

KEY DIMENSIONS OF A STRONG QEP

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by

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Biographical Sketches for the Presenters

Dr. Ed Rugg is KSU's Accreditation Liaison and QEP Editor and has 20 years of experience as a committee chair and peer evaluator for the Commission. He served for 16 years as Vice President for Academic Affairs at KSU and was the Director of the Center for Institutional Effectiveness during the QEP's development. (Panel Moderator)

Dr. Daniel Papp became President of Kennesaw State University in July 2006, and has extensive expertise and distinguished accomplishments in international affairs. Dr. Papp was Senior Vice Chancellor for Academics and Fiscal Affairs of the University System of Georgia prior to assuming the presidency at KSU. (Panel Member)

Dr. Akanmu Adebayo is Executive Director of the Institute for Global Initiatives and Professor of History at KSU. Reporting to the Provost and a member of the Provost's Council of Deans, he served as Co-Chair with the AVPAA of the Global Learning Coordinating Council throughout the QEP's development. (Panel Member)

Dr. Susan Sutton is the Associate Vice President of International Programs at Indiana University-Purdue University Indianapolis and Chancellor's Professor of Anthropology. Recommended to KSU by the American Council on Education's Global Learning for All project staff, she served as the QEP Lead Evaluator on KSU's On-Site Reaffirmation Committee in Spring 2007. (Panel Member)

See KSU's QEP: Global Learning for Engaged Citizenship
at <http://sacs.kennesaw.edu>

KEY DIMENSIONS OF A STRONG QEP
Notable Lessons Learned From Kennesaw State University's
Reaffirmation Experience, Class of 2007

- 1. Initiating work on the QEP two years ahead of its deadline for submission and limiting topic selection to six months so that 18 months could be devoted to developing and drafting a sufficiently comprehensive, detailed, and operational QEP proved to be a necessary time frame for KSU's completion of a strong Plan.**
- 2. Selecting a QEP topic that is central to the university's mission and builds upon the university's recognized strengths, ongoing assessments and continuing strategic priorities for the improvement of student learning was a key for success.**
- 3. Articulating clear and comprehensive definitions of terms and statements of purpose, operational goals, and student learning outcomes for the QEP was vital for an acceptable focus and for establishing the foundation upon which action plans, timetables, responsibilities, and assessment strategies were subsequently developed.**
- 4. Engaging the university president, the entire president's cabinet, and global learning coordinators for every college in the adoption and implementation of specific operational goals for the QEP demonstrated broad-based participation.**
- 5. Outlining detailed action plans, timelines, responsibilities and resource requirements for each of the QEP's ten operational goals and documenting initial steps taken affirmed institutional capability to fully implement the Plan.**
- 6. Outlining multi-dimensional assessment strategies for the next five years for each of the QEP's ten operational goals that included internal, external, formative, summative, qualitative and quantitative methods as well as references to the use of results of past institutional assessments, underscored the institution's commitment to continuous improvement of student learning.**
- 7. Organizing and writing up the QEP in ways that closely tracked the Commission's suggested evaluation criteria so that compliance was thoroughly addressed and readily validated by the visiting team was a key for minimizing recommendations. (COC evaluation criteria and the reaffirmation report form were changed in 2007.)**
- 8. Capitalizing on the expertise and consultative functions of the Lead QEP Evaluator and the visiting committee for affirmation and confirmation of proposed innovations precipitated subsequent improvements of the Plan.**

**See KSU's Quality Enhancement Plan, Reaffirmation Committee Report
and Institutional Response at <http://sacs.kennesaw.edu>**

GLOBAL LEARNING FOR ENGAGED CITIZENSHIP

THE QUALITY ENHANCEMENT PLAN FOR KENNESAW STATE UNIVERSITY

ABSTRACT

Global Learning for Engaged Citizenship is a focused five-year plan of central importance to the University's mission. Its purpose is to raise global learning to the top tier of KSU's educational priorities and outcomes. A comprehensive set of ten goals, related action plans, resource allocations, and administrative assignments have been established to ensure the institution's capability to successfully initiate and fully implement the Plan. These goals cluster into three important areas of expected improvement, including tracking progress, expanding opportunities, and expanding participation. The success of the QEP is defined as achievement of those ten goals in support of the QEP's overall purpose. Three global learning outcomes set the direction for the QEP's expansion of global perspectives (knowledge), intercultural engagement (skills), and global citizenship (attitudes). Multifaceted assessments have been outlined to provide internal and external evaluations of progress and success in achieving each of the QEP's ten goals and its overall purpose, including the gathering of evidence of the improvement of global learning for KSU students. Broad-based involvement of the campus community was engaged in topic selection for the QEP in 2005 and the development of the Plan in 2006. Such broad-based involvement will continue to be engaged throughout the QEP's implementation from 2007 to 2012.

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Defining Global Learning

Global Learning for Engaged Citizenship is defined as an educational process that enhances one's competencies for participating productively and responsibly in the diverse, international, intercultural, and interdependent world.

KSU's definition of global learning corresponds well with the one provided in a recently published handbook for of ACE's Global Learning for All project by Olson, Green and Hill (2006). Those national experts had this to say about global learning:

"...we define global learning as the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events, analyze global systems, appreciate cultural differences, and apply this knowledge and appreciation to their lives as citizens and workers." (p v)

KSU's Global Learning Outcomes

The student learning outcomes pertaining to global learning that KSU's QEP is designed to promote and advance are as follows:

Global Perspectives (Knowledge)

Graduating students recognize and incorporate the diversity, commonalities, and interdependence of the world's people, nations, and/or environmental systems into their general knowledge, academic specializations and worldviews.

Intercultural Engagement (Skills)

Graduating students demonstrate effective and appropriate communication, interaction and teamwork with people of different nationalities and cultures, either locally or internationally.

