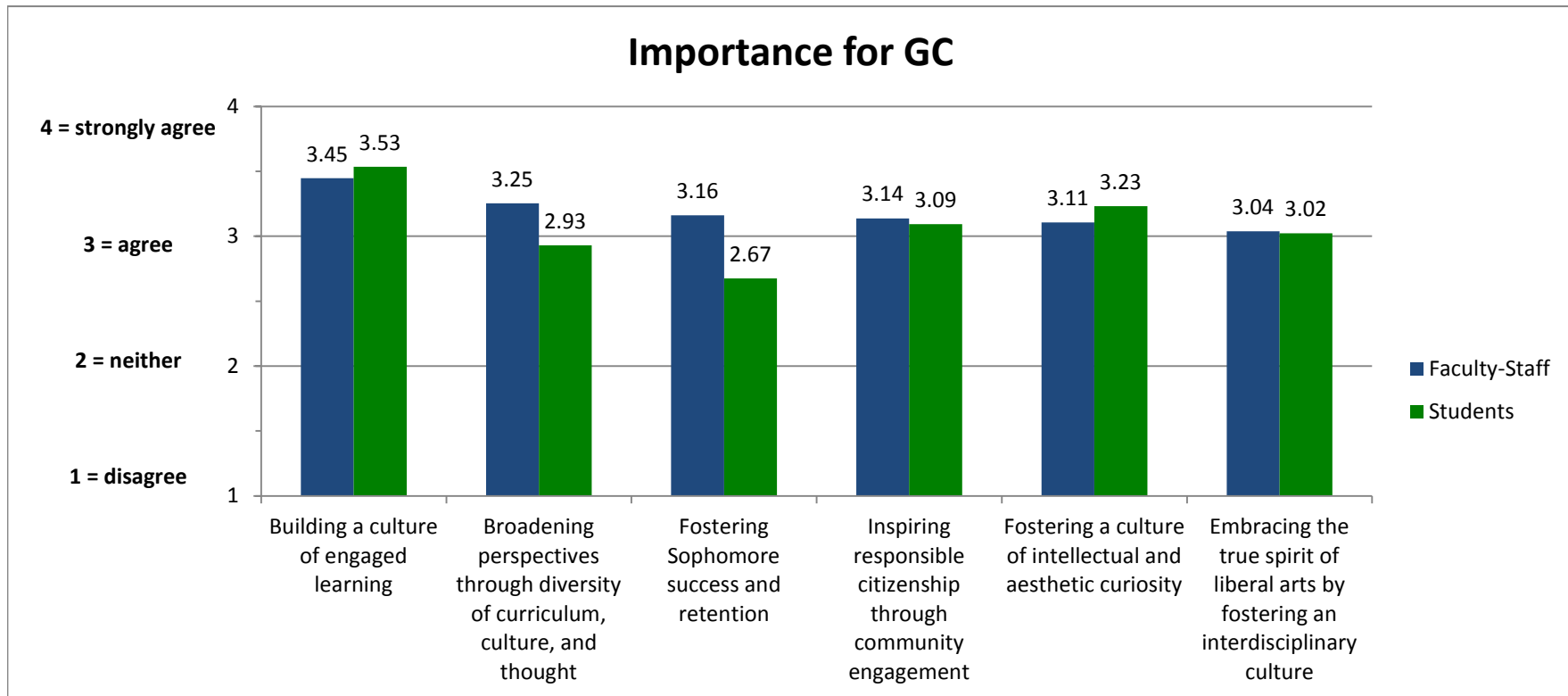


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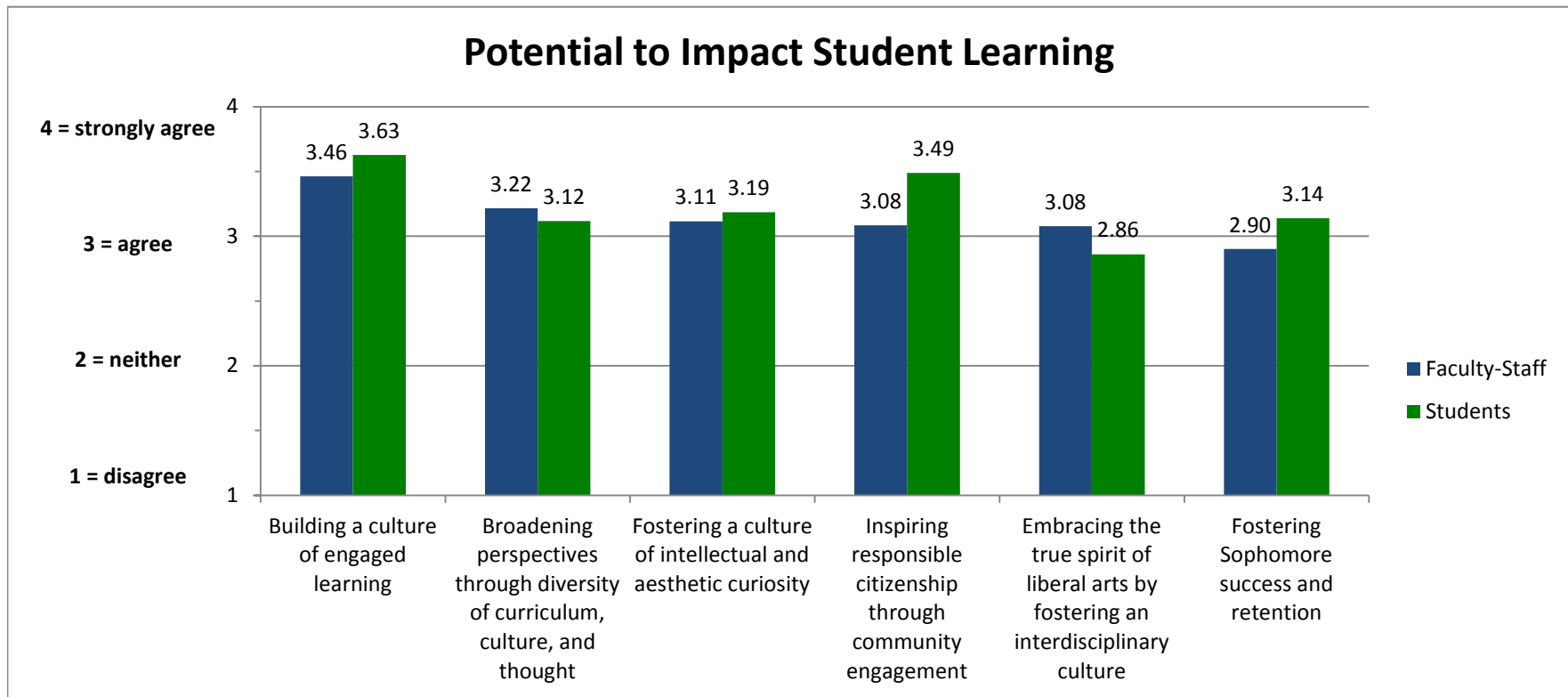
Question 1 - to what extent do you agree "This theme is important for Georgia College?"

