Georgia Tech

LEADERS IN Progress & Service

Quality Enhancement Plan

SACSCOC ON-SITE REVIEW | APRIL 7–11, 2025

Georgia Tech

Developing Leaders Who Advance Technology and Improve the Human Condition

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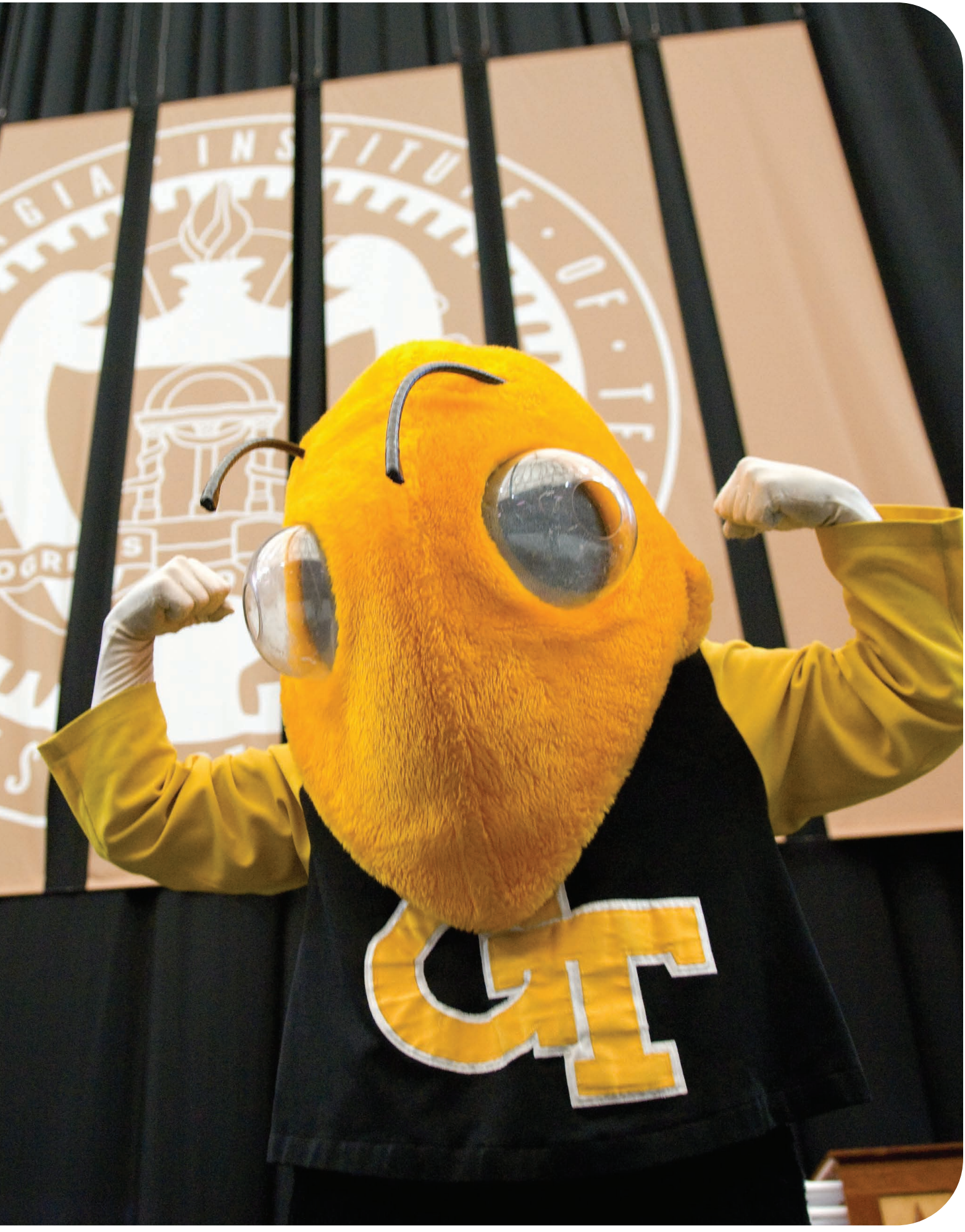


I Executive Summary

LEADERS IN PROGRESS AND SERVICE:

Creating Intentional and Transformative Learning Experiences

The mission statement of the Georgia Institute of Technology ("Georgia Tech" or "Institute") expresses the Institute's commitment to "developing leaders who advance technology and improve the human condition." This mission is encapsulated in Georgia Tech's longtime motto, "Progress and Service," and reflected in the title of our Quality Enhancement Plan (QEP): Leaders in Progress and Service. The QEP's purpose is to create and deliver a learning initiative available to all undergraduates that is intentionally designed for transformative impact—to prepare our students to exemplify the leaders envisioned in our mission and motto. The QEP will accomplish its purpose by building on institutional strengths and ongoing efforts outlined in Georgia Tech's strategic plan and by addressing opportunities for improvement identified by analysis of institutional data and review of the literature.

Effort on the QEP began in academic year 2022–2023, when the QEP Topic Selection Committee, charged by the provost, recommended the topic based on

data culled from the recently concluded strategic planning effort and input from a comprehensive campus engagement campaign. From fall 2023 to the present, QEP leadership developed the plan in collaboration with the QEP Development and Planning Committee while soliciting input, feedback, and support from many campus and community partners.

At the heart of the QEP is a learning initiative comprising three stages: an introductory foundational course, mentored immersive learning experiences extending over three semesters, and the Progress and Service Summit. The program will draw on the resources of and return value to multiple constituencies on campus—students, faculty, staff, and leadership—and multiple constituencies beyond. Our QEP outreach campaign has revealed a broad-based commitment to the purpose and design of the QEP, and a sense of energy around its potential to advance the aspirations of the Institute's mission and motto.

Achievement of the SLOs will be evaluated via ongoing juried assessment of student artifacts captured from each stage of the program using rubrics that were inspired by the American Association of Colleges and Universities' VALUE rubrics and refined in response to pilot testing.

A proposed graduation distinction, "Leader in Progress and Service," will recognize student completion of the multistage program and highlight Georgia Tech's commitment to our mission and motto.

Three student learning outcomes (SLOs), addressing institutional data and informed by the literature, guided development of the QEP and its assessment plan.

SLO1

Students will be able to integrate multiple perspectives in defining complex problems.

SLO2

Students will be able to reflect on their identity development as professionals.

SLO3

Students will be able to describe how their actions as professionals impact society.

The QEP is anchored in and designed to advance the Institute's most fundamental commitments. The plan has earned ample dedication of institutional resources and enthusiastic support from campus and community partners. A well-informed and executed assessment plan will measure its success.

II

Satisfaction of Standard 7.2

This QEP meets SACSCOC Standard 7.2 in the following ways:

Standard 7.2A Topic Identified through Ongoing Comprehensive Planning and Evaluation Processes

The QEP topic, Leaders in Progress and Service, flows directly from the 2020–2030 Strategic Plan, which was developed through a comprehensive Institute-wide process that captured input from 5,700 stakeholder interactions via 110 working sessions. The provost charged the QEP Topic Selection Committee with identifying a QEP topic anchored in the Transformative Teaching and Learning initiative of the strategic plan and informed by data collected from ongoing evaluation processes.

Standard 7.2B Broad-based Support of Institutional Constituents

Broad-based support was secured through the QEP development and planning process and is a key feature of the implementation plan. The QEP Topic Selection Committee engaged in an iterative topic selection process, attracting 47 topic ideas and fine-tuning the topic through several rounds of feedback. The subsequent QEP Development and Planning Committee ensured representative membership from campus constituencies and collaborated with QEP leadership in developing the plan. QEP leadership engaged more than 900 campus and community partners during the development and planning phase.

Standard 7.2C Focuses on Improving Specific Student Learning Outcomes and/or Student Success

The QEP will activate the Institute's motto, "Progress and Service," by enhancing students' ability to define complex problems that impact the human condition, while exploring their own professional identity and the impact on society of their future actions as professionals. Baseline data indicating opportunities for improvement were identified from the National Survey of Student Engagement (NSSE) and the Georgia Tech Exit Survey, two elements of the Institute's ongoing evaluation process, and from an NSF-funded study. The student learning outcomes will be achieved by progression through three integrated components of the Leaders in Progress and Service program.

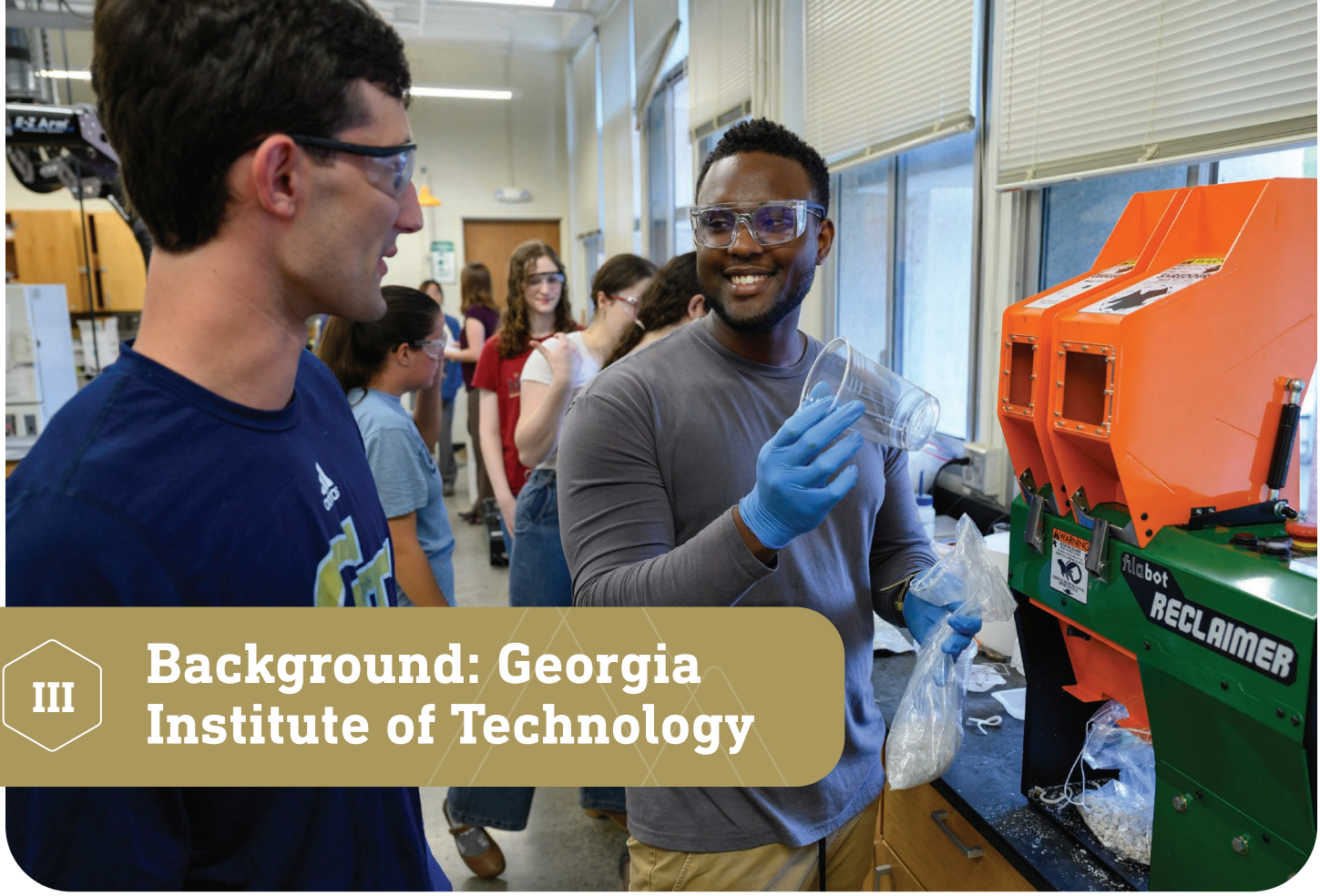
The QEP topic, Leaders in Progress and Service, flows directly from the 2020–2030 Strategic Plan.

Standard 7.2D Commits Resources to Initiate, Implement, and Complete the QEP

The Leaders in Progress and Service program is supported both by the QEP budget and by existing institutional resources. The five-year budgeted financial support of the QEP will provide funds for personnel, operational support, administration of the assessment plan, faculty and staff development, instruction of the foundational course, software to track student participation, and the Progress and Service Summit. The QEP will be administratively based in the Office of Undergraduate Education (OUE), a unit in the Office of the Provost, effectively institutionalizing the program from inception.

Standard 7.2E Includes a Plan to Assess Achievement

The assessment plan features a juried assessment process that will apply piloted and revised rubrics to authentic student artifacts captured from each stage of the program. Additionally, select items from existing institutional surveys will serve as indirect measures of impact.



III Background: Georgia Institute of Technology

Georgia Institute of Technology is a top public research university, established in 1885 at its main campus in Atlanta. Hands-on learning has been part of the Institute's mission and educational approach from the start.

From Founding to Distinguished Institution

At its founding, Georgia Tech occupied two buildings and offered one undergraduate degree program in mechanical engineering. Students attended class in Tech Tower and then walked across the Green to the Shop Building to put their developing engineering skills to use, manufacturing wares to help finance Georgia Tech while engaging in important hands-on learning to complement their classroom instruction.

Georgia Tech is now a leading research and technological university spanning seven colleges and, within these colleges, 29 schools. In fall 2024, more than 20,000 undergraduate students and 33,000 graduate students were enrolled in Georgia Tech degree programs. More than three-quarters of undergraduates are enrolled in science, technology, engineering, and math (STEM) programs in the colleges of Engineering, Sciences, and Computing, and nearly a quarter pursue rigorous programs in the

colleges of Business, Liberal Arts, and Design. Georgia Tech has grown a substantial global research enterprise. Research and sponsored awards totaled $1.37 billion in fiscal year 2024.

From Hands-on Shop to Experiential Learning

The Institute's first known motto, "To Know, To Do, To Be," reflects Georgia Tech's longstanding dedication to the value of experiential learning. Learning by doing is now embedded across the curriculum—in laboratories, recitations, studios, and capstone experiences. Although the old Shop Building no longer stands, Georgia Tech is now home to a variety of makerspaces, offering students multiple options to turn their classroom learning into hands-on practice. The Invention Studio has grown to be the largest and most used student makerspace in the country, featuring millions of dollars of capital equipment and engaging more than 1,000 students each month. High demand for the Invention Studio gave rise to five additional makerspaces.

In coordination with the opening of the Invention Studio in 2009, Georgia Tech launched the first major effort to commercialize student research through the InVenture Prize, a competition showcasing the inventions of undergraduate student teams. Each year, the professionally produced and televised competition attracts more than 500 students who compete before a live audience of approximately 1,000 spectators for prizes including patent filings, commercialization assistance, office space, and mentoring by faculty and industry entrepreneurs. Georgia Tech also is home to Create-X, one of the fastest-growing student start-up accelerators in the nation. Established in 2014 with eight student teams and 30 students, Create-X has assisted more than 5,000 students in launching 300-plus undergraduate start-ups valued collectively at more than $1.4 billion.

Work-based experiential learning also abounds. Georgia Tech's Cooperative Education Program, established in 1912, is one of the nation's oldest. Respected both by employers and peer institutions, the co-op program was ranked No. 5 in the nation by *US News & World Report* in 2023–2024. Likewise, Georgia Tech's numerous internship programs attract substantial student participation. Nearly 2,500 undergraduate students registered for work-based experiences through co-ops or internships with the Career Center in 2022–2023.

Rapid Acceleration via Two QEPs: Expanding the Scope of Experiential Learning

The Institute's first QEP, "Strengthening the Global Competence and Research Experiences of Undergraduate Students," was initiated in 2005, followed by "Serve-Learn-Sustain (SLS)" in 2015. Both QEPs are now fully institutionalized, delivering an abundance of signature experiences to students and shaping the Georgia Tech undergraduate experience. Both serve as springboards for the current QEP.

The 2005 QEP resulted in the creation of two degree designators, notations that appear on the transcripts of students who complete the requirements for the International Plan and the Undergraduate Research Option. Due to the increased focus on building global competence in the 2005 QEP, the number of students availing themselves of international experiences has increased dramatically. More than half of students (56%) now participate in a study abroad program and about half take foreign language classes while attending Georgia Tech. The expansion of undergraduate research was similarly successful, with 53% of current students participating in undergraduate research during their time at Georgia Tech. In addition, Georgia Tech created and rapidly expanded the Vertically Integrated Projects (VIP) program, engaging students in long-term, large-scale multidisciplinary research projects led by faculty.

Georgia Tech's two prior QEPs have had a lasting impact on institutional culture.

The 2015 Serve-Learn-Sustain QEP enhanced service learning, community engagement, and sustainability education. At its successful conclusion, the sustainability and service-learning resources were institutionalized into two existing divisions of the Institute. The sustainability initiative was institutionalized as the new Center for Sustainable Communities Research and Education (SCoRE) under the vice president for interdisciplinary research. The undergraduate service-learning initiatives of SLS have been institutionalized with the Community-Based Learning program within the Office of Undergraduate Education (OUE). Community-Based Learning works with student affairs, faculty, and the Center for Teaching and Learning (CTL) to develop opportunities to extend student learning into the greater Atlanta community.

Georgia Tech's two prior QEPs have had a lasting impact on institutional culture. Study abroad, undergraduate research, sustainability scholarship and education, and community-based learning have enhanced the Institute's experiential learning portfolio. Students now participate in a richer and more extensive variety of signature experiential learning opportunities, expanding the platform supporting implementation of the current QEP.

Building on the Experiential Learning Legacy to Lead in High-Impact Practices

Experiential learning and high-impact practices (HIPs) are prized for their demonstrated value in yielding achievement gains in student learning outcomes and other markers of student success (Kuh, 2008). Because resources for engaged learning have long been part of the Georgia Tech experience, recent efforts by OUE have

focused on amplifying the impact of and expanding access to the Institute's high-impact resources. In 2023, OUE established a new unit, the Office of Experiential and Engaged Learning (E2L), to centralize the support and implementation of a wide array of HIPs.

E2L works closely with programs housed in academic and administrative units. Through a partnership with CTL, for example, Georgia Tech faculty are restructuring their classes to incorporate high-impact components. E2L provides students with a central, accessible place to join signature experiential learning programs including undergraduate research, community-based learning, co-ops and internships (in partnership with the Georgia Tech Career Center), and student innovation competitions.

In addition to E2L, the Career Center, also a unit of OUE, supports experiential education by offering a variety of programs and resources designed to bridge the gap between classroom learning and work-based experiences. In addition to the co-op and internship programs, the Career Center organizes career fairs, networking events, career advising, and workshops on professional development skills.

From High-Impact Practices to a Culture of Transformative Learning

High-impact practices can be truly transformative when implemented with fidelity and at a scale that reaches all students (Zilvinskis et al., 2022). Georgia Tech is committed to delivering on the promise of high-impact practices for our students and to leading the nation in developing and implementing transformative learning experiences, including the program set forth in this QEP.

Transformative Teaching and Learning (TTL) is an institutional initiative developed pursuant to the 2020–2030 Georgia Tech Strategic Plan and its Amplify Impact focus area. TTL is charged with leading the aspirational direction of the Institute's educational culture as well as equipping faculty and students with the practical resources to advance a culture of transformative learning. Organizationally, several key members within the Office of the Provost contribute to TTL efforts, including the senior vice provost for education and learning, the vice provost for undergraduate education, and the associate provost for transformative teaching and learning/executive director of CTL.

Georgia Tech is committed to delivering on the promise of high-impact practices for our students.

In summer 2022, a TTL steering committee consisting of faculty and staff leaders from across the Institute recommended to the senior vice provost a strategic approach to advancing a culture of transformative learning. Recognizing the transformative

potential of HIPs, the committee called for greater integration of HIPs into classroom experiences and greater coordination of co-curricular experiential learning. These activities enhance student-to-student and student-to-faculty interactions within the campus community, while leveraging the Institute's prime location in a major metropolitan center to generate deeper connections to the wider communities of which we are a part.

