

FORUM ON THE QUALITY ENHANCEMENT PLAN (QEP)

Tuesday, March 3, 2020



QEP AND THE SACSCOC REVIEW PROCESS

- Leadership Orientation by SACSCOC Staff (December 2018)
- Compliance Certification Report (September 2020)
- Off-Site Committee Review and Report (November 2020)
- Quality Enhancement Plan (4 to 6 weeks prior to on-site)
- Institutional Focused Report (optional)
- On-Site Committee Visit and Report (March 2021)
- Institutional Response Report and revised QEP
- Review and Action by the SACSCOC Board of Trustees (Dec. 2021)

SACSCOC STANDARD 7.2

QUALITY ENHANCEMENT PLAN

- A. The university has identified a topic through its ongoing, comprehensive planning and evaluation processes.**
- USC Connect Data, Strategic Planning Processes, Blueprints
- B. The QEP has broad-based support of institutional constituencies.**
- More than 30 outreach events this academic year to gather feedback/input
 - 5 QEP Subcommittees in Action (Faculty and Staff representation)
- C. The QEP focuses on improving specific student learning outcomes and/or student success.**
- Focus on Engagements and Reflection

SACSCOC STANDARD 7.2

QUALITY ENHANCEMENT PLAN

D. The university has committed resources to initiate, implement and complete the QEP.

- Preliminary budget submitted to Provost's Office

E. There is a plan to assess achievement in the proposed QEP.

- Review of assessment and technologies through QEP subcommittee efforts

OUTCOMES OF USC CONNECT (FIRST QEP)



- Graduation with Leadership Distinction in: Community Service, Diversity & Social Advocacy, Global Learning, Professional & Civic Engagement, Research
 - All pathways include a core experience, 3 enhancement experiences, related coursework (6 hours), presentation and culminate with an ePortfolio where students must demonstrate integrative learning across their activities inside and outside the classroom.

DIRECTION OF THE NEW QEP

- SACSCOC allows universities to either start something entirely new for the QEP or extend and deepen the former QEP such that it is distinct but related.
- Intentions are to advance current efforts with emphasis on high-quality experience and associated reflection
- Shifts previous thinking: culminating experiences are important, but students' opportunity to engage and meaning-making is paramount
- Will be a five-year plan for implementation

5 QEP PROPOSAL SUB-COMMITTEES

Over 30 faculty and staff participants

1. **Engagements:** Identify current and emerging experiences (credit and non-credit), identify barrier to participation for different student populations, identify risks
2. **Technology and Assessment:** Recommend assessments of student experience, identify systems to assess student work, coordinate across existing systems
3. **Marketing:** Create a plan for messaging for various audiences (faculty, staff, students, external entities)

5 QEP PROPOSAL SUB-COMMITTEES

4. **Professional Development:** Identify current levels of faculty and staff knowledge, skills and dispositions towards integrative learning, create a plan for professional development
5. **Pilot Project:** Develop a pilot project to demonstrate proof of concept for new QEP, document processes and lessons learned for QEP