Faculty-Staff responses, n = 135, and Student responses, n = 43



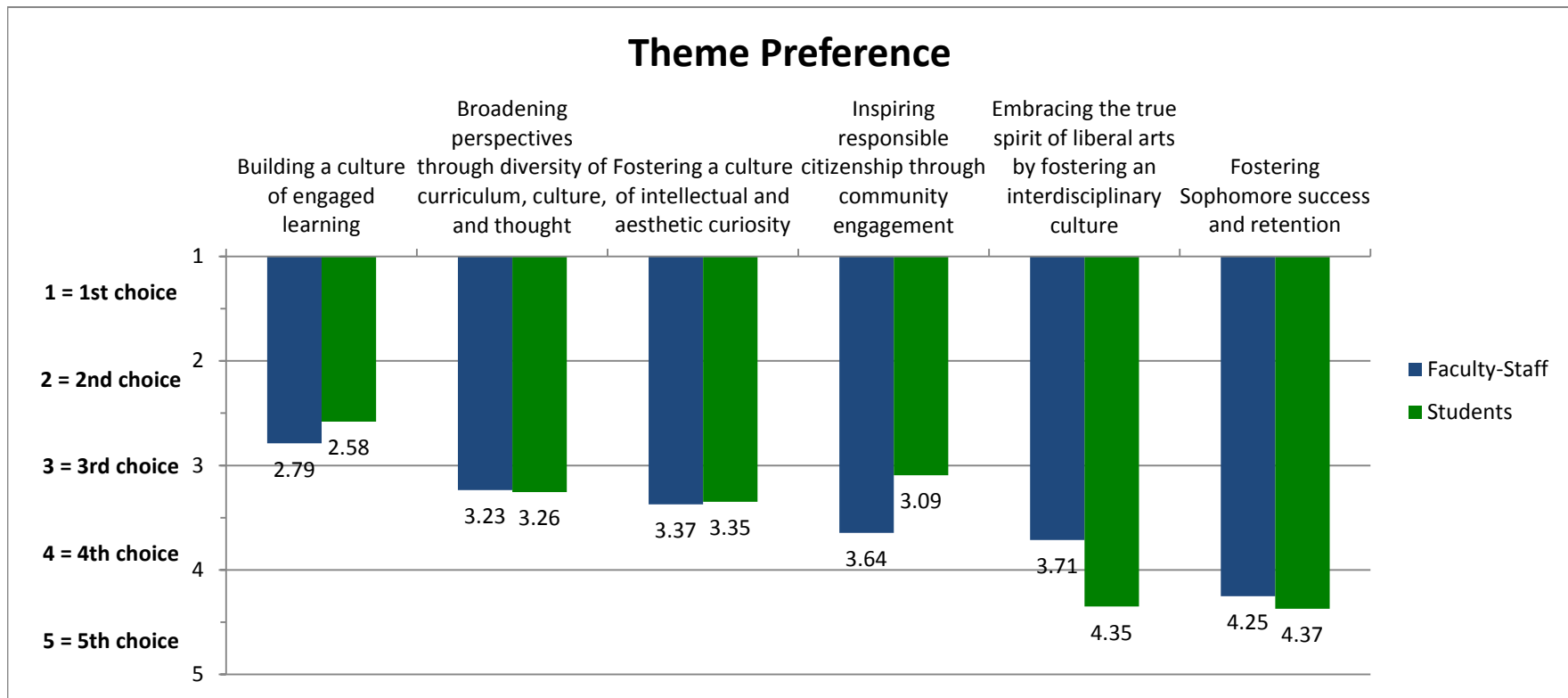
Question 2 - to what extent do you agree "This theme has potential to improve student learning?"