To this end, the faculty-facing TTL program, led by CTL, launched in 2023. So far, more than 425 faculty have participated in a TTL faculty development event. Two rounds of faculty grants have expanded classroom-based experiential learning in 24 courses reaching nearly 2,000 students.

The Leaders in Progress and Service QEP descends from the TTL initiative and its aspiration to advance an institutional culture of transformative learning. Implementation of the QEP will help drive this core aspiration, a priority of the "refreshed" strategic plan for its final five years (2025-2030).

IV Topic Selection and Development

Planning for the Leaders in Progress and Service QEP emerged shortly after, and flows directly from, the 2020–2030 Georgia Tech Strategic Plan. The development of the strategic plan was a large-scale, Institute-wide undertaking.

At more than 110 working sessions, Georgia Tech's internal strategic consulting unit used the Appreciative Inquiry framework to ask, "What is your biggest dream for Georgia Tech?" and elicited more than 5,700 interactions. Feedback from meetings, focus groups, webinars, and social media campaigns led to the development of initial strategic plan themes. Working groups then revised the description, scope, and intended impact of each theme. Those efforts coalesced around 20 strategic initiatives, which were incorporated into four sets of "Big Bet" goals in a strategic plan "refresh". The first of these goals establishes our institutional aim "to be a national leader in student outcomes and value" and incorporates the strategic goal for which the Leaders in Progress and Service QEP will be a key driver: "Be a national leader in transformative teaching and learning that prepares students to be globally engaged leaders who define and solve problems to improve the human condition".

Topic Emerged from Strategic Plan

QEP planning began with the provost's appointment of Senior Vice Provost for Education and Learning Larry Jacobs and Vice Provost for Undergraduate Education Steven Girardot as QEP co-chairs in September 2022. They then selected a cross section of faculty and administrative leaders and one student member to make up the QEP Topic Selection Committee. In September 2022, the provost charged the committee with recommending a QEP topic anchored in the TTL initiative of the strategic plan (see Appendix A: QEP Topic Selection Charge).

In January 2023, the committee launched a broad campus campaign directed to faculty, staff, and students, inviting submissions for topic suggestions. Campus engagement included two Institute-wide town halls, two listening sessions for school chairs, and college and school informational meetings. These efforts yielded 47 topic suggestions and concept papers from campus members.

In reviewing the suggested topics, the committee drew on the themes distilled from the Appreciative Inquiry process that yielded Georgia Tech's Strategic Plan 2020–2030. Quotes gathered as part of the strategic planning process added rich context to the committee's topic selection discussions (see sidebar, p. 16).

The committee rated all topic suggestions, guided by the provost's charge to anchor the QEP topic in the TTL initiative and informed by data collected from the strategic planning process. Three topics emerged as top choices.

TABLE 1. TOPIC SELECTION AND DEVELOPMENT BY THE NUMBERS

5,700+	Interactions from campus constituents during the strategic planning process
47	QEP topic proposals received
200	Responses received about the three QEP topic finalists
900+	Student, faculty, staff, and community constituents have provided input on the QEP development and planning process
425	Faculty have participated in a Transformative Teaching and Learning event
2,000	Students have been impacted by courses redesigned through the Transformative Teaching and Learning faculty initiative

Abstracts describing the three topics were shared with campus constituencies via the QEP website, two town halls, two dedicated student listening sessions, and meetings with executive leadership, deans and associate deans, school chairs, and academic partners. Feedback was solicited from all campus constituencies.

After receiving and reviewing nearly 200 pieces of feedback on the three topics, the committee recommended the topic Leadership in Progress and Service: Creating Intentional and Transformative Learning Experiences. In May 2023, the provost, president, and executive leadership team officially accepted the committee's recommended topic (see Appendix B: QEP Topic Selection Memo). The name of the QEP was later revised by the QEP faculty co-directors with the approval of academic leadership to "*Leaders* in Progress and Service: Creating Intentional and Transformative Learning Experiences" (emphasis added) to avoid confusion with existing campus leadership training programs and to emphasize the student-centered directional purpose of the QEP.

Quotes from Georgia Tech community members in response to the question: "What is your dream for Georgia Tech?"

"Let's become leaders in ethics, policy and law—in a Georgia Tech way."

"More of a commitment to 'progress and service' in the way Georgia Tech institutionalizes and expands landmark programs."

"We will impact the community, state, world [while] caring about our fellow humans."

Development and Planning Process

In fall 2023, the QEP Development and Planning Committee (DPC) was established and charged with guiding the development of the QEP. DPC membership includes student representatives and a broad range of faculty and staff, with an intentional effort to include members knowledgeable about and experienced in the delivery of HIPs and experiential learning (see Appendix C: QEP Development and Planning Committee for roster).

In fall 2023, the DPC served as the search committee for the successful hiring of the QEP faculty co-directors, Chad Slieper and Kate Williams. The faculty co-directors report to QEP Coordinator/Associate Vice Provost for Undergraduate Education (and

tenured associate professor in the School of Public Policy) Roberta Berry. With these appointments, the QEP leadership team began work under the direction of the QEP Co-chairs Steven Girardot and Larry Jacobs (see page 51 for the QEP organizational structure).

In spring 2024, the DPC membership assembled into three working groups tasked with investigating and recommending: (a) an initial set of student learning outcomes and possible assessments; (b) a credential recognizing student completion of the learning initiative; and (c) the concept and criteria for immersive learning experiences. In fall 2024, the DPC provided input and feedback on drafts of the QEP report, and many members participated in the piloting of assessment rubrics. Beginning with the efforts of the DPC in fall 2023 through completion of the QEP Report by QEP leadership in fall 2024, the development and planning process spanned more than 12 months (see Appendix C: QEP Development and Planning Committee for meeting agendas).

The faculty co-directors and the DPC conducted extensive outreach with both on-campus and community stakeholders to gather input and feedback, build broad-based support for the plan under development, and explore opportunities to partner in its future implementation. The team connected with more than 900 members of the Georgia Tech and broader Atlanta communities, gathering and incorporating input and feedback through each stage of development, learning about and building on bases of support, and exploring extensive opportunities to partner. Engaged constituencies included academic leadership, faculty, staff, students, alumni, and community partners (see Appendix D: Stakeholder Outreach List).

The structure of the proposed QEP learning initiative emerged from the deliberations of the DPC's working groups, the design efforts of the QEP leadership team, and input and feedback from outreach efforts. The program will consist of an integrated progression of learning experiences designed to yield transformative development as future leaders in progress and service.

The progression begins with a problem-based foundational course introducing three topical themes: (1) integrating multiple perspectives in defining "complex problems"—problems that include one or more scientific, technological, or engineering issues in addition to one or more associated social or ethical issues; (2) reflecting on one's professional identity development; and (3) describing how one's actions as a professional impact society. These themes will be advanced in a subsequent series of mentored immersive learning activities—significant hands-on learning experiences spanning three semesters. The progression will conclude with the Progress and Service Summit, at which students will present proposed solutions to complex problems and demonstrate their integrative, reflective development as future leaders in progress and service.

The QEP proposes that successful completion of the three-part program will be recognized by a graduation distinction ("Leader in Progress and Service") to appear on the diploma. Currently, Georgia Tech recognizes only one graduation distinction on its diploma—academic honors—determined by grade point average. Georgia Tech also offers degree designators, which appear on the transcript, for completion of the International Plan, the Co-op Plan, and the Research Option. The DPC examined the graduation distinction and degree designator options as well as other ways to recognize program completion, including minors, certificates, digital badges, and microcredentials. The graduation distinction would encourage students to participate in these other programs by allowing participation to also count toward QEP requirements. In addition, recording the distinction on the diploma would signify the importance of each graduate's educational achievement and the mission-driven value the Institute places on "developing leaders who advance technology and improve the human condition."

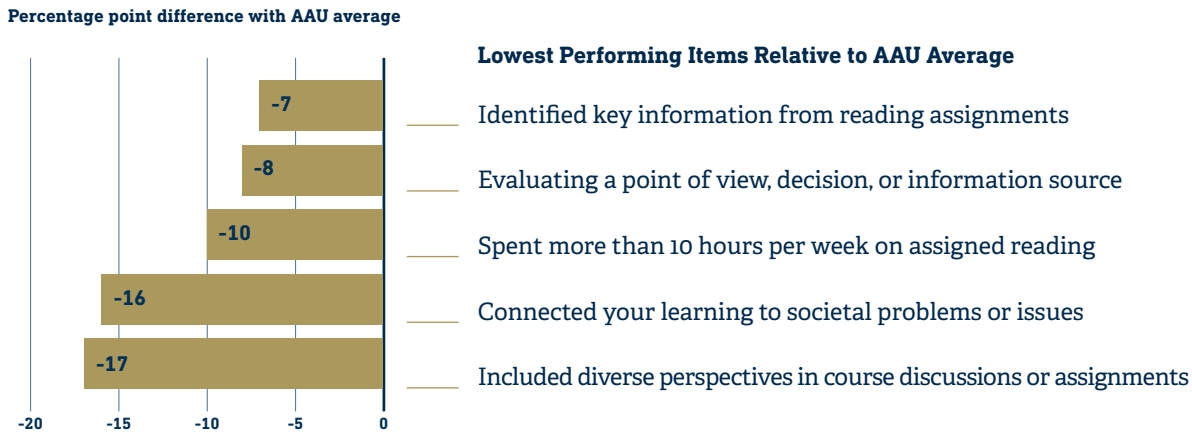
Data Analysis Informing Development and Planning

Georgia Tech regularly employs several survey instruments that provide a baseline for students' perceived achievement of learning outcomes closely related to the QEP: the National Survey of Student Engagement (NSSE) and the Georgia Tech Exit Survey. Recent results from these instruments,

along with the findings of an NSF-funded study on the development of professional social responsibility among Georgia Tech undergraduates (Borenstein, 2022), indicating opportunities to enhance student learning essential to their growth as leaders in progress and service.

On the NSSE, Georgia Tech seniors report relatively lower engagement with social issues and with diverse perspectives compared to the Association of American Universities (AAU) average, as demonstrated in Graph 1.

GRAPH 1. OPPORTUNITIES FOR IMPROVEMENT (LOWEST PERFORMING NSSE ITEMS RELATIVE TO AAU AVERAGE, 2023)



On the Georgia Tech Exit Survey, seniors report relatively lower confidence in understanding the role of their disciplines in solving global problems, ethical decision-making, appreciation for different cultures, and understanding of current events compared to other Georgia Tech outcomes.

By contrast, the highest-rated items report student confidence in their problem-solving skills, critical thinking, and ability to work independently. Table 2 reports the trend of these ratings over the most recent four years of available data.

TABLE 2. HIGHEST AND LOWEST RATED ITEMS ON THE GEORGIA TECH EXIT SURVEY, FALL 2020 THROUGH SPRING 2023

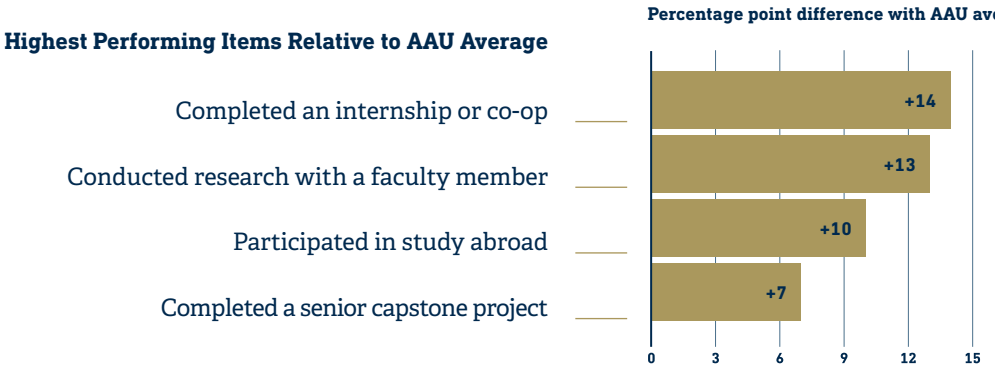
"To what extent did your Georgia Tech education contribute to your knowledge, skills, and personal growth in . . ."	% responding "somewhat" or "very much"			
	AY 2020-2021	AY 2021-2022	AY 2022-2023	AY 2023-2024
Development of problem-solving skills	97.4%	97.7%	97.7%	97.8%
Ability to think critically and logically	96.8%	97.3%	97.1%	97.5%
Ability to carry out projects independently	95.7%	95.7%	95.6%	95.4%
Understanding the role of your discipline in solving global problems	83.1%	82.2%	84.4%	83.6%
Ability to make ethically responsible decisions	82.1%	83.1%	84.6%	85.8%
Development of an appreciation for different cultures	74.7%	75.5%	78.9%	78.7%
Understanding of current events	67.9%	68.9%	72.6%	70.8%
	N=2,320 Response rate: 59.79%	N=2,355 Response rate: 59.92%	N=2,274 Response rate: 53.87%	N=2,529 Response rate: 55.39%

In addition to the data gathered by these benchmarked student survey instruments, an NSF-funded study on Georgia Tech students' personal and professional responsibility conducted with undergraduate cohorts from 2017 to 2021 found that the attitudes of students toward professional social responsibility remained flat or declined over the course of their matriculation. In addition, students reported that their exposure to coursework on social responsibility was limited, as was the integration of ethical and social responsibility in professional identity. Students noted that their development of social responsibility was influenced primarily by experiences external to Georgia Tech. Finally, students indicated limited awareness of Georgia Tech's mission-centered aspirations encapsulated in our motto, "Progress and Service."

While the preceding data point to opportunities for improvement, other institutional data illuminate considerable institutional strength on which the QEP builds. The QEP leverages the Institute's longstanding commitment to experiential learning and high-impact practices, along with the student participation that has grown up around that commitment. On the NSSE, Georgia Tech seniors report relatively higher engagement with these learning experiences compared to the AAU average, as demonstrated in Graph 2.

Collectively, these survey data, institutional data, and the descriptive insight gleaned from the NSF-funded personal and professional responsibility study illuminate opportunities to increase student learning essential to development as future leaders in progress and service. They also inform an appreciation of Georgia Tech's historical and continuing strength in experiential learning and high-impact practices. There is a firm foundation for the launch of this QEP.

GRAPH 2. INSTITUTIONAL STRENGTHS IN HIPS AND EXPERIENTIAL LEARNING (HIGHEST PERFORMING NSSE ITEMS RELATIVE TO AAU AVERAGE, 2023)



V Literature Review

This QEP is built on several key themes that emerge from Jack Mezirow's (1998, 2000) transformative learning model. We conceptualize three of these themes—defining complex problems, understanding self as a professional, and engaging in reflection to make meaning—as the underpinnings for our three student learning outcomes, which will be advanced through a combination of curricular and co-curricular learning. **A glossary on page 24 summarizes definitions of key terms in this literature review.**

Transformative Learning

The Transformative Teaching and Learning (TTL) initiative champions the creation of curricular and co-curricular learning experiences that generate transformative learning, defined for purposes of the TTL Initiative and the QEP as holistic student growth that extends beyond the acquisition of knowledge or skills to the development of a clarified understanding of self and the world. This definition draws on Mezirow (1998), who coined the term "transformative learning" to describe the change in worldview that occurs when learners encounter a "disorienting dilemma" and use critical reflection to make meaning from experiences. Transformative learning goes beyond knowledge attainment and skill mastery to encapsulate the deeper change higher education promises.

According to Mezirow, transformative learning results from a combination of cognitive and psychosocial functions in which students identify complex problems; identify possible actions and predict potential outcomes; consider their own prior experiences, beliefs, and values; and try on new roles as they actively negotiate their place in the world. These elements of transformative learning are reflected in the student learning outcomes developed for this QEP (see VI. Advancing Student Learning Outcomes).

Echoing educational theorists Dewey (1938) and Kolb (1984), Mezirow sees experience as the impetus for all learning. Experience within the environment and through interactions with others fosters understanding of the world and forms a foundation of prior knowledge to which new knowledge, skills, and attitudes are attached. Experiences inform values and beliefs. As adults, assumptions from childhood are tested through new experiences and through considering the diverse perspectives of others. Transformative learning occurs when learners achieve an expanded understanding of self and others through consideration and adoption of new perspectives.

World Readiness: Defining Complex Problems from Multiple Perspectives

The problems that college students will tackle in their future roles as professionals are becoming increasingly challenging. These include the "complex problems"—those including issues in science, technology, or engineering and associated social or ethical issues impacting the human condition—that Georgia Tech prepares its graduates to solve.

The Boyer 2030 Commission outlined the need to educate students for "world readiness" to prepare them to address these challenges. According to the Boyer 2030 Commission, "education for 'world readiness' is 21st-century education that broadens horizons, stimulates curiosity, and involves discovery of fields of knowledge, ways of knowing, and perspectives well beyond what most students have encountered in high school. It provides students the experience of grappling with challenges and seeking nuanced understanding. It develops students' knowledge of, and respect for, those whose views may differ from theirs and for epistemologies and methodologies that initially may seem opaque. It teaches students how to learn and fosters humility in the face of what they do not yet know" (Boyer 2030 Commission, 2022, p. 12).

This QEP recommits the Institute's efforts to prepare "world-ready" students who can define complex problems from multiple perspectives and tackle these problems as leaders in their future professions.

Understanding of Self as a Professional

Because higher education has the power to generate cognitive and personal growth that transforms students' lives both professionally and personally (Trede, Macklin & Bridges, 2011), universities should aim to educate beyond theoretical knowledge and technical skills. The most recent Boyer Report, a call to action developed by a commission of leaders in higher education to improve undergraduate education in the United States, urges institutions to focus "well beyond the essential goal of near-term workforce readiness, empowering students for citizenship, life, and work throughout their lifetimes" (Boyer 2030 Commission, 2022, p. 11). Professional identity development, coupling discipline-specific knowledge and skills with professional judgment, critical self-evaluation, and self-authorship (Trede, Macklin and Bridges, 2011; Nadelson et al., 2017) can advance personal and professional growth and empowerment. Research suggests professional identity development also conveys immediate and measurable benefits, impacting students' engagement in learning, degree persistence, academic achievement, and success (Nadelson et al., 2017).

Glossary of Terms

Experiential Learning
Hands-on learning experiences.

High-Impact Practices (HIPs)
Research-supported educational strategies that positively impact student learning and retention.

Immersive Learning
Hands-on learning experiences in contextually relevant environments that enable students to achieve deep learning gains, including a subset of learning activities at the intersection of HIPs and experiential learning and other significant student experiences that meet QEP immersive learning criteria.

Transformative Learning
Holistic student growth that extends beyond the acquisition of knowledge or skills to the development of a clarified understanding of self and the world.

Transformative Teaching and Learning (TTL) Initiative
A Georgia Tech strategic initiative that champions the creation of curricular and co-curricular learning experiences generating holistic student growth.

Progress and Service
Georgia Tech's motto, encapsulating the commitments of future leaders both to "advance technology" and "improve the human condition".

Many factors influence students' professional identity development, including college coursework, opportunities to apply disciplinary knowledge, and interactions with faculty and professionals (Hunter, Laursen and Seymour, 2007; Trede, Macklin and Bridges, 2011). Nadelson et al. (2017) found that the nature of educational experiences—not the sheer amount—impacts professional identity development: age and year-in-degree had no effect, while engagement in undergraduate research had a strong positive correlation and involvement in a professional club also held a positive, though weaker, correlation with professional identity development. Jackson (2017) argues that to foster growth in professional identity, educational programs should explicitly teach professional identity development and use reflection to help students identify and resolve tensions between their personal and professional values and expectations.