Global Citizenship (Attitudes)

Graduating students demonstrate respect and support for the common good of the world community, including its diversity, attention to human rights, concern for the welfare of others, and sustainability of natural systems and species.

Reference:

Olson, C.L, Green, M.F., and Hill, B. A. (2006). *A Handbook for Advancing Comprehensive Internationalization: What Institutions Can Do and What Students Should Learn*. Washington, D.C.: American Council on Education.

GLOBAL LEARNING FOR ENGAGED CITIZENSHIP

Purpose of the QEP: Assure that Global Learning Rises to the Top Tier of KSU's Educational Priorities and Outcomes.

Definition of Success: The Purpose of the QEP will have been accomplished when the ten goals that comprise its three supporting pillars are met.

Tracking Progress

Goal 1: Broad-based Cabinet-led Leadership Will be Tracked and Ensure Success of the QEP

Goal 2: Global Learning Opportunities and Specialists Will Be Identified and Tracked

Goal 3: Financial Support for Global Learning Initiatives Will Be Identified and Tracked

Goal 4: Global Learning Competencies of Students Will Be Identified, Certified and Tracked

Expanding Opportunities

Goal 5: Degree and Student Success Programs Will Strengthen Global Learning Opportunities, Outcomes, and Achievements

Goal 6: Campus-wide Financial Support for Global Learning Initiatives Will Double

Goal 7: Infrastructure for Global Learning Will Expand Substantially in Personnel, Technology, and Library Resources

Expanding Participation

Goal 8: Promotion of Global Learning and its Value Will Expand Substantially

Goal 9: Incentives, Awards and Professional Development Programs for Global Learning Will Be Substantial and Broad-based

Goal 10: Campus-wide Engagement in Global Learning Will Increase Greatly

AFFIRMATION OF A STRONG QEP: Excerpts from the Reaffirmation Report for KSU

The QEP for “Global Learning for Engaged Citizenship” is an appropriate, innovative, and well-conceived strategy for building upon KSU’s existing strengths in international education. Indeed, if actualized, the QEP will position KSU as one of the leading American universities in terms of global learning. It will become a model that is much emulated throughout the U.S. KSU graduates will become known for their international knowledge and competencies. (p. 36)

The QEP takes advantage of existing institutional strengths. Over the last 20 years, KSU has developed a number of important international learning initiatives, both campus-wide and school-specific in scope...KSU also has become an active participant in national conversations on internationalization through its prominent role in the American Council of Education’s “Global Learning for All” project. (p. 36)

KSU is engaging one of the most important educational imperatives of the 21st century. The shrinking world of today, with its economic, environmental, political, and cultural interconnectedness and its swirls of immigrated moving in all directions, has given an international character to our lives, professions, and communities. It is becoming increasingly important that colleges and universities impart international competencies to **all** students. (p. 37)

The QEP’s goal of spreading international learning to more students is advanced by its innovative definition of what international learning is about. Rather than focusing such learning only on the traditional goals of language acquisition and study abroad (as important as these are), the QEP focuses KSU’s international learning efforts on the more general goals of enhancing student competencies “for participating productively and responsibly” in a global context. Rather than focusing only on establishing a fixed curriculum in international studies (as many internationalization plans across the U.S. have done in the past), the KSU QEP embeds global learning across the curriculum and recognizes experiential learning and co-curricular as well...KSU’s choice of the term “global” to describe its focus, rather than international, is another appropriate and deliberate strategy to broaden the opportunities for students to become involved because it intermingles international and intercultural learning, while underscoring that such learning can occur in local U.S. settings as well as internationally. (p. 37)

The QEP is further enhanced by its identification of (and hence focusing of effort toward) 10 goals that wisely span structural, leadership, and organizational issues as well as more specific strategies for increasing global learning. These 10 goals track progress, muster financial and infrastructural support across the university, engage both cabinet and school-level leadership, market the QEP’s activities, increase global learning opportunities, and assess the learning that results. These ten goals make global learning everyone’s business and provide the structures and processes that will enable it to happen. (p. 38)

Several of these goals are particularly noteworthy. Instituting a Global Learning Activities fee is an innovative method for developing the financial resources necessary for supporting study abroad, faculty development, and increased opportunities for global learning....Establishing the Global Learning Coordinating Council is a similarly innovative and noteworthy element of these

goals...We also believe the idea of developing a Global Learning Certification process is innovative and excellent, particularly because it recognizes both classroom and experiential learning and can be used by students across KSU's undergraduate and graduate programs...On staffing, the active involvement of the president and his cabinet is commendable...The Committee commends the institution for utilizing such a broad range of measures to assess its innovative accomplishment of such a complex endeavor. (pp. 38-40)

The Committee's review of the QEP confirms broad-based involvement of the on-campus community in the development of the QEP on Global Learning for Engaged Citizenship...The president has demonstrated strong support for the project and strategically enlisted each member of his cabinet to be accountable for at least one of the QEP's goals in order to ensure campus-wide involvement and support. Each college and the Student Success division has a coordinator for Global Learning. These coordinators along with individuals from other key units comprise the Global Learning Coordinating Council, which is key to the implementation and assessment of the plan. (p. 41)

The GLC Certification process should definitely be left in the plan. It is a cutting-edge approach, highly likely to be emulated by others...The basic design of the GLC Certification process is sound. (p. 42)

We strongly endorse the inclusion of many types of global learning as appropriate for GLC Certification. This is a major step toward the restructuring of international education that is needed to accomplish global learning for all. The On-site Committee agrees with the positions that language acquisition is important but not an absolute requirement, that reflective experiential learning should count, and that global learning can occur both abroad and at home. (p. 43)