Faculty-Staff responses, n = 135, and Student responses, n = 43



Question 3 - Please rank the themes in order of preference, where "1 = most preferred"

Faculty-Staff responses, n = 135, and Student responses, n = 43



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Question 4 - please provide any comments, thoughts, suggestions, etc. related to the potential themes for the next Quality Enhancement Plan at Georgia

Faculty-Staff responses, n = 135, and Student responses, n = 43

Faculty/Staff comments:

A true culture of diversity can't be attained at Georgia College unless the percentage of minority students, faculty, and staff is drastically increased, so that the campus more closely mirrors the real world. Otherwise we are no more than a gated community, furthering an atmosphere of white entitlement.

As the USG designated Liberal Arts institution, I think it is time for our university re-focus on that aspect of our mission. It seems that the concept of liberal arts has been muddled, and no one really knows what it means. Ask ten different campus members, and ten different answers will be given. We should continue on auto-pilot, as if somehow, magically, the reality of a liberal arts education will arise from good intentions across the colleges - it will not. By selecting this as our theme, it will motivate all colleges and departments to reconstruct curricular goals, courses, activities, etc., to get the university on a united track. Imbedded in this theme are also the subthemes of broadening perspectives through interdisciplinary courses and culture, (which to me implies diversity of curriculum, culture, and thought), and fostering a culture of intellectual and aesthetic curiosity, building a culture of engaged learning, and inspiring responsible citizenship.

Faculty come second at this university. I fully support our student-centered mission (I think we all do), but this shouldn't come at the expense of our faculty. We have wonderful faculty here (after all, they create this wonderful culture) and we need to keep them. We also want to be able to hire the best for our students. This is increasingly difficult as our culture shifts away from respecting our faculty. Additionally, as a liberal arts university, where is the faculty lounge, the faculty dressing rooms in the health center? There is no place on campus for faculty to congregate peacefully, socially, and confidentially. Most "elite" universities have such markers of faculty respect. Faculty respect is part of a "culture of respect," and "a culture of intellectual and aesthetic curiosity." Wanting our own space is not a sign of building walls, it is simply acknowledging that sometimes faculty need to congregate in a safe place where they can discuss learning issues openly.

For 20+ years international education and an emphasis on diversity have been important strengths of Georgia College. The university should continue to build on its strengths.

Georgia College is a Liberal Arts College, and yet Business and Education are our biggest majors. Students want practical applications. This is why I ranked community engagement #1.