Skills in Reflection

Several prominent contributions to the education literature offer insight into the value of reflection for learning. Carol Rodgers (2002) defines reflection as a systematic, rigorous, disciplined way of thinking that has roots in scientific inquiry and that, when conducted in community, leads to individual growth. Moon (1999) stresses the importance of reflection as the mental process that is key to making meaning from complicated or unstructured ideas or experiences. Schön's (1983) often-cited reflective model notes that reflection "in action" (during an experience) can illuminate professionals' approach to split-second decision-making, while reflection "on action" (after the experience) helps to fine-tune understanding and revise future actions. As Mezirow (1998, 2000) suggests, reflection plays an important role in achieving transformative learning. Expanding students' skills in critical reflection will help them make meaning of diverse perspectives in defining complex problems and achieve clarity in their professional identity.

Immersive Learning

Education researchers and practitioners alike are actively pursuing the potential power of "immersive learning." Motley et al. (2024) define immersive learning as "education that takes place in contextually relevant environments in which students apply their knowledge, skills, and abilities akin to what professionals and other community members do in their workplaces every day" (p. 2). Immersive learning occurs in purposefully designed and facilitated learning situations. Students learn from this real-world environment through focused, active engagement and reflection that produce both cognitive and psychosocial gains.

Through immersive learning experiences, a student's learning and overall understanding of a discipline is often transformed.
(Motley, et al., 2024, p. 2).

Motley et al. (2024) posit that the nature of the learning experience and the learning outcomes produced in immersive-learning environments are similar to, but distinct from, two widely employed educational approaches: experiential learning and high-impact practices.

Experiential Learning

The Association for Experiential Education (2012) defines experiential learning as an approach to teaching that engages learners in "direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities" (para. 1). Dewey's (1938) *Experience in Education* is often cited as a first call to combining disciplinary training and practical experiences to help students craft unique viewpoints and future goals.

A meta-analysis of the experiential learning literature (Burch et al., 2019) shows experiential learning increases achievement of learning outcomes by almost half of a standard deviation. Moreover, researchers have posited that "there is *different knowledge* to be gained through active participation in, as opposed to passive reception of, learning" (Meyer, 2003, p. 353, emphasis added). Experiential learning helps students integrate factual, conceptual, and procedural knowledge (cognitive gains) while also building social dimensions of learning such as self-efficacy, self-determination, persistence, and empathy. Kolb's (1984) experiential learning theory proposes a cognitive cycle in which reflection on experiences helps learners make meaning of new experiences while integrating disciplinary knowledge and transforms students' perspectives in ways that traditional classroom experiences may fail to do.

High-Impact Practices

The 2008 American Association of Colleges and Universities (AAC&U) report by George Kuh identified high-impact practices (HIPs) that offer significant promise to increase learning, retention, and completion. Further research has reinforced the positive connection between HIPs, learning gains, and degree persistence (Blaich, 2009). The HIPs movement demonstrates compelling evidence for ensuring students experience multiple high-quality HIPs during their educational pathway. Furthermore, the positive consequences for student engagement, deep learning, and personal and academic goal achievement are most impactful for students who have been traditionally underrepresented in academic spaces: racially minoritized, first-generation, and limited-income students (Kuh, 2008).

The 11 HIPs are typically delivered through a variety of access points, including curricular approaches (capstone, collaborative assignments, common intellectual experiences, writing-intensive courses, ePortfolios, first-year experiences, and global learning) and co-curricular learning opportunities (learning communities, co-ops and internships, undergraduate research, and community-based learning). Eight key

elements of high-impact practices, common features that explain why HIPs are impactful, provide additional guidance to educators for equitable implementation of HIPs programming (Kuh & O'Donnell, 2013).

Defining Immersive Learning

For the purposes of this QEP, we define immersive learning as hands-on learning experiences in contextually relevant environments that enable students to achieve deep learning gains. These include a subset of experiential learning activities and a subset of high-impact practices in addition to other significant student experiences, provided they meet specific immersive learning criteria. Immersive learning supercharges experiential learning, HIPs, and other significant student experiences to drive transformative student learning. While the concept of immersive learning is emerging and consensus is still developing in the literature, it builds theoretically and empirically from other engaged-learning, constructivist pedagogical approaches (see Motley et al., 2024 for review).

The immersive learning criteria adopted for this QEP, along with examples of existing and potentially qualifying activities, are presented in Section VII. Development of the Leaders in Progress and Service Program.

Motley et al. (2024) identify six components for effective immersive learning experiences:

1. Immersive learning experiences are intentionally designed to provide students with sufficient *time on task* and *degree of focus* to create *learning continuity* over time. For example, a course with a regularly occurring community-based learning assignment could qualify as immersive, while a single service project would not.
2. Immersive learning occurs in *authentic environments* that approximate appropriate professional settings in which students are engaged with relevant people and tasks.
3. The increased *autonomy* and *agency* inherent in immersive learning gives students higher degrees of choice and control, increasing intrinsic motivation and self-directed learning.
4. Students are exposed to *dissonant experiences* that spur learning, reminiscent of Mezirow's "disorienting dilemma."
5. *Reflection* is used to make meaning from immersive learning experiences and to connect the experience to prior knowledge and future goals.
6. *Skilled facilitators* guide students in their understanding of immersive learning experiences.

VI Advancing Student Learning Outcomes

The QEP's three student learning outcomes (SLOs) align with a high priority goal of the refreshed strategic plan, "Be a national leader in transformative teaching and learning that prepares students to be globally engaged leaders who define and solve problems to improve the human condition."

The SLOs address opportunities to enhance student learning identified by our analysis of institutional data and review of the literature. The SLOs align with Georgia Tech's strategic plan and will be effectively advanced by the structure and pedagogical approaches of the QEP. Our formulation of the SLOs was inspired by the AAC&U's essential learning outcomes.

These SLOs align directly with institutional priorities as reflected in the current strategic plan as well as the Institute's mission and motto. The QEP learning initiative is intentionally designed to yield transformative growth as leaders in progress and service reflected in measures of SLO achievement.

SLO1

Students will be able to integrate multiple perspectives in defining complex problems

Problems at the forefront of technological advances are typically complex, comprising scientific, technological, or engineering issues as well as one or more associated social or ethical issues. These problems require consideration of multiple perspectives to define them, a necessary first step to devising effective problem resolutions. This requires bringing to bear multiple perspectives different from one's own, including social, ethical, disciplinary and other perspectives. This learning outcome targets a specific component of problem solving—*problem definition skills*—and draws inspiration from AAC&U's Critical Thinking, Ethical Reasoning, Global Learning, Integrative Learning, Intercultural Knowledge and Competence, and Problem Solving outcomes. While survey data indicate Georgia Tech students report strength in *problem solving*, this learning outcome recognizes the opportunity for growth in *problem definition* and *perspective-taking skills*.

SLO2

Students will be able to reflect on their identity development as professionals

As students proceed with both academic and career decisions, the college years present an opportune time to reflect on the core values, talents, and interests associated with their professional identity development and to consider the social context of their future lives as professionals. In addition to tracking growth in students' professional identity development, this learning outcome recognizes that reflection is a valuable life skill and will be transferable from professional identity development to other forms of cognitive, behavioral, and interpersonal learning. This SLO was inspired by AAC&U's Ethical Reasoning, Foundations and Skills for Lifelong Learning, and Integrative Learning outcomes.

SLO3

Students will be able to describe how their actions as professionals impact society

Georgia Tech graduates will become leaders in their fields, with knowledge and skills that enable them to exert significant societal influence. Students will develop awareness of the societal impacts of their actions, a necessary first step to exercising their professional responsibilities to improve the human condition. This student learning outcome connects the first two learning outcomes: students must have the ability to define complex problems from multiple perspectives to envision resolutions that advance technology and improve the human condition, and they must develop a sense of themselves and the development of their professional identity if they are to choose to pursue these resolutions. This SLO aligns with AAC&U's Civic Engagement and Global Learning outcomes.

VII Development of the Leaders in Progress and Service Program

The QEP Development and Planning Committee endorsed the creation of a learning initiative with three components: a foundational course, immersive learning experiences extending over three semesters, and a Progress and Service Summit.

The design of each component was informed by review of the literature and by iterative input and feedback from campus and community constituencies. The QEP will invite each student to "Distinguish Yourself" by completing the three-part program and earning the proposed graduation distinction of "Leader in Progress and Service".

Foundational Course

The foundational course introduces the student learning outcomes (SLOs) associated with the Leaders in Progress and Service program. The course builds students' foundational capacities in defining complex problems, reflecting on professional identity development, and understanding the societal impacts of the actions of professionals. The reflective skills cultivated with respect to professional identity development will provide students with lifelong tools to assess their professional roles and prepare for career pivots.

The course includes a first exposure to experiential learning, which might include, for example, shadowing in a research lab or visiting a corporate site, enabling students to

Justin Haight
Director of Talent Partnerships,
Metro Atlanta Chamber

"The Metro Atlanta Chamber is fully supportive of Georgia Tech's QEP. There is much value in the real-world experience that students will achieve through this program, and the Chamber stands ready to connect these future leaders with our outstanding Atlanta-area employers."

begin connecting their classroom learning to real-world contextualized applications. This serves the dual purpose of providing opportunities for students to reflect on their own development as emerging professionals and to begin to see the value of experiential learning and participation in high-impact practices (HIPs). The intentional design of course content, driven by the three SLOs and pedagogical approach, initiates the promise of the QEP to yield transformative learning.

To scale the foundational course to accommodate a growing student body, the course will be delivered in two ways: centrally as GT 2030 from the Office of Undergraduate Education (OUE) and locally through Georgia Tech's seven colleges. The locally offered courses are expected to constitute the majority of foundational course offerings over time. Instructors for the central version will include QEP faculty leaders located within OUE as well as other Institute faculty. Instructors for the local versions will be drawn from college faculty. Through the combination of central and local course delivery, sufficient capacity will be generated to accommodate student enrollment.

Consistency across course sections will be fostered in several ways. Central courses will derive from a common syllabus, while local courses will be aligned with the central course to ensure topical themes and instructional activities adhere to common course objectives, while allowing for disciplinary distinction. A common signature assignment will be delivered in every section, the artifacts from which will be evaluated via a juried assessment process (see section XII, Assessment Plan). Syllabi from all sections of the central and local course will be reviewed by the QEP Internal Advisory Board. Finally, all instructors of both the centrally offered and locally offered courses will participate in the Faculty Development Academy prior to teaching and attend an annual instructor retreat to discuss course challenges and revisions.

Course Design and Assessment Pilot

In summer 2024, interested faculty were invited to engage in course planning and participate in the fall 2024 assessment pilot. A total of 43 faculty participated in three course design charettes led by QEP Faculty Co-director Kate Williams. The goals of the charettes were to introduce faculty to the QEP foundational course concept, identify potential assignments for the fall assessment

Bill Todd
Professor of the Practice, Georgia Tech Scheller College of Business

BS Industrial Management 1971

Employers tell me that while companies can teach new employees about their business, they can't teach them how to work. That is why Georgia Tech students are highly recruited, and this distinction will be a differentiator for our students.

pilot, and identify instructors who would agree to revise assignments and capture student artifacts for the assessment pilot.

Faculty were recruited to participate in the charettes through a three-pronged approach: (1) broad advertisement in the Center for Teaching and Learning newsletter; (2) faculty recommendations solicited by deans and school chairs, who extended the invitation to their constituents; and (3) direct invitation to individual faculty known by the QEP leadership team to teach courses with similar learning outcomes to the foundational course.

At each charette, attendees heard a 20-minute preliminary presentation from the QEP faculty co-directors and were invited to respond in writing about existing courses that shared characteristics with the foundational course. Next, faculty received the definitions for each of the three SLOs together with descriptions of the expected student performance level. In breakout rooms and with the full group, participants shared ideas for assessments that could be used with each SLO. Their responses were captured on a virtual shared document.

At the end of each session, volunteers interested in participating in the fall 2024 assessment pilot by incorporating a QEP-aligned assignment and collecting student artifacts for assessment were asked to respond to a survey. The attendees were reminded two weeks later to submit the survey to volunteer for the fall assessment pilot. A total of 13 instructors volunteered. These volunteers were also invited to join the juried assessment team to use the QEP-developed rubrics to score the artifacts gathered in the fall 2024 assessment pilot. Additional faculty, including QEP Development and Planning Committee (DPC) members, were also invited to join the juried assessment team. A total of 30 responses to the juried assessment volunteer survey were received. The juried assessment was conducted in October 2024 and the results were used to revise and recalibrate the rubrics (as detailed in section XII, Assessment Plan).

In fall 2024, QEP Faculty Co-directors Slieper and Williams designed a pilot version of GT 2030. A small group of faculty from different colleges who had engaged with the QEP planning process were invited to review and provide feedback on the syllabus and instructional approach. The pilot is being delivered in spring 2025 as a "special topics" course, which is required by the Institute prior to being granted a permanent course number.

Immersive Learning

As described in the literature review, immersive learning is a lens through which to understand the value of high-impact practices (HIPs) and experiential learning. It provides a set of criteria to guide QEP leadership and mentors in the intentional design of significant hands-on learning experiences. In our outreach to external stakeholders, potential employers emphasized the value they place on hiring students who have engaged in significant immersive learning experiences and the self-awareness these students possess when such experiences are coupled with the mentoring and reflection the Leaders in Progress and Service program will provide.

Immersive Learning Criteria

The QEP Development and Planning Committee established an immersive learning working group that met in spring 2024. The charge for this group was to help define the immersive learning component of the QEP, including identifying opportunities for students and developing plans to encourage faculty engagement. The working group consulted the American Association of College and University's (AAC&U's) eight key elements of HIPs, which can be applied to both course-based and out-of-class learning experiences. These elements became prime inputs in the working group's discussions about how to create clear but flexible guidelines for QEP-qualifying immersive learning experiences.

The working group developed five criteria, below, that capture the essence of AAC&U's eight key HIP elements in an abbreviated list. The listed criteria are also congruent with the articulation of emerging immersive learning criteria by Motley, et al. (2024). The justification in the literature for each criterion is indicated in parentheses. These criteria will guide faculty, staff, students, and the QEP program in identifying and possibly modifying existing experiences and in developing new experiences that will qualify as QEP immersive learning opportunities.

Jenn Weizenecker
Partner, Jones Day

BS Civil Engineering
2008

"As a student at Georgia Tech, I knew that I wanted my career to make a difference in people's lives. I'm incredibly excited that the new Leaders in Progress and Service program helps students imagine early on how their own professional contributions will someday contribute not only to technological progress, but also to improving the human condition."

1. **Intentional**. Student has agency and an articulated purpose and goals for pursuing this experience (Immersive Learning Criteria, Motley et al., 2024, component 3).
2. **High Expectations**. Performance expectations are set at appropriately high levels (HIP key element 1).
3. **Significant Engagement.** Learning experience requires significant investment of time and effort (HIP key element 2; Motley et al., 2024, component 1).
4. **Meaningful Interactions**. Interactions with mentors, peers, and diverse others around substantive matters (HIP key elements 3 and 4 ; Motley et al., 2024, component 6).
5. **Reflection and Feedbac**k. Periodic, structured reflection and feedback that provide opportunity to discover relevance and integrate learning (HIP key elements 5, 6, 7 ; Motley et al., 2024, component 5).

Conceptually, immersive learning sits at the intersection of HIPs and experiential learning. Practically, Georgia Tech offers a suite of HIPs that already align with the criteria for QEP immersive learning, including community-based learning, study abroad, undergraduate research, and work-based learning. In addition, Georgia Tech offers experiential learning opportunities that, with the appropriate depth of engagement, mentorship, and reflection, would qualify as immersive learning: deep participation in makerspaces, holding a major student leadership position, and participating in student innovation competitions, for example. The listed criteria will determine qualification as QEP immersive learning experiences.

Jennifer Abrams
Strategy & Transformation Consultant, Guidehouse

BS Public Policy
2017

"As an alumna I have been able to take my learnings from Georgia Tech and use them for the greater good. Georgia Tech prides itself on giving its students the tools to "improve the human condition". It is exciting to think about a program focused on carrying out Tech's motto of progress and service and what it could do to develop Georgia Tech students to not only be movers and shakers in their field but leaders and changemakers."

The many existing experiential learning programs at the Institute will be invited to apply for qualification as QEP immersive learning experiences. Faculty who incorporate immersive learning into courses via the Transformative Teaching and Learning initiative also will be invited to apply, including the 25 faculty grant recipients who have redesigned courses impacting more than 2,000 students to date. Invitations will be extended more broadly to faculty who recognize the alignment of their teaching to the qualifying criteria. Students may also propose their own self-designed

QEP immersive learning experiences after obtaining a faculty or staff mentor to guide their experience and reflection. Qualification in all cases will require satisfaction of the five specified immersive learning criteria and agreement to participate in the QEP assessment mechanisms.

Participation in multiple high-impact experiences yields cumulative gains, with even greater gains among underserved students (Kuh, 2008). Studies at Georgia Tech found similar "dosage effects"—multiple semesters led to greater learning gains—for both leadership growth (Sonnenberg-Klein & Coyle, 2024) and student job placement prior to graduation (Sonnenberg-Klein, 2024). Coupling this information with the need to show sustained effort over the course of one's undergraduate career to justify the award of the proposed graduation distinction, the Development and Planning Committee decided that significant immersive learning experiences—whether the same or different—extending across three semesters will be required for completion of the proposed graduation distinction.

Nicholas Selby
Vice President of Engineering, Renewvia

BS Mechanical Engineering 2016

As an engineer building solar mini-grids in Africa, I'm thrilled to see Georgia Tech launching a program that encourages students who don't just ask "Can we build it?" but "How can we build it to best serve humanity?" I am eager to hire interns and graduates who understand both the technical and human dimensions of engineering challenges.

Developing Immersive Learning Partnerships

In summer 2024, a series of meetings was held to introduce the QEP immersive learning criteria to managers of campus experiential learning programs. Program managers were identified through known experiential learning programs within the Office of Undergraduate Education, the Office of International Education, and other Georgia Tech units and a comprehensive search of the Institute's website. These efforts yielded a database of 26 program managers who were invited to participate in either virtual or in-person meetings held in June 2024. A total of 19 faculty and staff members attended.

At each experiential learning meeting, the QEP faculty co-directors delivered a 20-minute presentation. Attendees were then invited to respond in writing indicating programs they manage or are familiar with that share immersive learning characteristics. Next, participants were asked to provide feedback on the immersive learning criteria developed by the working group. In small groups, participants received the rubric for one of the SLOs and discussed the potential fit of the rubric to evaluate student work in their programs. Feedback was captured on a virtual shared document.

At the end of each session, volunteers interested in participating in the fall pilot by incorporating a QEP-aligned reflection activity in their fall 2024 courses and programs were invited to respond to a survey. A total of six responses were received. Volunteers were again invited to join the juried assessment team that would use the rubrics to score the artifacts gathered in the assessment pilot.

Progress and Service Summit

As the concluding component of the QEP learning initiative, students will participate in a week-long Progress and Service Summit, drawing on, integrating, and advancing their learning from the foundational course and immersive learning experiences. Envisioned as a new signature event for Georgia Tech, the summit will engage the entire campus as well as community, government, non-profit, and corporate leaders around the Institute's motto, "Progress and Service", in the exploration of complex problems impacting the human condition.

Students pursuing the Leaders in Progress and Service proposed graduation distinction will engage with one another, their faculty mentor, and one or more external partners in groups organized around their selected complex problems, such as clean water, artificial intelligence, global health, space exploration, climate change, or next-generation nuclear technologies. As the culmination of their summit exploration, each group will host a panel discussion of their topic open to the entire Georgia Tech community. This final component of the QEP program will activate several phases of Mezirow's (1998) transformative learning theory: critical reflection on assumptions, planning a course of action, and testing and trying on new roles as leaders.

At the conclusion of the summit, students will submit a final reflection on their participation in the full Leaders in Progress and Service program. Program faculty will assess students' participation in the summit, along with their final reflection paper, and recommend students for the proposed graduation distinction. The students' public presentation during the summit, along with their reflection, will be assessed as part of the QEP's assessment plan.

To expand campus-wide student engagement and stimulate continuing student interest in pursuing the QEP program, a variety of events will be held throughout the summit week. Summit keynote speakers will exemplify the leaders envisioned in the Institute's mission while the Immersive Learning Fair will expose students to hands-on learning opportunities. Students will also be able to participate in service projects in partnership with campus organizations that connect with the themes of the summit.