Quality Enhancement Plan Proposal Subcommittees 2019-2020

	Engagements	Technology and Assessment	Marketing	Professional Development	Pilot
Chair(s)	Shelley Dempsey, On Your Time Anna Edwards, Student Affairs	Christine DiStefano, Education Amber Fallucca, CIEL	Shirley Carter, CIC Dan Friedman, UNIV 101	Christy Friend, CAS Claire Robinson, UAC	Lara Ducate, CIEL Julie Morris, OUR
Members	Rebecca Nagel, Music Douge Meade, Mathematics Brian Hann, Environment Health and Safety Maria Hickman, Athletics	Pam Bowers, Student Affairs Sabrina Andrews, OIRAA Aaron Marterer, Registrar Orgul Ozturk, Economics Eric Patterson, (UTS/IBM) serving in consultant role as needed	Maegan Gudridge, Student Affairs Keisa Gunby, Provost's Office Shannon Bowen, SJMC Bethany Nasser, Orientation Marius Valdes, Studio Art Nina Jackson, Communications	Nate Carnes, CTE Denise Wellman, Student Affairs Karen Edwards, HRSM Helen Powers, Career Center	Elise Lewis, Library Sciences Althea Counts, TRIO Programs Representatives from Pilot group(s)
Charge	Identify current and emerging beyond-the-classroom (BTC) experiences (credit and non-credit) meeting criteria for quality. Identify barriers/challenges to BTC engagements by target student populations. Identify needs for managing risk that could develop during students' time in experiential learning opportunities (e.g., internship site closures, access to locations/populations).	Recommend assessments of student engagement, reflection, integrative learning and experiential learning. Identify systems to identify/collect artifacts (within and beyond-the-classroom) with the ability to assess student work. Identify methods of coordinating efforts across existing systems to support QEP goals.	Identify a plan for messaging beyond-the-classroom engagement opportunities with considerations for various audiences (faculty, staff, external entities, students). Make recommendations for messaging to targeted student populations, including identifying methods of support.	Identify current levels of faculty and staff knowledge, skills, and dispositions related to integrative learning, experiential learning, beyond-the-classroom engagement, etc. Draft a plan for professional development to increase faculty and staff knowledge, skills, and dispositions related to providing and assessing beyond-the-classroom experiences, experiential learning, integrative learning, and reflection.	Oversee implementation of pilot phase of QEP Document processes and lessons learned Collect/analyze data to include as part of QEP report



QEP STAGE OF GATHERING INPUT

- **Prior to Fall 2019:** 12 Presentations on a combination of Experiential Learning and/or the QEP to various groups including an open forum and twice to Faculty Senate
- **Fall 2019-Spring 2020** (to-date)
 - Open Forum in Russell House (Sept. 25, 2019 and March 3, 2020)
 - 10 student focus groups
 - Provost Retreat
 - Faculty Senate
 - Council of Academic Deans, Assistant and Associate Deans Council (twice), College of Arts and Sciences Chairs/Directors
 - University Advisors Network
 - Student Affairs and Academic Support Directors Group



South Carolina

WHAT HAS BEEN LEARNED SO FAR?

- **From the Students:**

- Engagement focus resonates with students
- Discussion of barriers to engagement including financial limitations, too much information about opportunities, some dysfunction in university processes, value to engage

- **From the Faculty, Staff and Administrators**

- Concerns about capacity and support for all constituents
- How to weave QEP efforts such that it does not feel like an “add-on”

NARROWING OF TOPIC

Meaningful engagement as focus

- Initial focus on student populations traditionally lacking in participation
- Graduate student participation
- Engagements as interventions contributing to student success
 - Retention, Graduation, Post-College Employment



NARROWING OF TOPIC

Reflection as focus of student learning outcomes

- Critical reflection, temporal reflection
 - Examples include ties to personal growth, civic engagement, academic enhancement* as well as timing of reflection
- Can be embedded and assessed across academic disciplines, within and beyond the classroom experiences, and across academic classifications

*Ash, Clayton, & Moses (2007)

CONTINUED CONSIDERATIONS

- Defining and tracking “Engagement” – and what matters?
- Professional roles and materials/technology providing guidance
 - Professional staff academic advisors for first-year students as a primary source
 - Academic advisors for second-year students and beyond, capacity permitting
 - Broader advisor/mentor roles will also play a major role
- Budget funds dedicated to faculty and student funds- methods of distribution?

CONSIDERATIONS AND NEXT-STEPS

- QEP is a Five-Year Plan
- Columbia and Palmetto College Campuses (Lancaster, Salkehatchie, Sumter, and Union) are participating campuses
- Timeline:
 - Development of QEP Proposal through end of 2020/early 2021
 - Subcommittee Recommendations
 - Feedback across constituent groups
 - On-Site Committee set for March 2021
 - Opportunity to share story of QEP and plans to advance student learning and student success

DISCUSSION, QUESTIONS, OR COMMENTS