How did IDST 2000--the signature "Gateway to the Liberal Arts" (that so many IDST faculty worked so hard on for so long at Dean Procter's behest) get changed to a non-IDST label, and why the IDST requirements of the Gateway course as originally designed were dropped? / IDST courses and a strong IDST program is essential for Georgia's flagship "Public Liberal Arts University", as is apparent in viewing the QEP "Topic Selections" and in taking this Survey. All IDST courses already accomplish ALL of the QEP goals: / >Embracing the true spirit of the liberal arts by fostering an interdisciplinary culture / >Broadening perspectives through diversity of curriculum, culture, thought / >Fostering a culture of intellectual & aesthetic curiosity / >Building a culture of engaged learning / >Inspiring responsible citizenship through community engagement / >Fostering Sophomore success / retention / Thus, more IDST courses (not less!) should be required in our Core! Also, more ONLINE classes!

<p>I am disturbed that the task force was very monochromatic and the two students representatives were from SGA. Not enough sampling of students and no diversity. The students in SGA are not representative of the majority of our students just like every other elected board.</p>
<p>I don't understand how we will produce constructs that can be assessed from "intellectual & aesthetic curiosity" - the concept is too vague - we will have problems demonstrating to SACS that we have accomplished this goal / / Sophomore success & retention is important, but unrelated to student learning, so not part of the QEP. It should, however, be part of the university's strategic plan (worded more generally to reflect RPG) / / Cut the wording "Embrace the true spirit of the liberal arts" (interdisciplinary culture) because it makes that item sound as if it is the only one on the list that is directly related to liberal arts / / "Diversity of curriculum, culture..." and "interdisciplinary culture" to too closely aligned to be separate items - they should be combined into a single item / / The team will need to clearly define for the university & external community the difference between our strategic plan, QEP, list of key values...we are creating several, overlapping and confusing constructs</p>
<p>I think that we're already doing a great job of inspiring responsible citizenship, and that we should really pick a QEP topic in focus there is a great opportunities to make major improvements. All of these would be good for Georgia College, but I also wonder how much we will be able to excite the faculty, staff, and students about any of them.</p>
<p>If the Sophomore success theme is not chosen, I hope it is somehow addressed as an "objective" under the chosen theme. We can attempt to reach Sophomore success through each of the other five themes, and there is a lot we can do to package existing quality programs that Georgia College for Sophomores to encourage their success.</p>
<p>It appears that broadening perspectives through diversity of curriculum, culture & thought could be inclusive of both building a culture of engaged learning & inspiring responsible citizenship through community engagement. Therefore I ranked the Broadening Perspectives 1st.</p>
<p>It seems as though "Broadening perspectives through diversity of curriculum, culture, and thought" encompasses many of the others in important ways.</p>
<p>Liberal Arts is the foundation that fosters and builds intellectual quest and breadth.</p>
<p>My top three are all excellent themes and any one could be a great theme for Georgia College.</p>
<p>Not that interdisciplinary is not valued or important, but you can't really do it with a faculty and a structure that is primarily disciplinary. Afraid it would end up just being paid lip service. / Sophomore retention does not seem aspirational enough and would likely take care of itself if students were recruited to GC based on one of the themes.</p>
<p>Please make the QEP: / 1. something we can accomplish / 2. something we can measure / 3. something that is easy for all faculty and staff to understand and remember / 4. something that will invigorate and focus the university community and improve linkages with the surrounding community / 5. something that will contribute to our distinctiveness, mission, and reputation as a rising liberal arts university</p>
<p>Since my first day at GC 5 years ago, I have been surprised by the lack of diversity in the student body. The university has a greatly diverse faculty and staff, but not so much when it comes to students. Since learning continues outside of the classroom through student interaction, I believe our number one priority should be to diversify the campus community and embrace the diversity that is on campus currently. If we are to prepare students for life beyond GC, they must have the experience of working and learning with a variety of people with various backgrounds and cultures. / Secondly, I believe the priority should be to remember our status as a liberal arts college. Many proposals and ideas have come up that could steer the university in a different direction and I feel that would be a huge mistake. Our liberal arts mission is part of what makes GC distinct. It's one of the reasons I chose to work here and why many students choose us over other places.</p>
<p>Strong support for the extended university ambassadors to the community: The Old Governor's Mansion and the Sallie Ellis Davis House</p>