VIII Implementation Plan and Timeline

A tailored implementation plan with timeline has been created for each of the three components of the QEP learning initiative, the overall program administration, and the faculty and staff development efforts.

Foundational Course

The foundational course will introduce students to complex problem definition, reflection on professional identity development, and the social impacts of the actions of professionals.

The centrally offered version of the course was designed and is being piloted by the QEP faculty co-directors. Revisions will be made based on feedback from a small faculty group and from student feedback provided during the course and via the end-of-term Course Instructor Opinion Survey (CIOS).

Academic units will launch local versions of the course by submitting a syllabus for approval to ensure alignment with the foundational course features and goals. Additional sections of the central and local versions will be phased in as academic units adopt the course locally and central sections are added in response to student demand.

All instructors of the foundational course, whether central or local, will participate in the Faculty Development Academy prior to teaching as well as an annual faculty retreat. Attendance at the retreat and submission of a syllabus each year will be required for an instructor's course to continue to qualify as a foundational course. The QEP faculty director will review CIOS results for foundational course sections each semester and address any concerns about instructional or course effectiveness.

Timeline for Foundational Course

	Fall	Spring
Year 0 (2024–2025)	• Pilot assignments and rubrics in select fall courses • Design course for spring pilot	• Pilot central foundational course as GT 2803 Special Topics
Year 1 (2025–2026)	• Second semester of central foundational course as GT 2803 Special Topics • Pilot one local foundational course taught by an academic unit	• Third semester of central foundational course as GT 2803 Special Topics (two sections) • Offer two local foundational courses
Year 2 (2026–2027)	• Central foundational course launches with GT 2030 permanent course number • Offer three central sections of GT 2030 • Offer five local foundational courses • Host first annual retreat for instructors of the foundational course	
Year 3 (2027–2028)	• Offer five central sections of GT 2030 • Maximize number of local sections	
Year 4 (2028–2029)	• Offer six central sections of GT 2030 • Maximize number of local sections	
Year 5 (2029–2030)	• Offer six central sections of GT 2030 • Maximize number of local sections	

Immersive Learning

Students pursuing the proposed graduation distinction will engage in three semester-long mentored immersive learning experiences after completing the foundational course. Students who enroll in early offerings of the foundational course will have the opportunity to petition that immersive learning experiences completed prior to enrollment in the foundational course be counted toward the proposed graduation distinction upon submission of satisfactory reflective exercises for those experiences. This grandfathering period will be phased out by the end of year three.

An academic program manager to be hired in year one will manage the immersive learning component, advise students who are pursuing the proposed graduation distinction, and assist with student recruitment. To manage students' journeys through the immersive learning component of the QEP, an engagement tracking software package will be obtained to document students' experiences and reflection submissions. This software will be secured in fall of year two and piloted in spring of year two, while the cohort is still relatively small, with an eye to a full launch in year three as enrollments in the program grow during years three to five.

Timeline for Immersive Learning

	Fall	Spring
Year 0 (2024–2025)	• Identify campus programs that may qualify	• Develop reflection assignments for immersive learning
Year 1 (2025–2026)	• Students from Sp25 special topics course will be invited to join pilot cohort • Test the process of accepting and reviewing immersive learning proposals • Recruit academic program manager to manage immersive learning component	• Students from F25 foundational course can enroll in immersive learning
Year 2 (2026–2027)	• Immersive learning available for students who completed the foundational course in F25 and Sp26 • Begin four-semester phase-in for returning students to petition to count prior immersive learning toward credential • Select and purchase student engagement tracking software to manage immersive learning component	• Begin piloting use of tracking software
Year 3 (2027–2028)	• Launch management of all immersive learning through engagement tracking software	• End four-semester phase-in for returning students
Year 4 (2028–2029)	• Evaluate immersive criteria and processes; make adjustments	
Year 5 (2029–2030)	• Maintain processes with continuous review and improvement	

Progress and Service Summit

Implementation and administration of the summit will require the cultivation of a number of external partners; logistical and administrative support for planning and executing a large-scale, campus-wide, signature event; and coordination with other campus partners to highlight immersive learning opportunities available to students pursuing the proposed graduation distinction. As a public-facing event, the summit will attract attendance from nonparticipating students, faculty, and the general public, generating additional benefits to the larger student population and other community partners.

Timeline for Progress and Service Summit

	Activities
Year 0 (2024–2025)	• Host a student launch event for QEP prior to SACSCOC site visit
Year 1 (2025–2026)	• Begin planning for Year 2 pilot summit • Collaborate with the Office of Experiential and Engaged Learning on Experiential Learning Expo
Year 2 (2026–2027)	• Pilot the summit for students who participated in Year 0 course • Incorporate Experiential Learning Expo as part of summit
Year 3 (2027–2028)	• Summit is offered for students who took the foundational course in Year 1 and Year 2 • Planning for Year 4 summit
Year 4 (2028–2029)	• Summit expands to host local and national leaders
Year 5 (2029–2030)	• Summit enters established state with annual cadence

Program Administration

The QEP leadership team will submit proposals to appropriate faculty governance bodies for the approvals required for various aspects of the QEP program. The leadership team has already successfully obtained approval to launch the spring 2025 "special topics" pilot of the central version of the foundational course, the route to new, permanent course development at the Institute. The QEP leadership team will seek a permanent course number for the central version of the course and work with the colleges to support their efforts to obtain approvals for local versions of the foundational course.

The QEP leadership team also will seek faculty approval to amend Georgia Tech rules and regulations governing undergraduate degrees to add a new graduation distinction, "Leader in Progress and Service," to be recorded on the diplomas of students who successfully complete the QEP program. In connection with the proposal to add this new graduation distinction, the QEP leadership team will work closely with the Registrar's Office to ensure that the QEP's tracking system for the three components of the QEP satisfy Georgia Tech standards for evidencing the sustained effort required for the award of a graduation distinction.

Two QEP advisory panels will be constituted in year one. The first will be the Internal Advisory Panel (IAP), which will engage faculty, staff, and student representatives from across the Institute to provide essential input, expertise, and guidance for the program's three components and their various elements (see box above). Representatives from each college and major administrative units (e.g., Library, Student Engagement and Well-Being, the Office of International

Internal Advisory Panel Responsibilities

- **Review proposed immersive learning experiences** to ensure they meet the qualifying criteria for immersive learning and periodically review the criteria and recommend revisions as appropriate to the QEP faculty director.
- **Assist with the Progress and Service Summit**, including researching and recommending a selection of complex problems to be addressed by working groups and serving as mentors to working groups.
- **Review and analyze periodic direct and indirect** assessment results and explore opportunities for program improvement.
- **Offer input and feedback** regarding the three components of the program and the Faculty Development Academy, serving as a resource and a core advisory group to the QEP leadership team.

Education, the Career Center) will be invited to join the IAP. Special attention will be paid to selecting members who represent a variety of disciplines, roles, and ranks as well as instructors of central and local versions of the foundational course, mentors for immersive learning experiences, and mentors for the Progress and Service Summit. Members of the IAP will serve renewable one-year terms. Several members of the QEP's Development and Planning Committee will be invited to join as well.

The QEP also will establish an External Advisory Panel (EAP) including alumni, employers, and other members of the Georgia Tech and Atlanta communities. The EAP will serve as a sounding board and advisory group for the QEP's leadership team and will assist in connecting QEP activities with appropriate community partners.

Timeline for Program Administration

	Description
Year 0 (2024–2025)	• Present graduation distinction to undergraduate curriculum committee as informational item • Work with Registrar's Office and other units to propose and prepare for graduation distinction
Year 1 (2025–2026)	• Complete requirements for review and approval of foundational course with permanent course number • Complete requirements for review and approval of graduation distinction • Create internal and external advisory panels
Year 2 (2026–2027)	• First catalog year in which graduation distinction is offered • Marketing to incoming class begins in force • First possible year for students to graduate with Leader in Progress and Service distinction • Review assessment data and adjust program as needed
Year 3 (2027–2028)	• Review assessment data and adjust program as needed
Year 4 (2028–2029)	• Review assessment data and adjust program as needed
Year 5 (2029–2030)	• Draft QEP Five-Year Impact Report

Faculty Development Academy

All faculty and staff involved in delivering the QEP program will complete professional development led by Georgia Tech's Center for Teaching and Learning (CTL). CTL has a strong reputation for creating education development resources that bridge disciplinary gaps across academic units to support teaching and mentoring.

CTL created a robust interdisciplinary curriculum for the TTL Initiative launched in May 2023, which helps faculty integrate high-impact practices into new and existing courses. This curriculum will be revised and expanded into the Leaders in Progress and Service Faculty Development Academy. The academy will feature a portfolio of face-to-face, remote, and asynchronous learning opportunities to prepare faculty and staff to engage with the various components of the QEP.

These activities will include:

- **Foundational Course Instructional Track** Consultations with academic units to create a new course or redesign an existing course for designation as a local version of the QEP foundational course. Workshop series to prepare central and local instructors to effectively deliver the foundational course.
- **Immersive Learning Mentor Track** Asynchronous module containing reflection activities coupled with synchronous cohort check-ins. Experts from the Office of Experiential and Engaged Learning will contribute to the development and delivery of this track.
- **Progress and Service Summit Mentor Track** As a cohort, summit mentors will experience an onboarding workshop, receive a mentor handbook, attend regular cohort check-in meetings, and receive guidance from the QEP faculty director in preparation for summit events.

Timeline for Faculty Development Academy

	Activities
Year 0 (2024–2025)	• Consultations with faculty and academic units interested in sponsoring local version of foundational course
Year 1 (2025–2026)	• Design and offer foundational course instructional track • Evaluate and adjust
Year 2 (2026–2027)	• Design and offer immersive learning mentor track • Provide full three-track Faculty Development Academy • Observe foundational courses; provide feedback
Year 3 (2027–2028)	• Provide full three-track Faculty Development Academy • Evaluate and adjust
Year 4 (2028–2029)	• Provide full three-track Faculty Development Academy
Year 5 (2029–2030)	• Assess Faculty Development Academy programming • Institutionalize Faculty Development Academy

IX Strategic Collaborations, Recruitment, and Marketing

The success of any new learning initiative depends on its ability to form strong and mutually beneficial collaborative partnerships essential to program delivery. Effective marketing is key to building and sustaining collaborative partnerships and to recruiting student participants.

Strategic Collaborators

Academic Units and Faculty Instructors

An important avenue to scaling up the curriculum will be the ability of academic units to offer local versions of the foundational course. Early engagement with academic leadership and faculty indicates significant interest in doing so. To incentivize the development and delivery of local versions of the course:

- Senior leadership from the provost's office will explore various models for start-up and delivery of central and local versions of the foundational course aided by allocations of resources from the QEP's instructional budget.
- The Faculty Development Academy will engage directly with faculty who are teaching central and local versions of the foundational course.

Individual Faculty and Staff Contributors

Faculty and professional staff engagement as immersive learning mentors and as Progress and Service Summit mentors will be pursued through the following activities:

- Many existing experiential learning activities already include faculty and student affairs professionals as mentors.
- Students proposing an independent immersive learning experience will be asked to identify proposed faculty or staff members to serve as mentors, with assistance as needed.
- The QEP marketing plan will extend the call to additional faculty and staff seeking opportunities to engage with this high-profile, campus-wide learning initiative centered on Georgia Tech's most fundamental commitments.
- Faculty will be encouraged to include their mentorship as evidence of their "student success activities," a recently adopted required element in faculty tenure and promotion portfolios. Staff will be encouraged to include their mentoring activities as a compelling element of their professional development.

Living Learning Communities

Currently, all entering first-year Georgia Tech students are invited to apply to join one of Georgia Tech's six living learning communities (LLCs), each centered on a cross-cutting theme. Each LLC offers its students the benefits of a community bound together by co-residence and common learning experiences—curricular, co-curricular, and experiential—tailored to the LLC's common theme. LLCs offer unique opportunities to encourage and support students' participation in the QEP. LLC students would be able to learn together in a foundational course incorporating aspects of the LLC's cross-cutting theme, participate with fellow members of the LLC in one or more common immersive learning experiences, and reunite with fellow LLC members participating in the Progress and Service Summit.

The QEP leadership team has initiated conversations with program managers for three of the largest LLCs: Explore (science and prehealth), Global Leadership (United Nations Sustainable Development Goals), and Grand Challenges (team problem-solving for change). All have expressed significant interest in encouraging and supporting their students' participation in the QEP.

One of the six LLCs, the Honors Program, is housed in the Office of Undergraduate Education (OUE). In tandem with its 20th anniversary celebration in 2026, the Honors Program will adopt the QEP learning initiative as its new educational "core." Beginning in fall 2026, students admitted to the Honors Program will be expected to complete both the core—the QEP's proposed graduation distinction—plus additional Honors Program coursework. The Honors Program has historically served as a testbed for curricular

and co-curricular innovation at Georgia Tech, and it will continue to perform this role in collaboration with the QEP leadership team. In keeping with this role, the spring 2025 foundational course pilot is being offered as part of the Honors Program curriculum, with a set aside of seats for Honors Program students.

Georgia Tech and Community Partners

Key to helping students explore their professional identity and connect their disciplinary learning with their impact on society, are partners from the community, including individuals, nonprofit organizations, governmental organizations, and corporations. Cultivating a group of community partners will enable the QEP to connect students to the world outside of Georgia Tech at all stages of the program and to ensure the QEP adds value from employers' perspectives. Key avenues for developing these community partners include:

Metro Atlanta Chamber
Initial meetings with the chamber of commerce about their workforce development initiatives, such as their Talent Collaborative, have produced expressions of support in developing partnerships between the QEP and Atlanta-area employers.

Georgia Tech Office of Corporate Relations
The Office of Corporate Relations is working to identify corporate partners that would be willing to support the QEP with in-kind donations of time and effort as well as monetary resources.

Georgia Tech Office of Development
The Office of Development is engaged with QEP planning efforts and stands ready to connect the QEP with donors who have an interest in this learning initiative.

Georgia Tech Alumni Association
The Alumni Association has supported efforts to connect with alumni throughout the development and planning phase. Alumni provide a unique group of community partners, given their deep connection to and knowledge of Georgia Tech, and will be invaluable partners in ongoing implementation of the QEP.

Office of Experiential and Engaged Learning
Connections between the QEP and the Office of Experiential and Engaged Learning (E2L) have been in place from the beginning of the QEP development and planning process, as E2L is also housed in the OUE.

Career Center
The Career Center, jointly housed in OUE and the Office of Graduate and Postdoctoral Education, will work closely with the QEP to design specific career development programs and inform employers about the value of hiring students who complete the Leaders in Progress and Service program.

Academic Success and Advising
Academic Success and Advising will also work closely with the QEP to advise students and partner programs offering prestigious scholarship and fellowships of the significance of completion of the Leaders in Progress and Service program to the goals and aspirations of their programs.

Student Recruitment

Student participation in the Leaders in Progress and Service program will be driven from multiple sources. Chief among these drivers will be incorporation of the foundational course as a required or recommended course for students' major degree programs. The QEP will pursue Institute and University System of Georgia (USG) approval to designate the foundational course as an "institutional priority" course option within the Institute's general education curriculum. Many degree programs would then identify the foundational course as a required course for the major degree, satisfying the general education institutional priority requirement. Some degree programs will choose to require the foundational course for the major degree even if not designated an institutional priority course. Other major degree programs will not require the foundational course but will strongly encourage students to enroll in the course as an elective.

Students will need to understand the value of proceeding from the foundational course to completion of the immersive learning and Progress and Service Summit components and earning the proposed graduation distinction. Institutional data indicates that approximately 40 percent of undergraduate students already complete three semesters of experiences that could count as immersive learning experiences. The marketing plans will help students understand how the QEP will enable them to derive maximum value from learning experiences they already plan to pursue. Immersive learning program partners will be asked to routinely encourage students to proceed through the components of the program to earn the proposed graduation distinction. Approval of the graduation distinction and the elevated recognition it will provide will also encourage students to complete the full QEP program.

Activities to recruit students will include:

- Ongoing, campus-wide marketing efforts inviting each student to "distinguish yourself" as a Leader in Progress and Service.
- Advertising Leaders in Progress and Service to entering students as a signature Georgia Tech experience throughout recruitment, admission, summer orientation, and fall Week of Welcome activities.
- Featuring Leaders in Progress and Service at Experiential Engagement Week, a campus-wide showcase to raise awareness of immersive learning experiences.
- Marketing of the signature campus-wide Progress and Service Summit, introducing additional students to the value of the learning initiative.

Marketing Plan

Launching in August 2025, the marketing plan for this QEP is designed to reach key audiences—students, faculty, alumni, parents, and employers—through a variety of targeted channels. The QEP website will serve as the primary resource hub, supported by segmented email campaigns and regular updates via OUE and Institute channels. Print materials, including one-pagers and flyers, will be distributed at informational events to further engage the campus and student communities.

Additionally, webinars for students, faculty, alumni, parents, and employers detailing the QEP's transformative learning and leadership development opportunities will be offered. Through these targeted initiatives, the marketing plan aims to promote participation in the Leaders in Progress and Service program, with continuous evaluation and adjustments based on engagement metrics to ensure the QEP's message is effectively communicated and to foster long-term involvement and support across all audience groups (see Appendix E: Marketing Plan).

X Organizational Structure and Personnel

Proposed Organizational Structure

The administrative structure of the QEP is designed to provide essential faculty leadership and operational functions while drawing heavily on partnerships with existing units.

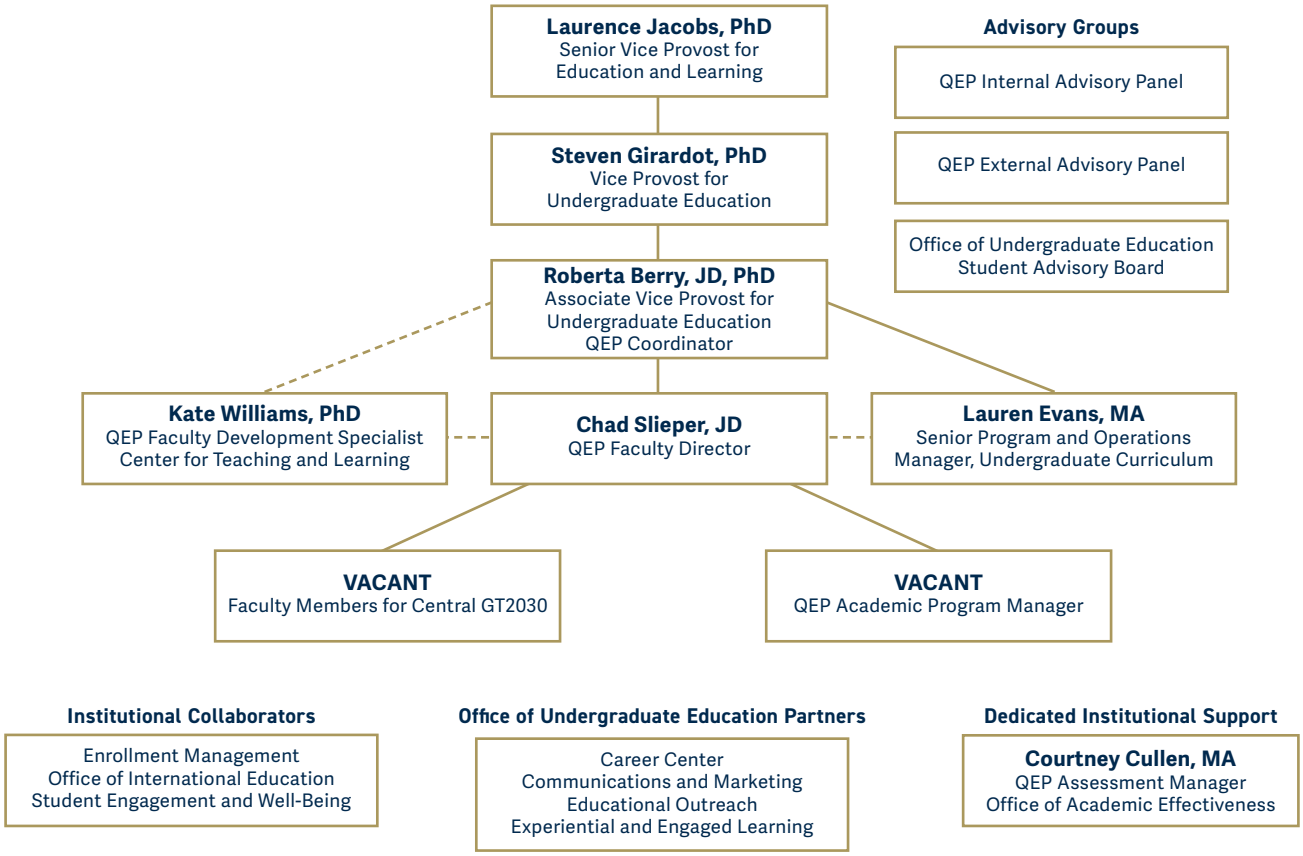
The QEP will be institutionalized within the Office of Undergraduate Education (OUE), a unit of the Office of the Provost, and the QEP faculty director will report directly to the associate vice provost for undergraduate education (AVPUE). Positioning the QEP in OUE recognizes its central role advancing the Institute's strategic plan. This location also positions the QEP in proximity to valued partners in OUE, including the Honors Program, the Career Center, Academic Success and Advising, and Experiential and Engaged Learning (E2L), which includes Undergraduate Research and Community-Based Learning. In addition, OUE will provide operational support with data analytics, communications and marketing, and administrative operations.

