QUALITY ENHANCEMENT PLAN
HIGH-IMPACT PROJECT GRANTS
$5,000 each, non-recurring

AY 2017-2018
DUE DATE: JANUARY 15, 2017

Who is eligible to apply? Any UWF faculty or staff member may apply.

How much money is available? UWF anticipates to allocate $115,000 to support its QEP projects in Year 3 (Academic Year 2017-2018). This means 23 projects may be selected to receive funding.

How much does a project receive if funding is awarded? $5,000; unless a lesser amount is requested. Projects will be re-considered annually, however, there is no guarantee of funding beyond the initial award.

Who selects the projects that receive funding and what are they looking for? Proposals are peer-reviewed by a committee of the QEP Liaisons and the QEP Director. They are looking to ensure projects are sufficiently aligned with the goals of the QEP. The committee uses as scoring rubric to evaluate the degree to which a project
1. Meets the basic requirements of the QEP (below),
2. Is innovative or may serve as a model for others to implement, and
3. Is sustainable beyond the initial implementation period.

Projects providing sufficient evidence of such alignment are designated as QEP high-impact practices.

What are those basic requirements?
1. Projects must intentionally teach and assess professional communication skills. The QEP has specific student learning outcomes that must be measured.

2. Projects must be a high-impact practice. The QEP requires that projects have the capacity for transformative learning. Projects are generally of a certain type, and contain the essential elements of high-impact practice.
   a. Types. Capstone courses/experiences, Cornerstone experiences, internships/field experiences, service learning experiences, diversity/global learning experiences, undergraduate research, learning communities, writing-intensive courses/experiences, and collaborative assignments/projects.
   b. Essential elements. Students: (i) are provided timely and frequent feedback, (ii) reflect on their learning, (iii) apply their learning in real-world contexts, (iv) experience diversity or difference, (v) have meaningful interactions with peers and faculty, (vi) devote considerable time and effort, (vii) are expected to perform at high levels, and (viii) publically demonstrate their competence.

3. Projects must be geared toward juniors and seniors, with one exception: A “baseline” high-impact project will conduct assessment of freshman/first-year students to capture an initial measure of students’ communication skills from which future comparisons may be made.
What are the specific student learning outcomes of the QEP?

For written communication:
1. Uses sources that are appropriate and relevant.
2. Spelling is essentially error-free (only minor errors exist).
3. Exhibits standard rules of grammar, syntax, and punctuation.
4. Language and content serve the intended purpose of the communication.
5. Uses language, jargon tailored to audience understanding.
6. States a clear conclusion that is consistent with the evidence presented.
7. Presents paper with a professional level of polish.

For oral communication:
1. Uses sources that are appropriate and relevant.
2. Pronunciation and diction are essentially error-free (only minor errors exist).
4. Language and content serve the intended purpose of the communication.
5. Uses language, jargon tailored to audience understanding.
6. States a clear conclusion that is consistent with the evidence presented.
7. Presents communication with a professional level of polish.

How are the student learning outcomes assessed? On a 3-point rating scale: Does not meet (score = 0), Meets (score = 1), and Exceeds (score = 2) the professional standard.

Are projects required to assess both written and oral communication? No

Are projects required to assess all student learning outcomes in either written or oral communication? Yes, unless an SLO would not be relevant given the scope of the project (this must be justified in your proposal)

How does the review committee determine which projects receive funding?
First, the project must be designated as a QEP high-impact practice. Beyond that, the committee is charged to ensure the funds are equitably distributed across the curriculum and co-curriculum.

If my project is selected to receive funds, what can I use them for?
Funds may be used to develop or implement the project. Examples include salary support, graduate assistants, undergraduate assistants/peer instructors, partnership support, technical resources, course materials, professional development, registrations and memberships, conference travel, and guest speakers. **QEP funds may not be used for food (concessions).**

*Exception:* Faculty incentive funds (e.g., salary support) are paid out 50% initially, and 50% when the QEP Director receives a dataset and summary report.

What kind of reporting requirements are there?
Projects designated to receive funding are required to submit an end-of-semester report and submit data (when available). The semester report and data workbook is provided by the QEP Director. Reporting is required each semester until (a) all funds have been exhausted, and (b) a dataset has been received.
How are data on student learning collected?
Projects are required to collect data at the student level. This means that student learning outcome data are matched to students’ UWF ID numbers (970xxxxx).

Who is available to help me with my proposal?
The QEP Liaisons exist to assist you in the development of your proposal. It is strongly recommended that you reach out to your designated QEP Liaison prior to submitting the final proposal. You may also contact the QEP Director (Joshua Schutts).

Who is my QEP Liaison?
- CASH: Dr. David Ramsey
- COB: Dr. Heather Donofrio
- COH: Dr. Daniel Drost
- CEPS: Dr. Sara Evans
- Hal Marcus COSE: Dr. Matt Schwartz
- Co-curriculum: Mrs. Lauren Loeffler

Who do I send my completed proposal to? Joshua Schutts (jschutts@uwf.edu).
QUALITY ENHANCEMENT PLAN
GRANT APPLICATION FORM
AY 2017-2018

Project title:
Faculty/staff member(s) involved:

1. What is the primary type of high-impact practice (see Overview document)?

2. How many students do you anticipate will participate?

3. In 50 words, provide a concise description of your project to students (these will go on the website project page that can be viewed by students considering enrollment or participation)

4. Project Design
   a. In what semester(s) will you prepare the project?
   b. In what semester(s) will you conduct the project?
   c. Briefly describe how your project will incorporate the essential elements of high-impact practice.
   d. How does your project intentionally focus on improving students’ professional communication skills (i.e., an “intervention”), aside from just measuring them for project reporting and assessment purposes?
   e. What kind of deliverables, if any, might the students or faculty member produce that we could highlight?

5. Assessment of Student Learning Outcomes
   a. Why is this project idea significant, innovative, and likely to make a difference in students’ learning?
   b. Will you be assessing written communication, oral communication, or both?
   c. Do you agree to assess all the SLOs in a particular communication type (if no, please justify)?
   d. How do you intend to assess the specific student learning outcomes

6. How will you know if the project is a success?

Optional or not-necessarily applicable questions:
A. Do you intend to ask for less than the standard award amount of $5,000? If so, how much are you requesting?

B. Do you have any prior assessment data regarding the effectiveness of this project?

Acknowledgement:

_________________________   _________________________
Project Director    Department Chair/Director/Dean