The above-mentioned themes are important to the university. However, more work regarding diversity needs to be done in each individual department within each college.
The potential themes for the next Quality Enhancement Plan at Georgia College are both broad and diverse. By incorporating aspects from each of these themes, Georgia College definitely has the potential to improve not only student learning, but also campus community involvement and local community perception. Thank you for your insight and attention to detail in relation to what is import to Georgia College.
The preprofessional aspect of many of our service courses detracts from our diversified curriculum and life-long learning mantra. Some students are here for a grade and to get out and on with their next degree or professional school. A broad appreciation for education and life-long learning is had to instill if the student is just looking for a grade.
The retention theme seems central to our sustainability as an institution /
The statements are somewhat nebulous but positive. Short visits by professors in a related field but from another dept. could / provide some expansion of students' limited horizons.
Themes to consider / / information literacy / physical activity / culture of reading / /
To me the themes of "Building a culture of engaged learning" and "Inspiring responsible citizenship through community engagement" are very similar and could be accomplished through very similar mechanisms.
Truly believe in the community engagement piece, especially in Milledgeville. Several freshman are coming down here from metro-Atlanta and do not have any clue about the hardships and struggles that confront so many of the citizens of this town.
Use the GCY2 classes to focus on retention as well as engaged learning, diversity, and community engagement.
We need a first AND second year curriculum/experience; a second yer of living on campus would help. Our professors need to grasp the importance of thier interactions with students out of the class.
While diversity, culture, aesthetics, service, etc are important, I believe we need to focus more on academics and less on the "summer camp" path we've been on for awhile. we've lost focus on core knowledge and skills learning to provide a sound foundation. The new core doesn't help us. Let's get back to the basics and do them exceptionally well!
While I believe that retention is incredibly important to our future as an institute, recently actions taken in the name of retention are counterproductive to the other goals of the QEP. In particular there seems to be a focus on retaining students by reducing challenge rather than mentoring them to become persistent learners. Thus I believe this approach to success and retention will hinder student learning.
Wouldn't need to even rewrite the goal, but you could choose diversity and then give several other items, not as new goals, but as subheads of ways to achieve that. Community engagement is an expression of diversity of culture just as intellectual curiosity could be thought of as diversity of thought. The diversity item seems excellent, the trick would be implementation and measurement.

Student comments:

Diversity in our student body is important but does not need to be a theme or banner that we waive around. GC teaches in my classes that we are giving students hands-on learning that are taught through real life experiences so that we are better prepared for the work force and beyond. If this is what students are being taught then I think it should be the cornerstone of our education and that theme needs to be communicated clearly and effectively to perspective families, alumni, and our friends. Retention is getting better without a change in theme. My only caveat to "building a culture of engaged learning" I would change building to fostering because it is already built. GC wants to improve and make better a culture that is already taking shape all across campus.
Engaged learning and the liberal arts education are two themes vital to what Georgia College is composed of therefore should have the utmost importance in the curriculum.

I believe that the whole idea of a Liberal Arts education is for there to be an emphasis on the interconnectedness of everything, both in and out of the classroom. I feel that the Quality Enhancement Plan should focus on this aspect of Liberal Arts.
I feel like it's important to avoid goals and practices that would be viewed as pointless and/or cheesy by students.
I prefer to focus on the campus life and I think everything will follow from there. I think focusing on culture and diversity will not be as helpful in recruiting new students.
I really do like the lifelong learning being emphasized through inquiry and analysis of arts, cultures, and the physical and natural world. It makes us seem very intellectual open and welcoming to anyone that wants questions answers. As well as being intellectual it makes seem regal but at the same time grounded because of the inclusion of "physical and natural world". I would love to have this as the Georgia College theme!
I think the school needs to emphasize the "liberal arts" part of this college even when you get into your major fields your junior and senior years. It seems like so much of your time is taken up in most areas, especially if you are in an education or nursing cohort, that you do not partake so much in the "liberal arts" as other schools. Also, if we are supposed to be interconnecting all types of subjects, something very important is being left out of the education cohorts: the ability to speak Spanish!!!!!!!!!!!!!!!!!!!!!! Almost all students in every major have to take at least 3 or 4 language classes; the education students don't. They don't because they do not have time to fit it into their schedules. That is quite sad. It needs to be changed to broaden the education major's knowledge before they get out in the real world and try to find teaching jobs.
Improvements to dining hall would be welcomed. Also, I would love to see a real estate major offered by GC. UGA, Georgia State both offer such a major.
Increase students involvement on campus and in the community / Offer classes that students would be more interested to take, particularly with the GC1Y or GC2Y classes / Expansion of greek life / Work closely with students who are graduating and looking for jobs / /
Requiring more hands on learning will allow Georgia College to be one of the best. Skills that students can actually use. The information we learn here is good but application and analysis is very important. Graduates would excel in the workplace and GC status will be uplifted. We must also challenge ourselves to think differently and that comes with providing different perspectives from a diverse group of people. This is how Georgia College can impact the world. All these themes and more will make Georgia College more marketable.
Students should be continually encouraged to propagate their own knowledge of subjects to other students. The concept of the supplemental instructor is one that this school should take pride in. It is unique to GCSU, at least to my knowledge. I have heard rumors of cutting that program from the budget. I and many others are terrified of this idea because they are so helpful, and we learn much from them. This concept of students teaching students is something that is remarkable. If you must stop paying the SI, perhaps giving them academic credit is a good alternative? Thank you for valuing my input. I take pride in this institution, and want only the best for us.
Teach liberal arts students more computer programs.