The organizational chart in Figure 1 depicts the envisioned organizational structure of the QEP. As the QEP moves from development and planning phase into implementation phase, starting in year one (2025–2026), the current QEP faculty co-director roles will end (as of July 1, 2025). Moving forward, the

positions with primary responsibility for the QEP will include a QEP faculty director; a part-time faculty development specialist located in the Center for Teaching and Learning; a dedicated academic program manager responsible for management of the immersive learning component, with additional responsibilities for student advisement and recruitment; a senior program and operations manager responsible for finance, business, human resources, and general logistical support; and a QEP assessment manager, located in the Office of Academic Effectiveness, another unit of the Office of the Provost.

Most of these personnel are already in place, as described below, reflecting the Institute's early and enthusiastic commitment to the QEP.

FIGURE 1. LEADERS IN PROGRESS AND SERVICE ORGANIZATIONAL CHART



Existing Personnel

Associate Vice Provost for Undergraduate Education (AVPUE): Roberta Berry

Roberta Berry is a tenured associate professor in the School of Public Policy. Berry earned a PhD in history and philosophy of science at the University of Notre Dame and a JD at the University of Wisconsin School of Law. In her present position, Berry works on a range of undergraduate curricular initiatives, including general education and its assessment, undergraduate academic policies, and University System of Georgia (USG) initiatives. As AVPUE through 2031, 50 percent of Berry's appointment will include overseeing and leading the implementation of the QEP as one of the Institute's key educational initiatives.

QEP Faculty Director: Chad Slieper

Chad Slieper will transition from the QEP faculty co-director to serve as full-time QEP faculty director beginning with the QEP's implementation phase. Holding a bachelor of science in public policy with highest honors from Georgia Tech and a juris doctor from Emory University School of Law, Slieper has more than a decade of experience in higher education and has been recognized as one of Georgia Tech's Faces of Inclusive Excellence. As QEP faculty director, Slieper will have overall responsibility for leadership of the QEP, will work with AVPUE Berry and OUE leadership on the overall strategy for the program, and will interface with colleges, schools, and faculty involved in the program. An award-winning instructor, Slieper will teach a section of the foundational course, including as part of a study-abroad program, where he will serve as an immersive learning mentor for program participants. The faculty director will provide supervision for the QEP academic program manager and a QEP student assistant, will lead the internal and external advisory panels, and will continue to develop partnerships with both internal and external stakeholders. Slieper currently holds an appointment as an academic professional in the School of Public Policy, where he has directed the law, science, and technology program for the past six years.

QEP Faculty Development Specialist: Kate Williams

Kate Williams served as QEP faculty co-director during the development and planning phase and will return to her permanent appointment as senior academic professional in the Center for Teaching and Learning (CTL). Beginning in July 2025, 50 percent of her appointment will be as QEP faculty and staff development specialist. An internationally recognized educational development specialist, Williams holds a PhD in industrial-organizational psychology from Clemson University and an MEd in student affairs from the University of South Carolina. Williams will design and facilitate the QEP Faculty Development Academy to support the ongoing adoption of QEP concepts and methodologies throughout the multiple formats of the foundational course. She will create professional development activities for faculty and staff mentors and reflection assignments to be used by mentors of QEP-approved immersive

learning experiences. Williams also will periodically teach a section of GT 2030.

Senior Program and Operations Manager: Lauren Evans

Lauren Evans holds an MA in liberal studies from the University of North Carolina Wilmington and a BA in English with a minor in communication studies from the University of Alabama. As senior program and operations manager, Evans will provide administrative and operational support to the associate vice provost for undergraduate education. She also will have a dedicated effort and special focus on the QEP operations, taking responsibility for financial and business matters as well as human resources for the QEP. She also will work with the faculty director on general strategy and logistics as well as the Progress and Service Summit.

QEP Assessment Manager, Office of Academic Effectiveness: Courtney Cullen

Courtney Cullen earned an MA and BA in international affairs from the University of Georgia and is currently completing a PhD in higher education, also at the University of Georgia. Cullen joined Georgia Tech in March 2024 as the QEP assessment manager in the Office of Academic Effectiveness (OAE), where she plays a critical role in developing and assessing the QEP. With the majority of her effort dedicated to the QEP, Cullen will work with OAE and QEP leadership to implement the assessment plan for the QEP, manage the data collection process, and assemble reports to be used for continuous improvement of the program.

Additional Personnel to Be Hired

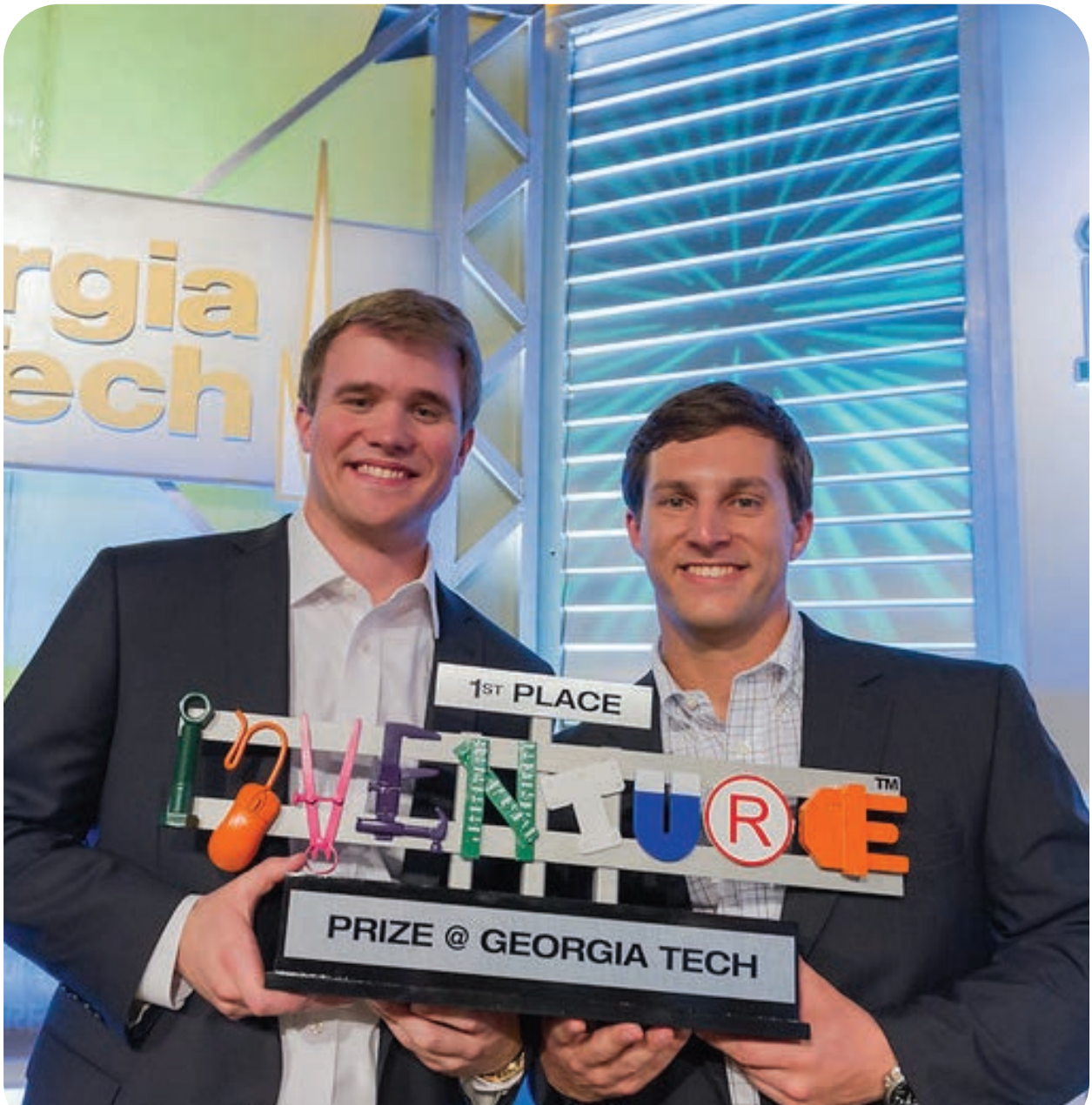
Academic Program Manager, to be filled

Reporting to the QEP faculty director, the academic program manager (APM) will oversee the immersive learning component of the QEP, including managing the process by which students and faculty submit requests for individual immersive learning experiences and ensuring all immersive learning reflections are being collected and cataloged for assessment. The APM will also serve as an adviser and first point of contact for students pursuing the proposed graduation distinction. In this role, the APM will work with students to ensure they are on track to meet the requirements for the proposed graduation distinction, advise them on immersive learning options and opportunities, and work with the faculty director and senior program and operations manager in student recruiting efforts. This will be a full-time, master's level professional staff position.

Institutional Partners

The QEP will work with many institutional partners across campus. These partners include programs offering various experiential opportunities that align with the QEP's immersive learning criteria. These include high-impact programs offered or supported by the E2L, study abroad programs offered by the Office of International Education, the Vertically Integrated Projects (VIP) program, CreateX, and others. The Office of Student Engagement and Well-Being (SEWB) works with students in many extracurricular and co-curricular activities; the QEP will partner

with SEWB to share information with students about the QEP and to develop immersive learning opportunities. The Registrar's Office has been invaluable in guiding the design of the proposed graduation distinction, as has the Institutional Undergraduate Curriculum Committee, and both will be important partners in obtaining the necessary faculty governance approvals. The QEP will continue partnering with CTL, as outlined above, and Georgia Tech's colleges and other academic units. The QEP also will pursue strategic partnerships with Georgia Tech's LLCs in supporting student participation in the QEP centered on their common themes.



XI Budget

Georgia Tech is committed to providing the financial resources necessary to ensure the successful design and delivery of this Quality Enhancement Plan. The plan leverages existing Institute assets while recognizing the need to establish new programmatic support.

The budget provides for dedicated leadership for the QEP, an academic program manager, expanded operational capacity in the Office of Undergraduate Education, and an assessment specialist housed in the Office of Academic Effectiveness. Institutional resources will support the delivery of central and local versions of the foundational course as well as the development of a robust faculty and staff development program achieved through partnership with the Center for Teaching and Learning.

Georgia Tech's financial investment in this QEP is itemized in the budget below. Each budget category is explained on the pages following the table.

TABLE 3. QEP BUDGET

	Year -1 FY24 2023–2024	Year 0 FY25 2024–2025	Year 1 FY26 2025–2026	Year 2 FY27 2026–2027	Year 3 FY28 2027–2028	Year 4 FY29 2028–2029	Year 5 FY30 2029–2030	Year6 FY31 2030-2031	Total
1. QEP Personnel									
Assc. Vice Provost for Undergrad Education (AVPUE) (A)	$56,500	$127,000	$127,000	$127,000	$127,000	$127,000	$127,000	$127,000	**$945,500**
Faculty Co-Directors (Development Phase) (B)	$93,000	$193,000	$0	$0	$0	$0	$0	$0	**$286,000**
Faculty Director (Implementation Phase) (B)	$0	$0	$128,000	$128,000	$128,000	$128,000	$128,000	$128,000	**$768,000**
Senior Program and Operations Manager (C)	$56,000	$86,000	$86,000	$86,000	$86,000	$86,000	$86,000	$86,000	**$658,000**
Academic Program Mgr. (C)	$0	$0	$32,500	$70,000	$70,000	$70,000	$70,000	$70,000	**$382,500**
QEP Faculty Development Specialist (CTL)	$0	$0	$67,000	$67,000	$34,000	$34,000	$34,000	$34,000	**$270,000**
2. Faculty and Instructional Costs (Foundational Course)									
Faculty Development Academy	$0	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	**$35,000**
Faculty Awards and Recognition	$0	$0	$3,000	$5,000	$7,500	$10,000	$10,000	$10,000	**$45,500**
GT/CoX Instructional and Course Development Funds	$0	$100,000	$400,000	$400,000	$400,000	$400,000	$400,000	$400,000	**$2,500,000**
3. Outreach, Advising, and Programming Costs									
Academic Adviser for Living Learning Communities (D)	$0	$10,000	$60,000	$60,000	$60,000	$60,000	$60,000	$60,000	**$370,000**
Student Outreach & Engagement for Experiential Learning (E)	$0	$11,000	$22,500	$22,500	$22,500	$22,500	$22,500	$22,500	**$146,000**
Partnership Development and Advisory Committees	$0	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	**$35,000**
Experiential Learning Expo	$0	$1,500	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	**$31,500**
QEP Stakeholder Event	$0	$0	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	**$30,000**
4. Summit Programming									
Keynote Speaker Fee and Travel	$5,000	$5,000	$5,000	$10,000	$10,000	$10,000	$10,000	$10,000	**$65,000**
Summit Event Programming	$2,000	$5,000	$8,000	$8,000	$8,000	$8,000	$8,000	$8,000	**$55,000**
Faculty Mentor Stipends ($1,000/faculty member)	$0	$0	$3,000	$10,000	$10,000	$10,000	$10,000	$10,000	**$53,000**

TABLE 3. QEP BUDGET CONTINUED

	Year -1 FY24 2023-2024	Year 0 FY25 2024-2025	Year 1 FY26 2025-2026	Year 2 FY27 2026-2027	Year 3 FY28 2027-2028	Year 4 FY29 2028-2029	Year 5 FY30 2029-2030	Year6 FY31 2030-2031	Total
5. Operations and Administrative Costs									
Student Engagement Tracking Software	$0	$0	$25,000	$18,000	$18,000	$18,000	$18,000	$18,000	**$115,000**
Financial/Budget Support	$0	$0	$30,000	$30,000	$30,000	$30,000	$30,000	$30,000	**$180,000**
Position Start-Up Costs	$10,000	$5,000	$0	$0	$0	$0	$0	$0	**$15,000**
Travel/professional development	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	$15,000	**$120,000**
Materials, Supplies and Equipment	$0	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	**$52,500**
Student Assistants	$0	$13,500	$13,500	$13,500	$13,500	$13,500	$13,500	$13,500	**$94,500**
6. Evaluation and Assessment									
QEP Assessment Manager	$69,000	$91,000	$91,000	$91,000	$91,000	$91,000	$91,000	$91,000	**$706,000**
QEP Faculty Scorers	$0	$18,000	$18,000	$18,000	$18,000	$18,000	$18,000	$18,000	**$126,000**
Software for Online Scoring Panels	$0	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	**$175,000**
Assessment Professional Development/Travel	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	**$40,000**
QEP Content Evaluator	$0	$2,000	$0	$0	$0	$0	$2,000	$2,000	$6,000
7. Communication and Marketing									
OUE Communication and Marketing Support	$50,000	$50,000	$50,000	$50,000	$50,000	$50,000	$50,000	$50,000	**$400,000**
Web Development Support	$29,000	$29,000	$29,000	$29,000	$29,000	$29,000	$29,000	$29,000	**$232,000**
Communication Student Assistant	$0	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	$9,000	**$63,000**
QEP Report Editing and Graphic Design	$3,500	$5,000	$0	$0	$0	$0	$3,000	$5,000	**$16,500**
Promotional Materials (print, digital)	$7,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	**$95,000**
Totals	$401,500	$836,000	$1,292,500	$1,337,000	$1,306,500	$1,309,000	$1,314,000	$1,316,000	**$9,112,500**

Annotated Budget

1. QEP Personnel

These funds will support the faculty and staff who are developing and managing the QEP. Job titles and descriptions appear in Section X. Specific notes are as follows:

(A) The associate vice provost for undergraduate education will have 50 percent of her appointment dedicated to leading the QEP for the duration of the QEP implementation phase (through FY31).

(B) Two QEP faculty co-directors, at 75 percent time each, led the planning and development phase, with contracts in place from January 2024 through June 2025. For the implementation phase, one of the co-directors (Slieper) will assume the QEP faculty director position while the other co-director (Williams) will return to her home unit, the Center for Teaching and Learning, and assume the role of QEP faculty development specialist (CTL) with a 50 percent buyout to develop and facilitate the Faculty Development Academy for years one and two, reducing to a 25 percent buyout in the remaining years.

(C) These are 100 percent roles dedicated to the QEP. See Section X for a description of responsibilities.

2. Faculty and Instructional Costs

A significant portion (~30 percent) of the five-year QEP budget will be dedicated to the development and delivery of the foundational course. The majority of these funds will be redirected to colleges and schools to support the locally offered sections as well as instructors for the centrally offered sections. Additional activities in this category include the initial design and pilot of the course as well as the personnel and programmatic expenses necessary to create the Faculty Development Academy. The operating costs for the academy will be comprised of expenses for faculty and staff cohort meetings (printing, food, etc.).

3. Outreach, Advising, and Programming Costs

A strategic outreach and advising approach will generate student engagement. The QEP will support the Experiential Learning Expo, an annual event co-sponsored by the QEP and E2L, as well as regular stakeholder events with internal and external collaborators.

(D) Funds will support academic advising staff for living learning communities that require student participation in the QEP.

(E) The student outreach and engagement funds support 15 percent of an FTE in the Office of Experiential and Engaged Learning for QEP activities.

4. **Summit Programming**
   The Progress and Service Summit will be a major Institute-wide event featuring prominent national guest speakers. Funds will support speaker fees and travel for guest speakers, venue and food expenses for the event, the student marketing campaign, and, potentially, stipends for faculty mentors. The number of faculty mentors and students attending is expected to increase each year.

5. **Operations and Administrative Costs**
   A student engagement software package will be required to manage the complex process of approving students' immersive learning experiences, collecting immersive learning reflection assignments, and documenting Progress and Service Summit participation. The Institute's existing learning management system, Canvas, will be sufficient to manage student submissions during the early phases of implementation, but managing these submissions at scale will not be possible without student engagement software. Campus constituents have helped create a list of important functionalities as well as a slate of software currently in use across the Institute. Based on this information and follow-up conversations with student engagement software users, we estimate a cost of $25,000 in the initial year, with an $18,000 cost annually thereafter.
   Additional funds in this category will provide a cost-sharing allowance for support received from the finance and budget office, a student assistant for the QEP leadership team, start-up costs, professional development, and miscellaneous administrative funds.

6. **Evaluation and Assessment**
   Expenses for evaluation and assessment include a full-time assessment manager in the Office of Academic Effectiveness (see job description in the previous section), assessment software to facilitate the juried assessment scoring process, and stipends for faculty who assess student artifacts. Additional expenses will include professional development for the assessment manager and small stipends for an external content evaluator.