ALL = FACULTY-STAFF-STUDENTS

*Note: on graphs for "Important" and "Impact" questions, response data are transposed by the function (x) => (5-x) so that on the graphs the highest number, 4, corresponds to the response "strongly agree"

Question: This theme is important for GC [1 = strongly agree]		MEAN*	MEDIAN	MODE	STDEV	Q1	Q3
Q7_1	Building a culture of engaged learning	1.532	1.0	1	0.712	1.0	2.0
Q4_1	Broadening perspectives through diversity of curriculum, culture, and thought	1.827	2.0	1	0.943	1.0	2.0
Q5_1	Fostering a culture of intellectual and aesthetic curiosity	1.863	2.0	2	0.860	1.0	2.0
Q6_1	Inspiring responsible citizenship through community engagement	1.874	2.0	2	0.922	1.0	2.0
Q9_1	Fostering Sophomore success and retention	1.960	2.0	2	0.927	1.0	2.0
Q8_1	Embracing the true spirit of liberal arts by fostering an interdisciplinary culture	1.965	2.0	2	0.923	1.0	2.0

Question: This theme has potential to impact student learning at GC [1 = strongly agree]		MEAN*	MEDIAN	MODE	STDEV	Q1	Q3
Q7_2	Building a culture of engaged learning	1.497	1.0	1	0.661	1.0	2.0
Q4_2	Broadening perspectives through diversity of curriculum, culture, and thought	1.809	2.0	1	0.955	1.0	2.0
Q6_2	Inspiring responsible citizenship through community engagement	1.816	2.0	1	0.944	1.0	2.0
Q5_2	Fostering a culture of intellectual and aesthetic curiosity	1.868	2.0	2	0.925	1.0	2.0
Q8_2	Embracing the true spirit of liberal arts by fostering an interdisciplinary culture	1.977	2.0	2	0.946	1.0	2.0
Q9_2	Fostering Sophomore success and retention	2.040	2.0	2	1.016	1.0	2.0

Rank the six themes in order of preference [1 = most preferred]		MEAN	MEDIAN	MODE	STDEV	Q1	Q3
Q10_4	Building a culture of engaged learning	2.737	3.0	1	1.446	1.0	4.0
Q10_1	Broadening perspectives through diversity of curriculum, culture, and thought	3.240	3.0	1	1.715	2.0	5.0
Q10_2	Fostering a culture of intellectual and aesthetic curiosity	3.366	3.0	5	1.638	2.0	5.0
Q10_3	Inspiring responsible citizenship through community engagement	3.509	3.0	3	1.582	2.0	5.0
Q10_5	Embracing the true spirit of liberal arts by fostering an interdisciplinary culture	3.869	4.0	4	1.605	3.0	5.0
Q10_6	Fostering Sophomore success and retention	4.280	5.0	6	1.840	3.0	6.0

FACULTY-STAFF

*Note: on graphs for "Important" and "Impact" questions, response data are transposed by the function $(x) \Rightarrow (5-x)$ so that on the graphs the highest number, 4, corresponds to the response "strongly agree"

Question: This theme is important for GC [1 = strongly agree]							
		MEAN*	MEDIAN	MODE	STDEV	Q1	Q3
Q4_1	Broadening perspectives through diversity of curriculum, culture, and thought	1.746	2.0	1	0.847	1.0	2.0
Q7_1	Building a culture of engaged learning	1.554	1.0	1	0.727	1.0	2.0
Q8_1	Embracing the true spirit of liberal arts by fostering an interdisciplinary culture	1.961	2.0	2	0.922	1.0	2.0
Q5_1	Fostering a culture of intellectual and aesthetic curiosity	1.894	2.0	2	0.910	1.0	2.0
Q9_1	Fostering Sophomore success and retention	1.840	2.0	2	0.821	1.0	2.0
Q6_1	Inspiring responsible citizenship through community engagement	1.863	2.0	2	0.926	1.0	2.0