7. **Communication and Marketing**
   These funds will be used to support the design and creation of the QEP report document and the publicity and marketing of the program. These expenses include a graphic designer, QEP report consultant, and promotional materials. The communications and marketing support as well as the web development support provides expanded capacity for these positions in the Office of Undergraduate Education.

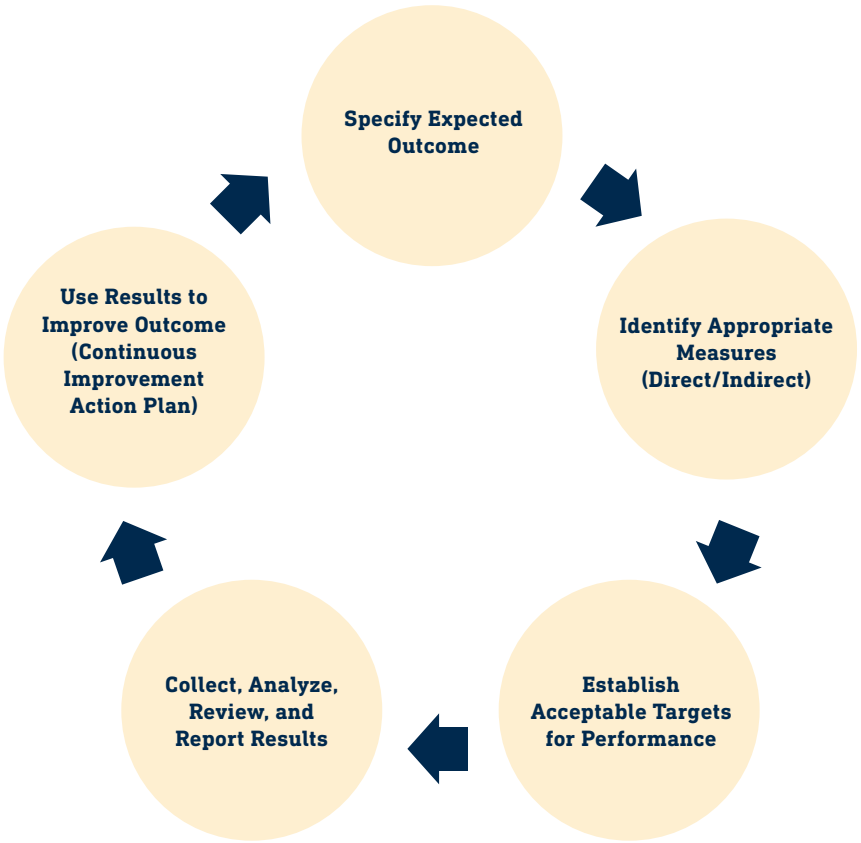
XII Assessment Plan

Georgia Tech Outcomes Assessment Process

The assessment of the outcomes developed for Leaders in Progress and Service will mirror Georgia Tech's approach to meaningful outcomes assessment.

This mission-driven approach to outcomes assessment is intentionally designed to enhance our culture of using data to inform and drive improvements. It involves specifying expected outcomes that are appropriately aligned with strategic priorities, identifying appropriate measures aligned to those outcomes, establishing acceptable targets for performance, collecting, analyzing, reviewing, and reporting results and using the results of assessment to improve the outcomes. Each of these components is represented in Figure 2.

FIGURE 2. GEORGIA TECH APPROACH TO MEANINGFUL OUTCOMES ASSESSMENT



This cyclical process ensures that assessment is not a one-time event but an ongoing effort to support sustainable improvements across the Institute. The assessment of the outcomes below, developed for the Leaders in Progress and Service QEP, will be performed on an annual basis based on the assessment timelines presented in Table 4.

SLO1	SLO2	SLO3
Students will be able to integrate multiple perspectives in defining complex problems.	**Students will be able to reflect on their identity development as professionals.**	**Students will be able to describe how their actions as professionals impact society.**

Assessment of Student Learning Outcomes

Each outcome for the Leaders in Progress and Service QEP will be assessed using multiple direct and indirect assessment measures. Rubric-based assessment of authentic student artifacts will guide the assessment of each of the SLOs (see Appendix F for the rubrics). Additionally, select items from the Institute's Undergraduate Exit Survey and the National Survey of Student Engagement (NSSE) will be leveraged as indirect measures. The table below provides a snapshot of the direct and indirect measures that will be used to assess the expected outcomes for the Leaders in Progress and Service QEP.

TABLE 4. QEP EXPECTED OUTCOMES AND ASSOCIATED MEASURES

Outcomes	Rubrics (Direct Measures)	Exit Survey (Indirect Measure)	NSSE Survey (Indirect Measure)
SLO 1: Students will be able to integrate multiple perspectives in defining complex problems.	X	X	X
SLO 2: Students will be able to reflect on their identity development as professionals.	X	X	X
SLO 3: Students will be able to describe how their actions as professionals impact society.	X	X	X

Direct Assessment

Student artifacts for the direct assessment of each SLO will be extracted from strategic courses and learning experiences designed for the Leaders in Progress and Service QEP. Specifically, the foundational course, both centrally and locally delivered, will include a signature assignment to be evaluated as part of the QEP assessment plan (See Appendix G). In the immersive learning component of the QEP, students will submit a written report that summarizes the learning experience and provides an opportunity for reflection. Lastly, students' successful completion of the Progress and Service Summit will be exhibited in two ways: an oral demonstration of their work as a panel member and a final written submission reflecting on their development as a Leader in Progress and Service.

Rubrics

Rubrics to assess students' written work were inspired by the AAC&U Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics. The AAC&U VALUE rubrics that are listed on the right informed the development of the rubrics that will be used to assess the SLOs for this QEP.

The rubrics for written submissions were pilot tested in fall 2024 through a juried assessment process, described in more detail below. The process relied on the use of authentic student work--aligned with the Leaders in Progress and Service SLOs—submitted in existing courses across the Institute. Content experts, faculty, and staff participated in the juried assessment exercise, which resulted in valuable feedback then used to strengthen the rubrics. A separate rubric will be used to rate students' oral demonstrations at the summit. Revised rubrics are available in Appendix F.

Relevant AAC&U VALUE Rubrics

Rubric for SLO1

- Critical Thinking
- Ethical Reasoning
- Global Learning
- Integrative Learning
- Intercultural Knowledge and Competence
- Problem Solving

Rubric for SLO2

- Ethical Reasoning
- Foundations and Skills for Lifelong Learning
- Integrative Learning

Rubric for SLO3

- Civic Engagement
- Global Learning

Juried Assessment Process

A juried assessment process will be used to comprehensively assess student achievement of the established student learning outcomes. Each year, reviewers will be solicited to participate in the juried assessment process. All reviewers/scorers will receive calibration training annually to ensure consistent application of the rubrics.

Indirect Measures

Several indirect measures were selected to support the comprehensive assessment of each of the outcomes. Specifically, data from the Georgia Tech Undergraduate Exit Survey, administered annually, and the National Survey of Student Engagement (NSSE), administered every three years, will be collected, analyzed, and

reported. Select questions from both the Exit Survey and NSSE were mapped to each of the SLOs (see Appendix H). Three questions—keyed specifically to the QEP SLOs—will be added to the Exit Survey. Results of the Exit Survey can be tracked by student identification number, allowing the QEP assessment team to compare outcomes for program participants vs. nonparticipants.

Fall 2024 Assessment Pilot

In fall 2024, an assessment pilot was conducted to test the rubrics and the artifact collection process. The process relied on a juried assessment approach to score student artifacts collected from existing courses with outcomes aligned with the QEP SLOs. The reviewers applied the draft rubrics that were developed for each SLO on these selected student artifacts.

In preparing for the pilot, 714 artifacts were collected from 10 courses and one immersive learning experience. A random sample of student artifacts was then selected for the juried assessment process for each outcome, which resulted in the selection of 90 artifacts. To ensure a blind review of student work, identifiable information was removed from the artifacts before review to reduce potential bias. Reviewers participated in calibration sessions prior to receiving student work for scoring. Calibration sessions were conducted with 27 faculty and staff from 14 departments, schools, and units. After calibration, each artifact was evaluated by two independent reviewers. In cases of discrepancies in scores of more than one point, a third reviewer was introduced to achieve consensus.

The 90 artifacts that were reviewed for the pilot represented individual and group work from 101 students. The demographic breakdown of these students compared to the Georgia Tech undergraduate student population is presented in Table 5.

TABLE 5. DEMOGRAPHICS OF STUDENTS IN FALL 2024 PILOT

2024 Undergraduate Student Data	Pilot Sample	Student Population
Asian	43%	40%
Black	6%	6.5%
Hispanic	13%	8%
White	32%	40%
Female	43%	38%
Transfer	18%	22%
First generation	12%	7%
US citizen	85%	84%
In-state residents	50%	50%

The fall 2024 assessment pilot provided valuable insight into the assessment plan. Feedback from the content experts and volunteer scorers was used to refine the rubrics. The pilot process and feedback also underscored the importance of designing assignments in close alignment to the SLOs. Finally, the results of the pilot were used to establish target performance levels for the direct measures associated with each SLO.

Given current performance based on the pilot results, the direct intervention of this QEP is expected to positively impact student learning and, as such, will further inform the establishment of the target scores for each outcome. Target scores will be adjusted as appropriate based on consistent performance over multiple assessment cycles. See Table 6 for a summary of the pilot results and the target performance levels.

TABLE 6. QEP PILOT ASSESSMENT RESULTS AND BENCHMARK TARGET PERFORMANCE LEVELS

Note: The rubrics use four performance levels, with benchmark one as the lowest score, midrange scores represented by milestones two and three, and capstone four representing the highest score.

SLO	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	Current Score	Target Score
SLO 1: Students will be able to integrate multiple perspectives in defining complex problems.	5%	18%	40%	31%	Between benchmark 1 and milestone 2	Milestone 2
SLO2: Students will be able to reflect on their identity development as professionals.	4%	3%	16%	50%	Benchmark 1	Milestone 2
SLO 3: Students will be able to describe how their actions as professionals impact society.	9%	12%	29%	40%	Between benchmark 1 and milestone 2	Milestone 3 upon completing the summit

Assessment Plan Timeline

As illustrated in the table below, assessment is ongoing and covers the life of the QEP. The QEP Internal Advisory Board will review an annual QEP assessment report for continuous improvement.

TIMELINE FOR OUTCOMES ASSESSMENT

Timelines	SLO Assessed	Description
Year 0 (Pilot) (2024–2025)	SLO 1 SLO 2 SLO 3	• Develop rubrics for assessing SLO 1, SLO 2, and SLO 3 • Pilot rubrics using authentic student work extracted from select courses • Refine rubrics based on pilot feedback to ensure they accurately measure student achievement
Year 1 (2025–2026)	SLO 1	• Juried assessment of student artifacts extracted from foundational courses • Indirect measures captured from Georgia Tech Exit Survey
Year 2 (2026–2027)	SLO 1 SLO 2	• Juried assessment of student artifacts extracted from foundational courses and immersive learning experiences • Indirect measures captured from Georgia Tech Exit Survey and NSSE
Year 3 (2027–2028)	SLO 1 SLO 2 SLO 3	• Juried assessment of student artifacts extracted from foundational courses, immersive learning experiences, and the summit • Indirect measures captured from Georgia Tech Exit Survey
Year 4 (2028–2029)	SLO 2 SLO 3	• Juried assessment of student artifacts extracted from immersive learning experiences and the summit • Indirect measures captured from Georgia Tech Exit Survey
Year 5 (2029–2030)	SLO 3	• Juried assessment of student artifacts extracted from the summit • Indirect measures captured from Georgia Tech Exit Survey and NSSE

XIII Conclusion

The Leaders in Progress and Service QEP is a robust, purpose-built plan that will prepare students to be the leaders envisioned in the Institute's mission statement.

Throughout the QEP report, we established and supported the following claims:

- **The well-defined topic** is rooted in the institution's mission and emerged from ongoing institutional planning processes.
- **Deep engagement** with internal and external constituents during topic refinement and plan development generated extensive, well-informed, and collaborative implementation partners.
- **The plan will achieve** specific, measurable student learning outcomes that fill a demonstrated gap.
- **Sufficient human and financial resources** are committed to ensure the successful implementation of the plan.
- **A robust assessment plan** includes direct and indirect measures of student learning, with dedicated personnel to gather and analyze data. The planned juried assessment process has been piloted, and sufficient time is earmarked for formative assessment and plan adjustment.

Leaders in Progress and Service is poised to transform the undergraduate experience at Georgia Tech.

XIV References

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XIV Appendices

Glossary of Acronyms

CTL: Center for Teaching and Learning (a unit of the Office of the Provost)

DPC: QEP Development and Planning Committee

E2L: Experiential and Engaged Learning (a unit of OUE)

HIP: High-Impact Practice

LLC: Living Learning Community

OUE: Office of Undergraduate Education (a unit of the Office of the Provost)

SLO: Student Learning Outcome

SLS: Serve-Learn-Sustain (Georgia Tech's 2015 QEP)

TTL: Transformative Teaching and Learning initiative

USG: University System of Georgia

VIP: Vertically Integrated Projects (a faculty-led multidisciplinary research program)

APPENDIX A: QEP Topic Selection Charge

Georgia Tech
Office of the Provost

QEP Topic Selection Charge
September 22, 2022

Background

The Georgia Institute of Technology (Georgia Tech) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Georgia Tech's next decennial review is 2025. To prepare, SACSCOC requires a Quality Enhancement Plan (QEP). The first step in the process of preparing a QEP is to select a topic through its ongoing, comprehensive planning and evaluation processes; have broad-based support of the institutional constituencies; focus on improving specific student learning outcomes; commit resources to initiate, implement, and complete the QEP; and include a plan to assess achievement.

The Provost's QEP Topic Selection Committee, co-chaired by Dr. Larry Jacobs (Senior Vice Provost for Education and Learning) and Dr. Steven Girardot (Vice Provost for Undergraduate Education), will work within the institution to identify a QEP topic with the aim of announcing the selected topic in Spring 2023. Once a topic is chosen, a QEP Development and Planning Committee will be identified to plan the QEP. Timelines for the SACSCOC Reaffirmation and the QEP can be found here.

Charge and Scope

The purpose of the Provost's QEP Topic Selection Committee is to identify potential QEP topics based on **Georgia Tech's Strategic Plan 2020-2030: Progress and Service for All** and Georgia Tech's Transformative Teaching & Learning Strategy, collect existing data and campus input relevant to those topics, and recommend a specific topic for QEP development for Georgia Tech's 2025 Reaffirmation.

The QEP describes a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning, and the QEP's topic should be identified through the institution's ongoing, integrated, institution-wide planning and evaluation process.

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Georgia Tech
Office of the Provost

Committee Membership and Organization

1. The co-chairs of the QEP Topic Selection Committee shall consist of:
    a. **Laurence Jacobs**, Senior Vice Provost for Education and Learning
    b. **Steven Girardot**, Vice Provost for Undergraduate Education

2. The membership of the QEP Topic Selection Committee shall represent the Institute's colleges and consist of:
    a. **Shatakshee Dhongde**, Associate Dean for Academic Affairs and Associate Professor, School of Economics, Ivan Allen College of Liberal Arts
    b. **Luoluo Hong**, Vice President, Division of Student Engagement and Well-Being
    c. **Javier Irizarry**, Associate Dean and Professor, Building Construction, College of Design
    d. **Aisha Johnson**, Associate Dean for Academic Affairs & Outreach, Library
    e. **David Joyner**, Executive Director, Online Education & OMSCS, College of Computing
    f. **Loraine Phillips,** Associate Provost for Academic Effectiveness and Georgia Tech SACSCOC Liaison, Office of the Provost and Executive Vice President for Academic Affairs
    g. **Hunter Richardson**, Vice President for Academic Affairs, Undergraduate Student Government Association
    h. **Carrie Shepler**, Assistant Dean for Teaching Effectiveness and Principal Academic Professional, School of Chemistry and Biochemistry, College of Sciences
    i. **Mitchell Walker**, Associate Dean of Academic Affairs and Professor, School of Aerospace Engineering, College of Engineering
    j. **Kate Williams**, Assistant Director for TA Development, Center for Teaching and Learning
    k. **Craig Womack**, Associate Dean, Undergraduate Programs, Scheller College of Business
    l. **Juana Cunningham** (*ex officio*), Senior Consultant, Georgia Tech Strategic Consulting
    m. **Daniel Lyczak** (*ex officio*), Data Scientist, Institutional Research and Planning
    n. **Cara-Joy Wong** (*ex officio*), Program and Portfolio Manager, Office of the Senior Vice Provost for Education and Learning

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APPENDIX B: Topic Selection Memo

Georgia Tech
Undergraduate Education

TO: Steven McLaughlin
Provost and Executive Vice President for Academic Affairs

COPY: Ángel Cabrera, President
Chaouki T. Abdallah, Executive Vice President for Research
Mike Shannon, Interim Executive Vice President for Administration
Finance and Interim Chief Business Officer
Frank Neville, Senior Vice President for Strategic Initiatives/Chief of Staff
Jennifer Herazy, Assistant Vice President/Deputy Chief Business Officer
Jason Matt, Senior Director for Academic Administration

FROM: Laurence Jacobs, Senior Vice Provost for Education and Learning (co-chair)
Steven P. Girardot, Vice Provost for Undergraduate Education (co-chair)
Georgia Tech's 2025 QEP Topic Selection Committee (see Appendix A)

DATE: May 24, 2023

RE: Recommendation for 2025 QEP Topic:
Leadership in Progress and Service: Creating Intentional and Transformative Learning Experiences

In November 2022, Provost McLaughlin charged a Quality Enhancement Plan (QEP) Topic Selection Committee to recommend a QEP topic by spring 2023. The members of this committee are listed in **Appendix A**. Specifically, this committee was charged to identify potential QEP topics based on Georgia Tech's Strategic Plan 2020-2030: Progress and Service for All and Georgia Tech's Transformative Teaching & Learning (TTL) Strategy, collect existing data and campus input relevant to those topics, and recommend a topic for QEP development for Georgia Tech's 2025 Reaffirmation. The process and methodology used by the committee are summarized in **Appendix B**.

Through this process, a total of 47 topics were submitted and considered by the committee. Three topics with the strongest support and the closest alignment with Georgia Tech's TTL Strategy emerged:

- Topic 1: *Transformative Academic Advising*
- Topic 2: *Leadership in Progress and Service: Creating Intentional and Transformative Learning Experiences*
- Topic 3: *Transformative Teaching through Experiential Learning*

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The abstracts for these three topics are included in **Appendix C**. The committee was very supportive of all three topics, believing that each would benefit from an investment of resources and attention and would present an opportunity to continue the successful legacy of Georgia Tech's previous two QEPs from 2005 and 2015. After soliciting, receiving, and examining additional input on these three topics from a wide range of campus stakeholders, and following further discussion and deliberation, the committee recommends Topic 2: *Leadership in Progress and Service: Creating Intentional and Transformative Learning Experiences*.

Rationale

The committee recommends this QEP topic as an opportunity to build on Institute strengths while advancing commitments essential to our mission. From its founding, Georgia Tech has embraced experiential learning, a "hand and mind" philosophy of learning-by-doing. Our founding curriculum in mechanical engineering incorporated a shop class. Generations of leadership, academic and administrative, have built out an abundance of experiential learning opportunities, now including co-ops and internships, laboratories and capstones, research and innovation, service learning, study-abroad, and study-away. Also from its founding, Georgia Tech has embraced our motto 'Progress and Service' as the directional purpose of a Georgia Tech education. The mission statement in our current Institute Strategic Plan (ISP) renews the embrace encapsulated in this motto, acknowledging our distinctive role as a public research institution committed to "developing leaders who advance technology and improve the human condition."