Question: This theme has potential to impact student learning at GC [1 = strongly agree]							
		MEAN*	MEDIAN	MODE	STDEV	Q1	Q3
Q4_2	Broadening perspectives through diversity of curriculum, culture, and thought	1.785	2.0	1	0.906	1.0	2.0
Q7_2	Building a culture of engaged learning	1.538	1.0	1	0.695	1.0	2.0
Q8_2	Embracing the true spirit of liberal arts by fostering an interdisciplinary culture	1.923	2.0	2	0.903	1.0	2.0
Q5_2	Fostering a culture of intellectual and aesthetic curiosity	1.885	2.0	2	0.933	1.0	2.0
Q9_2	Fostering Sophomore success and retention	2.099	2.0	2	1.044	1.0	3.0
Q6_2	Inspiring responsible citizenship through community engagement	1.916	2.0	2	1.008	1.0	2.0

Rank the six themes in order of preference [1 = most preferred]							
		MEAN	MEDIAN	MODE	STDEV	Q1	Q3
Q10_1	Broadening perspectives through diversity of curriculum, culture, and thought	3.235	3.0	1	1.662	2.0	5.0
Q10_4	Building a culture of engaged learning	2.788	3.0	3	1.441	2.0	4.0
Q10_5	Embracing the true spirit of liberal arts by fostering an interdisciplinary culture	3.712	4.0	4	1.660	2.0	5.0
Q10_2	Fostering a culture of intellectual and aesthetic curiosity	3.371	3.0	2	1.636	2.0	5.0
Q10_6	Fostering Sophomore success and retention	4.250	5.0	6	1.859	3.0	6.0
Q10_3	Inspiring responsible citizenship through community engagement	3.644	4.0	4	1.635	2.0	5.0

STUDENTS

*Note: on graphs for "Important" and "Impact" questions, response data are transposed by the function $(x) \Rightarrow (5-x)$ so that on the graphs the highest number, 4, corresponds to the response "strongly agree"

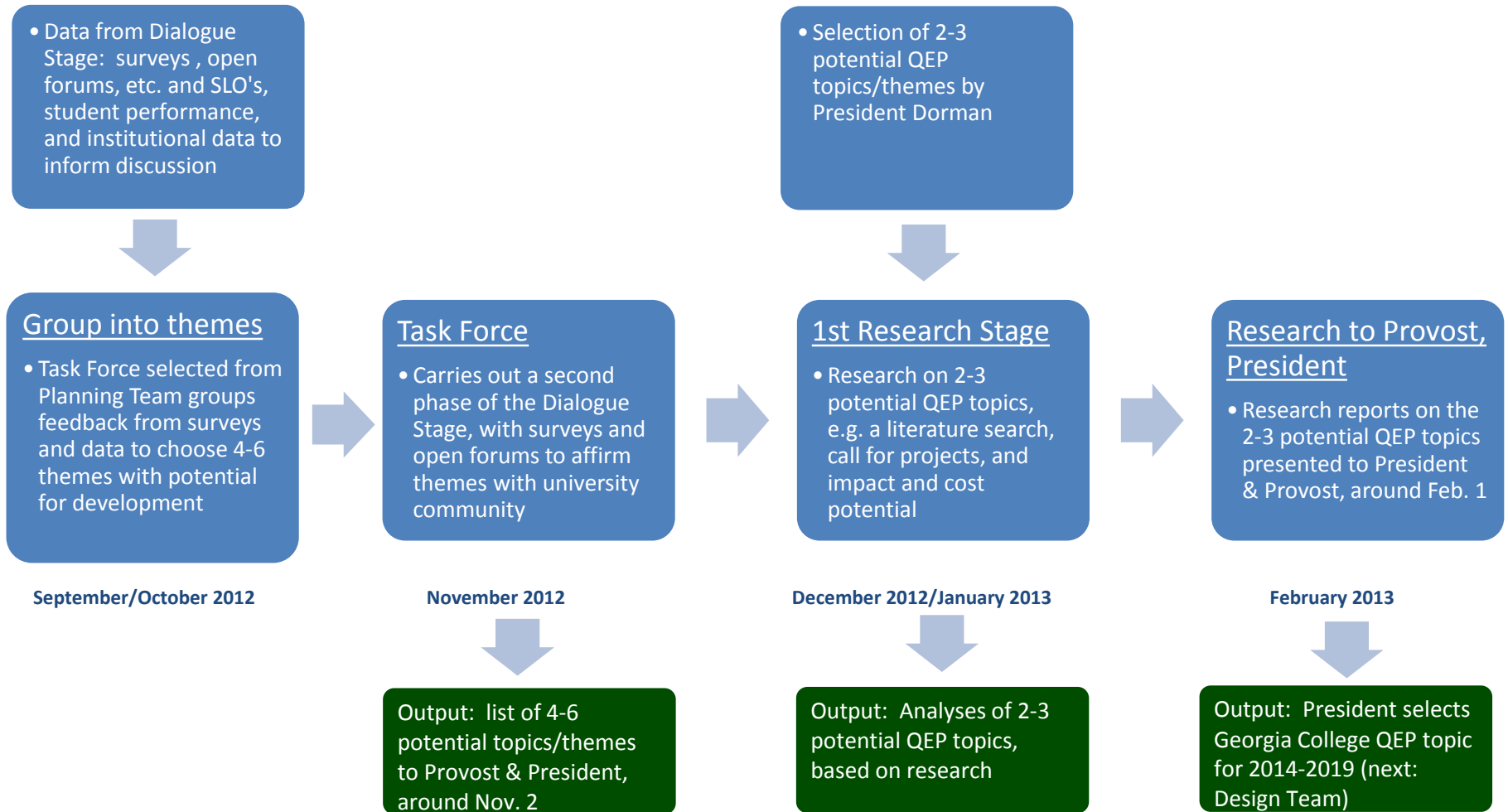
Question: This theme is important for GC [1 = strongly agree]		MEAN*	MEDIAN	MODE	STDEV	Q1	Q3
Q4_1	Broadening perspectives through diversity of curriculum, culture, and thought	2.070	2.0	2	1.163	1.0	2.5
Q7_1	Building a culture of engaged learning	1.465	1.0	1	0.667	1.0	2.0
Q8_1	Embracing the true spirit of liberal arts by fostering an interdisciplinary culture	1.977	2.0	2	0.938	1.0	2.0
Q5_1	Fostering a culture of intellectual and aesthetic curiosity	1.767	2.0	2	0.684	1.0	2.0
Q9_1	Fostering Sophomore success and retention	2.326	2.0	2	1.128	1.5	3.0
Q6_1	Inspiring responsible citizenship through community engagement	1.907	2.0	2	0.921	1.0	2.0