This QEP topic will enable us to marshal our resources, campus-wide creativity and expertise, and collaborative spirit to expand our experiential learning opportunities with intentionality tied to advancing our mission via the ISP. This QEP topic focuses on these three strategic commitments:

(1) Prepare our students for the multi-faceted challenges of present-day leadership in 'Progress and Service.'
The ISP *Amplify Impact* focus area states our aspiration to provide transformative learning experiences to all students to enable them to "grow as creative, ethical, globally aware, technologically sophisticated leaders who can define and solve problems to improve the human condition." Transformative learning intentionally designed to foster the growth of future leaders in 'Progress and Service' will benefit from collaborative contributions that span disciplines as well as academic and administrative units to create new learning opportunities designed to prepare students for present-day leadership challenges.

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(2) Employ evidence-based best practices in the design, delivery, assessment, and continuous improvement of transformative learning experiences.
The ISP *Lead by Example* focus area states our aspiration to be a "model of excellence through continuous improvement, deliberate innovation, and best practices … ." Intentional design of these transformative learning experiences will benefit from the expertise and collaborative contributions of professionals in the Center for Teaching and Learning (CTL), the Office of Academic Effectiveness (OAE), and the Office of Undergraduate Education (OUE), in addition to the extensive network of faculty and administrative professionals currently delivering transformative learning experiences reflecting best practices.

(3) Ensure that transformative learning experiences are, in fact, provided to those students who would benefit most from these experiences.
The ISP *Expand Access* focus area states our aspiration to "empower people of all backgrounds … to learn and contribute to technological and human progress". We know that some students who would benefit the most participate the least in transformative learning experiences. Intentional design will incorporate effective communication, encouragement, and support for these student populations, with a particular emphasis on those least likely to participate, including under-resourced, limited income, and first-generation students. This will require collaborative contributions from academic advising leadership and the distributed network of academic advisors across campus as well as administrative leadership and staff engaged in outreach and support for students historically underserved. This will also involve ensuring advisors have the tools they need for this proactive work.

Next steps

After the QEP topic has been approved, the Vice Provost for Undergraduate Education and Senior Vice Provost for Education and Learning will begin the design and implementation phase in the summer and fall of 2023, in accordance with the timeline and guidance from the Associate Provost for Academic Effectiveness. Next steps will include:

- Communicating to faculty, academic leadership, students, and the campus community the decision on the QEP topic, an outline of next steps, and a preview of opportunities to connect to advance work on the QEP.

- Finalizing approval of the QEP budget plan. The QEP budget will be operationalized within the Office of Undergraduate Education (OUE) and will include funding for immediate operational positions (e.g, assessment, communication, and project management support) as well as a QEP Director. It is anticipated that the QEP Director will report within OUE.

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- Establishing a QEP Planning Committee (QEP-PC). A chair or co-chairs will be appointed and working closely with the QEP Director, will coordinate QEP-PC planning and activities and serve as primary drafters of the QEP proposal. QEP-PC membership will include faculty as well as leadership from OUE, Education and Learning, Academic Effectiveness, Institutional Research & Planning, and other key administrative units involved.

Acknowledgments

The committee would like to acknowledge that QEP Topics 1 and 3 received significant support in committee deliberations. The essential collaboration and contributions of academic advising and of faculty development to the success of the recommended QEP topic reflect, in part, the strength and value of the other two proposed topics. In addition, the committee would like to acknowledge significant input and considerable discussion that emerged from faculty, school chairs, and students about the pressing need to invest in strengthening and enhancing our undergraduate academic advising system, ensuring that students have the opportunity for holistic advising and that advisors have the tools they need to work effectively with our students.

Appreciation

In closing, the members of this committee greatly appreciated the opportunity to engage in this process and are excited about the next steps in this work. If the Provost and other members of the Executive Leadership Team have questions or would like additional information, we would be happy to follow up.

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APPENDIX C: QEP Development and Planning Committee

ROSTER

1. **Roberta Berry,** Associate Vice Provost for Undergraduate Education
2. **Rodrigo Borela Valente,** Lecturer, College of Computing
3. **Sarah Brackmann,** Director of Community-Based Learning, Office of Experiential and Engaged Learning
4. **Laura Carruth,** Associate Vice Provost for Transformative Teaching and Learning; Executive Director, Center for Teaching and Learning
5. **Andrea Comsa,** Director, Undergraduate Co-op and Internship Programs, GT Career Center, Office of Experiential and Engaged Learning
6. **Courtney Cullen,** Academic Assessment Manager, Office of Academic Effectiveness
7. **Juana Cunningham,** Senior Consultant, Georgia Tech Strategic Consulting/Liaison to the Institute Strategic Plan and Transformative Teaching and Learning
8. **Lauren Evans,** Program and Operations Manager, Sr., Undergraduate Curriculum
9. **Jonathan Gaines,** Associate Chair for Inclusive Excellence, School of Mechanical Engineering
10. **Steven Girardot,** Vice Provost for Undergraduate Education
11. **Rudy Gleason,** Professor, Department of Biomedical Engineering and School of Mechanical Engineering
12. **Rachael Greene,** Assistant Director of Communications, Office of Undergraduate Education
13. **Amy Henry,** Associate Vice Provost & Executive Director, Office of International Education
14. **Larry Jacobs,** Sr. Vice Provost for Education & Learning
15. **Mary McDonald,** Professor, School of History & Sociology
16. **John Mark Page,** Undergraduate Student, Electrical Engineering
17. **Mayuresh Patil,** Professor of the Practice, College of Engineering
18. **Loraine Phillips,** Associate Vice Provost for Academic Effectiveness
19. **Reta Pikowsky,** Associate Vice Provost and Registrar, Enrollment Management
20. **Chris Reaves,** Assistant Vice Provost for Undergraduate Education; Executive Director, Experiential and Engaged Learning
21. **Hunter Richardson,** Vice President of Academic Affairs, Undergraduate SGA; Chair, OUE Student Advisory Board
22. **Carrie Shepler,** Assistant Dean, College of Sciences
23. **Chad Slieper,** QEP Faculty Co-Director
24. **Julie Sonnenberg-Klein,** Executive Director, VIP Program
25. **John Stein,** Associate Vice President for Student Life; Brandt-Fritz Dean of Students Chair
26. **Adam Steinberg,** Professor, Daniel Guggenheim School of Aerospace Engineering; Vice Chair, IUCC/General Education Subcommittee
27. **Aselia Urmanbetova,** Academic Professional, School of Economics
28. **Jason Wang,** Senior Director, Office of Institutional Research and Planning
29. **Kate Williams,** QEP Faculty Co-Director
30. **Cara-Joy Wong (ex officio),** Program and Portfolio Manager, Education and Learning (committee support)
31. **Sarah Wu (ex officio),** Director of Assessment, Office of Academic Effectiveness

AGENDAS

SEPTEMBER 14, 2023

I. Welcome and introductions
II. Committee charge
III. Overview of QEP: Topic selection
IV. SACSCOC standards and timeline
V. Faculty director search

FEBRUARY 1, 2024

I. Introduction of faculty co-directors
II. QEP planning timeline
III. Feedback from SACSCOC VP advisory visit on January 25, 2024
IV. Working group structure and assignments

MARCH 6, 2024

I. Welcome new members
II. Updates from working groups
    a. Learning outcomes and assessment
    b. Credential
    c. Experiential learning
III. Discussion and action items

APRIL 4, 2024

I. Goals of the meeting
II. Reports from working groups
III. Discussion
IV. Next steps

MAY 2, 2024

I. Goals of the meeting
II. Report from credentials working group
III. Report on leadership meetings with stakeholders
IV. Assessment update
V. Summer planning
VI. Next steps

JUNE 6, 2024

I. Goals of the meeting
II. Foundation course planning
III. Summer activities: recommend colleagues for invitation list
IV. Timeline update
V. Feedback requested on QEP report

SEPTEMBER 16, 2024

I. Goals of the meeting
II. QEP graphic
III. Conceptual model feedback
IV. Foundational course staffing
V. Discussion about including a student success goal

OCTOBER 21, 2024

I. Goals of the meeting
II. Feedback on QEP video
III. Assignment structure for the summit
IV. QEP report feedback requested
V. Internal Advisory Panel update

NOVEMBER 18, 2024

I. Goals of the meeting
II. Service needs: How DPC can help
III. Draft 4 feedback discussion
IV. Timeline update

APPENDIX D - Stakeholder Outreach List through September 2024

STAKEHOLDER GROUP MEETINGS

#	Date	Group	Attendance
1	1/18/2024	Student Advisory Board; Office of Undergraduate Education	20
2	1/25/2024	SACSCOC VP	1
3	2/15/2024	Provost's Teaching and Learning Fellows	6
4	2/16/2024	Provost's Teaching and Learning Fellows	4
5	2/16/2024	Humanities in Higher Ed Journal Club	10
6	2/21/2024	Office of Undergraduate Education Leadership and Directors	18
7	3/4/2024	Academic Associate Deans	2
8	3/12/2024	Faculty Executive Board	20
9	3/14/2024	Faculty Council on Accreditation	20
10	3/14/2024	Young Alumni Focus Group	2
11	3/18/2024	Academic Associate Deans (plus additional faculty leadership)	35
12	3/26/2024	Undergraduate House of Representatives	36
13	3/27/2024	Center for Teaching and Learning Faculty	12
14	3/28/2024	Student Leaders of Service-Oriented Student Organizations	8
15	4/2/2024	Ivan Allen College Student Advisory Board, Advisors, Directors	19
16	4/3/2024	Academic Leaders Meeting	20
17	4/18/2024	School of Civil and Environmental Engineering leadership	4
18	4/22/2024	Undergraduate Sustainability Education Committee	35
19	4/23/2024	Vice Provost for International Initiatives Semiannual Meeting	100
20	4/26/2024	College of Engineering Dean's Advisory Committee	12
21	4/30/2024	College of Design All Faculty Meeting	75
22	5/2/2024	College of Computing Leadership Meeting	4
23	5/10/2024	Undergraduate Sustainability Education Committee (second visit)	31
24	5/10/2024	Employer Focus Group	3
25	5/13/2024	College of Design Leadership Meeting	2
26	5/21/2024	Georgia Supreme Court Chief Justice's Commission on Professionalism	15
27	6/10/2024	College of Sciences Leadership Meeting	3
28	6/20/2024	Scheller College of Business Leadership Meeting	5
29	7/15/2024	Law, Science, and Technology Program Faculty Retreat	6
30	7/19/2024	Experiential Learning Engagement Software Discussion	16
31	7/19/2024	Defining Leadership Discussion	20
32	8/19/2024	Academic Associate Deans (plus additional faculty leadership)	25
33	8/22/2024	Office of Corporate Relations	10
34	9/9/2024	Division of Student Engagement and Well-Being	14
35	9/10/2024	Metro Atlanta Chamber of Commerce	6
36	9/17/2024	OUE Advisors and Undergraduate Directors Town Hall	150
37	9/25/2024	Dean of Students Staff Meeting	9
	Total attendance at group meeting		**778**

FACULTY DESIGN CHARETTE PARTICIPANTS

#	Date	Name	Title	Unit
1	6/13/2024	Alvarez-Robinson, Sonia	Executive Director	Georgia Tech Strategic Consulting
2	6/13/2024	Fan, Zhaohu	Lecturer	Scheller College of Business
3	6/13/2024	Gerona, Carla	Associate Professor	School of History and Sociology
4	6/13/2024	Hyde, Allen	Associate Professor	School of History and Sociology
5	6/13/2024	Kousik, Shreyas	Assistant Professor	School of Mechanical Engineering
6	6/13/2024	Mary McDonald	Professor	School of History and Sociology
7	6/13/2024	Pucha, Raghuram	Principal Lecturer	School of Mechanical Engineering
8	6/13/2024	Ries, Christine	Professor	School of Economics
9	6/13/2024	Sharma, Himani	Lecturer	School of Material Science and Engineering
10	6/13/2024	Snow, Teresa	Senior Academic Professional	School of Biological Sciences
11	6/13/2024	Stewart, Christie	Senior Academic Professional	School of Biological Sciences
12	6/13/2024	Tokol-Goldsman, Gamze	Lecturer	School of Industrial and Systems Engineering
13	6/13/2024	Zaidi, Turab	Senior Lecturer	School of Aerospace Engineering
14	6/24/2024	Baradel, Lesley	Lecturer	School of Biological Sciences
15	6/24/2024	Barke, Richard	Associate Professor	School of Public Policy
16	6/24/2024	Borela, Rodrigo	Lecturer	School of Computing
17	6/24/2024	Brackman, Sarah	Director	Community-Based Learning
18	6/24/2024	Cullen, Courtney	Assessment Manager	Office of Academic Effectiveness
19	6/24/2024	Detchprohm, Nisha	Research Engineer	School of Mechanical Engineering
20	6/24/2024	D'Unger, Amy	Interim Director	Honors Program
21	6/24/2024	Hoffman, Courtney	Academic Professional	Undergraduate Research Opportunities Program
22	6/24/2024	Hull, Rebecca Watts	Assistant Director	Center for Teaching and Learning
23	6/24/2024	Nagel, Kristine	Lecturer	School of Computing Instruction
24	6/24/2024	Richards, Robbie	Academic Professional	School of Biological Sciences
25	7/9/2024	Bhatti, Pamela	Professor, Associate Chair	School of Electrical and Computer Engineering
26	7/9/2024	Bourgeois, Christina	Lecturer	School of Electrical and Computer Engineering
27	7/9/2024	Budak, Kemal	Lecturer	School of History and Sociology
28	7/9/2024	Christian, Laura	Lecturer	Department of Biomedical Engineering
29	7/9/2024	Herrin, Kinsey	Senior Research Scientist	School of Mechanical Engineering
30	7/9/2024	Liang, Yan	Research Associate	College of Computing
31	7/9/2024	Morgan, Kali	Learning Scientist	School of Aerospace Engineering
32	7/9/2024	Myanna, Tegra	Director of LGBTQIA+ Resource Center	Student Engagement and Well-Being
33	7/9/2024	Nair-Reichert, Usha	Associate Professor	School of Economics
34	7/9/2024	Patil, Mayuresh	Professor of the Practice	School of Aerospace Engineering
35	7/9/2024	Pitts Hall, Rachael	Director of Faculty and Student Training	Department of Biomedical Engineering
36	7/9/2024	Raju, Lakshmi	Academic Professional	School of Electrical and Computer Engineering
37	7/9/2024	Robinson, Arianna	Assistant Director, Ray C. Anderson Center	Scheller College of Business
38	7/9/2024	Rohde, Jacqueline	Academic Professional	School of Electrical and Computer Engineering
39	7/9/2024	Thomas, Catherine	Senior Academic Professional	Office of Undergraduate Education
40	7/9/2024	Washington, Candace	Lecturer	School of Electrical and Computer Engineering
41	7/9/2024	Willkens, Danielle	Associate Professor	School of Architecture
42	7/9/2024	Wu, Hongchen	Assistant Professor	School of Modern Languages
43	7/9/2024	Zhou, Chen	Associate Professor; Associate Chair	School of Industrial and Systems Engineering

EXPERIENTIAL LEARNING PROGRAM MANAGER PARTICIPANTS

#	Date	Name	Title	Unit
1	6/14/2024	Weitnauer, Mary A	Professor	School of Electrical and Computer Engineering
2	6/14/2024	Barineau, Brynn	Program Manager	Global Leadership Living Learning Community
3	6/14/2024	Pounds, Iteeah	Internship & Co-op Program and Operations Manager	Career Center
4	6/14/2024	McDonald, Mary	Professor	School of History and Sociology
5	6/14/2024	D'Unger, Amy	Interim Director	Honors Program
6	6/14/2024	Tinoco-Santiago, Anna	Community Engagement Specialist	Office of Undergraduate Education
7	6/14/2024	Wong, Cara-Joy	Program and Portfolio Manager	Education & Learning
8	6/14/2024	Lux, Jennifer	Writer/Editor	Scheller College of Business
9	6/14/2024	Anderson, Amara	Program Coordinator	Honors Program
10	6/14/2024	Fan, Zhaohu	Lecturer	Scheller College of Business
11	6/14/2024	Richardson, Hunter	SGA Vice President	Undergraduate Student Government Association
12	6/14/2024	Glass, Lelia	Assistant Professor	School of Modern Languages
13	6/14/2024	Dobranski, Shannon	Deputy Director	Academic Success and Advising
14	6/14/2024	Lawton, Christopher	Lecturer	School of History and Sociology
15	6/14/2024	Toomey-Flinn, Ashlee	Director of On-Campus Internationalization	Office of International Education
16	6/14/2024	Colatrella, Carol	Professor	School of Literature, Media, and Communications
17	6/17/2024	Jariwala, Amit	Director of Design and Innovation	School of Mechanical Engineering
18	6/17/2024	Brackmann, Sarah	Director	Community-Based Learning
19	6/17/2024	Reaves, Chris	Asst Vice Provost for Undergraduate Education & Exec Director of Experiential and Engaged Learning	Office of Undergraduate Education
20	6/17/2024	Gokhman, Ilya	Faculty Co-Director	Grand Challenges Living Learning Community
21	6/17/2024	Cullen, Courtney	Assessment Manager	Office of Academic Effectiveness
22	6/17/2024	Myanna, Tegra	Director, LGBTQIA+ Resource Center	Student Engagement and Well-being
23	6/17/2024	Hoffman, Courtney	Academic Professional	Undergraduate Research Opportunities Program
24	6/17/2024	Kotlyar, Olga	Assistant Director, Student Innovation and Entrepreneurship	Experiential and Engaged Learning
25	6/17/2024	Liang, Yan	Research Associate	College of Computing
26	6/17/2024	Tarver, NeKenjie	Educational Outreach Manager	Experiential and Engaged Learning
27	6/17/2024	Faulkner, Megan	Program and Operations Manager	Community-Based Learning
28	6/17/2024	Losego, Mark	Associate Professor	School of Materials Science and Engineering

APPENDIX E: Marketing Plan

Objective:

To raise awareness and engagement with Georgia Tech's 2025–2030 QEP initiative, Leaders in Progress and Service, focusing on transformative learning and leadership development among students, faculty, alumni, and parents.

Timeline and Deliverables:

1. Strategic Planning Phase (March 2024–July 2025)

- Form QEP Marketing Work Group to oversee execution and metrics tracking
- Develop key messaging tailored for each audience (students, faculty, alumni, parents, employers)
- Conduct initial design and content planning for digital and print materials
- Identify ideal scheduling for email campaigns, webinars, and event-based outreach

2. Content Creation and Prelaunch Production (July–August 2025)

- Develop and finalize a one-pager overview and flyers for in-person and virtual events
- Launch an updated QEP website, enhancing visuals and usability for an engaging experience for student audiences
- Establish webinar content including PowerPoint and talking points covering the QEP's impact, transformative learning goals, and opportunities for students
- Draft targeted email campaigns for segmented audiences (faculty, students, alumni, parents, employers)
- Establish a social media content calendar for OUE channels and coordinate with Institute accounts
- Identify opportunities for articles and stories that could be featured in *Daily Digest* and other Institute outlets

3. Implementation and Engagement Launch (August–December 2025)

- **QEP Website:** Launch updates and continue to provide regularly refreshed content with a student audience in mind. Host QEP video on homepage.
- **Targeted Email Campaigns**
  - Send introductory emails to all audiences outlining QEP goals, opportunities, and future events
  - For students and parents, highlight program benefits and the Leader in Progress and Service graduation distinction
  - For faculty, emphasize support and opportunities associated with leading QEP courses and research projects
  - For alumni and employers, share ways to engage with QEP programs and donation and mentorship opportunities
- **Print Materials:** Distribute one-pagers and flyers at campus events, family orientations, and student resource fairs
- **Webinars:** Host QEP informational webinars and separate sessions for parents, students, and faculty, emphasizing how each group can benefit and get involved
- **OUE Social Media Channels:** Roll out regular posts with engaging visuals, student testimonials, and updates on the QEP, coordinated with Institute-wide social media

4. Evaluation and Content Adjustments (January–February 2026):

- Review engagement metrics from email campaigns, social media, and website visits
- Collect audience feedback
- Adjust messaging and timing for outreach based on engagement insights

5. Sustained Engagement and Program Support (2026–2030)

- **Continued Email Engagement:** Send follow-up emails with updates, impact stories, and new engagement opportunities
- **Website Updates:** Keep QEP content current with student and faculty stories and metrics highlighting program success
- **In-Person and Virtual Events:** Continue hosting informational webinars and student-centered events as the program evolves
- **Print and Digital Media:** Distribute updated print materials at on-campus events

Key Deliverables

- QEP website updates and refreshes
- Targeted email campaigns for students, faculty, alumni, parents, and employers
- Print materials (one-pagers, event flyers)
- Webinars for parents, students, and faculty
- Social media content for OUE and Institute channels
- Regular updates in Institute newsletters and family channels (e.g., *Daily Digest, The Hive*)

Distribution Channels

- **QEP Website:** Central hub for all information, updates, and resources
- **Email Campaigns:** Segmented for students, faculty, alumni, parents, and employers to align messaging and goals
- **Print Materials:** Distributed on campus and at events
- **Webinars:** Hosted for each audience segment, focusing on engagement and feedback
- **OUE Social Media:** Coordinated messaging for increased visibility
- **Institute Channels:** Newsletters, website, and family platforms for broad outreach

This phased plan emphasizes long-term engagement, catering to the interests and needs of each audience with adaptable content and continuous assessment.