Question: This theme has potential to impact student learning at GC [1 = strongly agree]		MEAN*	MEDIAN	MODE	STDEV	Q1	Q3
Q4_2	Broadening perspectives through diversity of curriculum, culture, and thought	1.884	1.0	1	1.096	1.0	3.0
Q7_2	Building a culture of engaged learning	1.372	1.0	1	0.536	1.0	2.0
Q8_2	Embracing the true spirit of liberal arts by fostering an interdisciplinary culture	2.140	2.0	2	1.060	1.0	3.0
Q5_2	Fostering a culture of intellectual and aesthetic curiosity	1.814	2.0	2	0.906	1.0	2.0
Q9_2	Fostering Sophomore success and retention	1.860	2.0	2	0.915	1.0	2.0
Q6_2	Inspiring responsible citizenship through community engagement	1.512	1.0	1	0.631	1.0	2.0

Rank the six themes in order of preference [1 = most preferred]		MEAN	MEDIAN	MODE	STDEV	Q1	Q3
Q10_1	Broadening perspectives through diversity of curriculum, culture, and thought	3.256	3.0	1	1.891	1.0	5.0
Q10_4	Building a culture of engaged learning	2.581	3.0	1	1.468	1.0	3.0
Q10_5	Embracing the true spirit of liberal arts by fostering an interdisciplinary culture	4.349	4.0	4	1.325	4.0	5.0
Q10_2	Fostering a culture of intellectual and aesthetic curiosity	3.349	3.0	1	1.660	2.0	5.0
Q10_6	Fostering Sophomore success and retention	4.372	5.0	6	1.800	2.5	6.0
Q10_3	Inspiring responsible citizenship through community engagement	3.093	3.0	2	1.342	2.0	4.0

Flowchart of Quality Enhancement Planning Activities

Fall 2012 - Spring 2013



Vision and Quality Enhancement Planning Team

The following members were selected to serve on the Planning Team by the President, in consultation with the members of the cabinet, based on nominations received from across the university. The Planning Team will lead the university community in the dialogue phase of the Visioning and Quality Enhancement Planning processes.

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Ex Officio:

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Harry Battson, Associate Vice President for Strategic Communications

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Quality Enhancement Plan Topic Selection Task Force

The following members were selected to serve on the Topic Selection Task Force, which reports to the Vision and Quality Enhancement Planning Team. The Topic Selection Task Force will analyze feedback and institutional data in the context of student learning at Georgia College and continue the dialogue phase of the Quality Enhancement Planning process to identify the Quality Enhancement Plan theme.

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