Summary

Launching in August 2025, the marketing plan for Georgia Tech's Quality Enhancement Plan (QEP), Leaders in Progress and Service, is designed to reach key audiences—students, faculty, alumni, parents, and employers—through a variety of targeted channels. An enhanced QEP website will serve as the primary resource hub, supported by segmented email campaigns and regular updates on OUE and Institute channels. Print materials, including one-pagers and event flyers, will be distributed at informational events to further engage the campus and student communities. Additionally, webinars will be hosted for parents, students, and faculty detailing the QEP's transformative learning opportunities. Through these targeted initiatives, the marketing plan aims to promote the QEP's mission of developing creative, ethical, and globally minded leaders across the Georgia Tech community. Continuous evaluation and adjustments based on engagement metrics will ensure the QEP's message is effectively communicated, fostering long-term involvement and support across all audience groups.

APPENDIX F: Rubrics

Revised Rubrics

SLO 1: Students will be able to integrate multiple perspectives in defining complex problems.

Problems that involve advancing technology and improving the human condition are complex and require analysis from multiple disciplinary and other perspectives. Students will learn to define these complex problems in ways that account for these multiple perspectives.

Definitions

Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are accepted by one as true or certain without relying on evidence.

Complex Problem: A problem that includes one or more scientific, technological, or engineering issues and one or more associated social or ethical issues.

Perspective taking: The ability to engage with and learn from multiple perspectives on complex problems and to understand how one's place in and perspectives on the world may both inform and limit one's understanding of the issues. The goal is to develop the capacity to recognize and integrate multiple perspectives, including social, ethical, disciplinary and other perspectives in defining complex problems.

SLO1 RUBRIC

	Capstone	Milestones		Benchmark
	4	3	2	1
Define Issues in Complex Problems	Analyzes both scientific/technological/ engineering issues and social/ethical issues of a complex problem in full detail	Explains both scientific/technological/ engineering issues and social/ethical issues of a complex problem with more detail	Describes both scientific/technological/ engineering issues and social/ethical issues of a complex problem with some detail	Identifies either scientific/technological/ engineering issues or social/ethical issues of a complex problem with limited detail
Perspective Taking	Analyzes multiple perspectives and integrates them in defining a complex problem	Explains multiple perspectives and begins to integrate them in defining a complex problem	Identifies multiple perspectives but does not integrate them in defining a complex problem	Identifies a perspective other than one's own but does not integrate more than one perspective in defining a complex problem
Influence of Context and Assumptions	Analyzes own and others' assumptions and carefully evaluates the influence of assumptions in complex problem definitions	Questions some of own and others' assumptions and begins to examine the influence of assumptions in complex problem definitions	Identifies own and others' assumptions and begins to recognize the influence of assumptions in complex problem definitions	Demonstrates limited awareness of own or others' assumptions; does not recognize the influence of assumptions in complex problem definitions

SLO 2: Students will be able to reflect on their identity development as professionals.

For professionals to be effective leaders in progress and service, they must understand the role of professionals and how to apply their own talents and values to both serve their clients and customers and to advance the goal of their professions to serve the public good. Students will learn skills of critical reflection that will help them "find their why" as future professionals.

Definitions

Professional: Someone with specialized knowledge and expertise typically not held by the general public who fulfills obligations both to their clients and customers and in service of the public good.

Professional Identity Development: The process by which aspiring professionals examine and clarify their core values, talents, and interests, compare them to those of professions, and begin to identify as future members of professions with which they find alignment. These processes are different from professional identity formation, by which junior members of professions are integrated into their professions.

Reflection: The meta-cognitive act of examining a performance to explore its significance and consequences.

Talents: The abilities and skills required to engage successfully in a profession.

Core values: Principles or standards of behavior that one uses to judge what is important in life.

Professional Self: A view of oneself through the lens of one's core values, talents, and interests that relate to the profession they aspire to join.

Past Experiences: One's collected life experiences to date including experiences both inside and outside of the classroom.

SLO2 RUBRIC

	Capstone	Milestones		Benchmark
	4	3	2	1
Self-Awareness	Integrates core values, talents, and interests in a way that explains the connections to one's professional self with depth and clarity	Analyzes core values, talents, and interests and draws more connections to one's emerging professional self	Describes core values, talents, and interests and draws preliminary connections to one's emerging professional self	Identifies core values, talents, and interests without drawing connections to one's emerging professional self
Reflection	Reviews past experiences in depth to reveal significantly changed or clarified perspectives about present and future educational or life events	Reviews past experiences with some depth, indicating a changed or clarified perspective about present educational or life events	Reviews past experiences with limited depth, indicating an emerging change or clarification in one's perspective about present educational or life events	Reviews past experiences at a surface level, indicating no change or clarification in one's perspective about present educational or life events
Professional Identity Development	Integrates one's own core values, talents, and interests with those common to one's potential profession in a way that envisions oneself as a future professional	Compares one's own core values, talents, and interests to those common to one's potential profession and begins to assess whether a potential profession is a good fit	Describes one's own core values, talents, and interests and those common to one's potential profession	Identifies limited or superficial ideas or beliefs about one's own core values, talents, and interests and those common to one's potential profession

SLO 3: Students will be able to describe how their actions as professionals impact society.

Georgia Tech graduates will become leaders in their fields, with core values, talents, and interests that enable their actions to have great impact on society. Students will learn about the impacts of their actions as professionals on the human condition.

Definitions

Professional Awareness: The ability to recognize one's responsibilities as a professional to society—locally, nationally, and globally. This requires awareness of the social impacts of one's actions as a professional.

Commitment: Demonstration of actions or planned actions that align with a particular goal or value.

Professional Engagement Activities: Activities students undertake inside and/or outside the classroom that are related to their development as future professionals.

SLO3 RUBRIC

	Capstone	Milestones		Benchmark
	4	3	2	1
Analysis of Knowledge	Analyzes knowledge (facts, theories, etc.) from one's own academic study that is relevant to one's own participation in society as a professional	Connects knowledge (facts, theories, etc.) from one's own academic study that is relevant to one's own participation in society as a professional	Describes knowledge (facts, theories, etc.) from one's own academic study that is relevant to one's own participation in society as a professional	Identifies knowledge (facts, theories, etc.) from one's own academic study that is relevant to one's own participation in society as a professional
Professional Identity Orientation	Analyzes experience(s) in professional engagement activities and relates these to a clarified sense of professional identity	Analyzes experience(s) in professional engagement activities and relates these to a growing sense of professional identity	Describes experience(s) in professional engagement activities with limited connection to professional identity	Identifies experience(s) in professional engagement activities with no connection to professional identity
Professional Awareness	Identifies social/ethical dimensions of complex problems and evaluates the consequences of a range of actions informed by awareness of the impact of these actions on society	Identifies social/ethical dimensions of complex problems and identifies a range of actions informed by awareness of the impact of these actions on society	Identifies social/ethical dimensions of complex problems with limited discussion of the impact of one's actions as a professional	Identifies social/ethical dimensions of complex problems with no discussion of the impact of one's actions as a professional

Rubric for Scoring Summit Oral Demonstrations

SLO 3: Students will be able to describe how their actions as professionals impact society.

Performance dimensions are described at the target level "Milestone 3" for SLO 3 for students participating in the summit.

Dimensions of SLO 3	Performance Dimensions	Meets Expectations?	Comments / Feedback
Analysis of Knowledge	Describes knowledge (facts, theories, etc.) from their academic study		
	Relates academic knowledge to their professional role (or potential professional role) in society		
Professional Identity Orientation	Analyzes experiences in professional engagement activities		
	Relates professional engagement activities to their growing sense of professional identity		
Professional Awareness	Identifies social/ethical dimensions of complex problem(s)		
	Identifies a range of actions informed by awareness of the impact on society of their actions as professionals		
Overall Performance	Overall, the student successfully describes how their actions as professionals impact society		

APPENDIX G: Signature Assignment, Foundational Course

The following outline provides the general framework for the signature assignment as delivered in the central version of the foundational course. Local courses will work with the QEP faculty development specialist to revise this structure for their courses as needed. All courses will produce an equivalent student artifact for assessment according to the QEP assessment plan.

1. Purpose

You are in the process of developing strong problem-solving skills during your journey at Georgia Tech. These problem-solving skills will prepare you to take on leadership roles in addressing future problems in your careers and communities. The first step in solving complex problems is thoroughly defining them, taking into consideration a variety of disciplinary, theoretical, and stakeholder perspectives. This assignment will challenge you to identify and analyze a complex problem from various perspectives.

Your instructor will provide a set of broad issues related to this course and/or your academic discipline. Over the course of the semester, you will work with a group to narrow your focus on specific aspects of the issue, gather diverse perspectives from multiple types of sources, and ultimately create a product demonstrating your refined definition of your group's complex problem.

For this project, your selected complex problem will satisfy the following criteria:

a. The issue is "complex" in that it includes both technological/scientific issues and human/social issues.
b. The problem does not have an obvious answer—reasonable people can disagree about the best solution.
c. The problem has appeared in the popular news within the past month.
d. You care about the outcome of this problem.
e. The scope of the problem should be narrow enough to be manageable yet broad enough to meet the definition of "complex" above.

2. Project Tasks

Some of our class activities will help you and your group work toward your final deliverable. Other tasks will be completed outside of class. (These elements will be revised for local sections of the course, as needed.)

a. Document your initial thoughts about how you would define your selected problem (in class).
b. Investigate your selected topic through multiple news outlets that differ in their documented perspective (in class).
c. Identify at least one scholarly paper on your topic and submit a three-paragraph response that summarizes the paper and explains how an academic discipline of your choosing approaches the problem (outside of class).
d. Talk with at least five stakeholders about your selected problem, and submit an analysis that explains how the responses confirmed or refuted your initial perspective on the problem.

3. Final Paper Instructions

Define your complex problem in light of the various perspectives you have obtained from news sources, the search of library resources, and listening to others' perspectives. Describe how your perspective on this topic changed over the course of the assignment. What core ideas about the problem persisted in your final definition and what ideas were revised? Which source of information ended up being the most impactful to your final definition? How can you use this experience in the future?

APPENDIX H: Mapping QEP SLOs to Indirect Measures

NSSE Survey of Student Engagement	SLO 1	SLO 2	SLO 3
During the current school year, how often have you . . .?			
Connected your learning to societal problems or issues			X
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	X		
Examined the strengths and weaknesses of your own views on a topic or issue		X	
Tried to better understand someone else's views by imagining how an issue looks from their perspective	X		
Learned something that changed the way you understand an issue or concept		X	
Connected ideas from your courses to your prior experiences and knowledge		X	

Georgia Tech Exit Survey Questions	SLO 1	SLO 2	SLO 3
Knowledge and Skills. To what extent did your Georgia Tech education contribute to your knowledge, skills, and personal growth in the following areas:			
Ability to work with individuals from diverse backgrounds	X		
Ability to make ethically responsible decisions			X
Understanding the role of your discipline in solving global problems			X
Understanding of current events	X		
New Questions to be Added			
Ability to define complex problems using multiple perspectives	X		
Ability to reflect on the development of your identity as a professional		X	
Knowledge of how your actions as a professional impact society			X

APPENDIX I: GT 2803: Progress and Service Forum Syllabus

3.0 credit hours, Spring 2025
Fridays, 11:00am – 1:45pm
Clough UG Learning Commons 262

Chad Slieper, JD - Chad.Slieper@gatech.edu
Kate Williams, PhD - Kate.Williams@gatech.edu
Office Hours: By Appointment

Course Description

Georgia Tech's motto, "Progress and Service", captures the institution's mission to prepare leaders (you!) who advance technology and improve the human condition. In this course, you will explore the nature of complex problems that impact humanity while investigating your own unique potential to impact these problems. Through interactions with faculty, peers, and community leaders, you will analyze these big issues from multiple perspectives, equipping you with greater insight into the roles and actions that enable leaders to make change.

Course Goals and Learning Outcomes

Upon successful completion of this course, you will be able to:

- Identify and integrate perspectives from a variety of sources
- Define complex problems to include both technical/scientific issues and human/societal issues
- Reflect on your identity development as professionals

Course Requirement and Grading

Your performance in this course will be evaluated using Specifications Grading. This approach to assessment evaluates student mastery of learning outcomes. High performance expectations for each assignment are communicated via transparent assignment instructions and grading rubrics. Your performance will be measured against these high-performance expectations and scored as "meets expectations" or "does not meet expectations". Assignments that do not meet the expectations on the initial attempt can be revised and resubmitted.*

*You will have three "tokens" for the semester that will be expended when you resubmit an assignment. These tokens allow you to resubmit work that does not meet expectations on the first attempt. Resubmissions must be received no later than seven days after the original assignment was due.

Required assignments (further details will be provided in Canvas)

1. **Weekly Journal (Maximum of 11 weekly entries)**
   The purpose of the journal assignment is to encourage critical thinking, personal reflection, and deeper engagement with the main topics discussed in class. Weekly prompts will challenge you to explore course themes, connect ideas to your own experiences, and synthesize knowledge in a meaningful way.

2. **Focus Project: A multimedia inquiry into complex problems**
   This semester-long group project challenges you to explore a complex societal issue through a leadership lens, culminating in a 5-10 minute video. Working collaboratively, your team will identify a significant problem, investigate its nuances, and capture multiple perspectives to present a well-rounded understanding of the issue. To guide you through the

process, in-class and out-of-class prompts and mini-assignments will help you refine your topic, develop your narrative, and incorporate diverse viewpoints. The final video should introduce your chosen issue, highlight the perspectives you've uncovered, and reflect your team's thoughtful inquiry and creativity. As part of this assignment, each group will host a "screening" of their video and lead a class discussion about the selected topic.

3. **Reflection Paper: Insights from the Focus Project**
After completing the group video project, this individual assignment asks you to analyze your personal learning journey and the collaborative process. In a 3-5 page paper, reflect on your initial perspective on the chosen issue and how it evolved through research, team discussions, and engagement with diverse perspectives. Additionally, evaluate your team's effectiveness in soliciting and incorporating multiple viewpoints into the final video. Use specific examples from the project to support your analysis, and consider how this experience has influenced your understanding of defining complex problems and informed your professional identity development.

4. **Professional Identity Statement: Defining Your Path**
This culminating assignment challenges you to articulate your professional identity by synthesizing insights from your journal entries, values clarification exercise, self-assessments, and class discussions. In a 3-5 page paper, demonstrate your understanding of the professional identity framework by describing your confidence level in your selected major and intended career field. Reflect on how your personal values, skills, and experiences align with your aspirations, and identify specific steps you can take to further refine and strengthen your professional identity. This paper serves as a thoughtful roadmap for your continued growth and development as a future professional.

Grading Scheme

To earn the grade in the left column, students will satisfy all of the requirements in BOTH columns (major assignments and journal). If either column is not satisfied, the next lower grade in which both columns are satisfied will be awarded.

GRADE	MAJOR ASSIGNMENTS	JOURNAL
A	• Focus Project • Reflection Paper	• Professional Identity Statement • 11 out of 12 weekly entries
B	• Focus Project • Reflection Pape	• Professional Identity Statement • 9 out of 12 weekly entries
C	• Focus Project • Reflection Pape	• Professional Identity Statement • 7 out of 12 weekly entries
D	• One of the required assignments is missing (either the Reflection Paper or the Focus Project)	• Professional Identity Statement is missing • Fewer than 7 weekly entries
F	• Both of the required assignments are missing	• Professional Identity Statement is missing • Fewer than 7 weekly entries

{Policies and Procedures have been removed from this document in the interest of space}

Course Schedule

Below is a list of class meeting dates along with assignment due dates throughout the semester. Reading assignments and preparation required for each class meeting will be distributed via Canvas. Topics listed below are tentative and subject to change as the semester progresses.

UNIT 1: PROGRESS AND SERVICE - WHAT'S THE BIG IDEA?

In the first part of the course, we will explore how Tech's motto, *Progress and Service*, is realized in the campus culture and in individual community members – like each of us!

January 10: What is Progress and Service?

- Activity: Introduction to Progress and Service

January 17: What does Progress and Service mean to you?

- Learning through "Wicked Problem" case studies; Reflection for learning
- Professional Identity Activity: Values Clarification

January 24: Immersive Learning Day (on campus)

- Experience our Progress and Service motto through this service project to improve the Georgia Tech community.

UNIT 2: ADVANCING TECHNOLOGY TO IMPROVE THE HUMAN CONDITION

In this unit, we will explore common human values and experiences that can help us define major issues in ways that lead to human-centered solutions.

January 31: What is "the human condition" and why does GT commit to improving it?

- Is there a universal human condition? Why or why not?
- Professional Identity Activity: What does it mean to be a good _____?
- **Focus Project Activity 1: Issues that inspire**

February 7: Defining Problems to Improve the Human Condition

- Frameworks for defining complex problems, Guest Speaker: Dr. Roberta Berry
- **Focus Project Activity 2: Documenting initial thoughts on your target issue**
- Professional Identity Activity: Intro to Professional Ethics

February 14: Exploring Multiple Perspectives

- Professional Identity Activity: Codes of professional ethics wrap-up
- Bafa'Bafa' simulation and discussion

February 21: Perspective-Taking for Change

- Guest Speaker: Dr. Sarah Brackmann, Director of Community-based Learning
- **Focus Project Activity 3: Group assignments and agreements**
- Activity: Team Dynamic/Workstyle Inventory

February 28: Immersive Learning Day (with community partners in Atlanta)

- Explore our Progress and Service motto through this engaged learning experience with Atlanta community partner

UNIT 3: PROGRESS AND SERVICE SHOP

In this unit, we will resurrect – in spirit – Georgia Tech's "shop" where you will apply, with guidance, the ideas you learned in the previous units.

March 7: Leading through Storytelling

- Skills for crafting a compelling story
- **Focus project Activity 4: Creating a storyboard**

March 14: Immersive Learning Day (self-directed)

- Self-directed immersive learning experience (further instructions will be provided)

March 21 – NO CLASS – SPRING BREAK

March 28: Gathering Evidence to Inform your Issue

- How to read a scholarly paper, Guest speaker: GT librarian
- **Focus Project Activity 5: Searching the literature for reliable scientific evidence**

April 4: When Good Ideas go Bad

- Barriers to progress and service
- **Focus Project video due Thursday, April 10 by 11:59pm on Canvas**

April 11: Focus Project Presentations

- Each group will present their project and lead a class discussion about their topic (30 minutes for each group)
- **Individual Reflection Paper: Insights from the Focus Project due Thursday, April 17 by 11:59pm on Canvas**

April 18: Class Celebration

- Insights on Progress and Service: Course reflection and feedback
- Professional Identity Activity: Evolution of values
- Leaders in Progress and Service: Planning for the Future

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