Welcome and Updates about QEP Status/Feedback Sessions: Amber Fallucca

To date, several outreach-focused meetings have occurred during fall 2019 semester related to QEP topics

- Six student focus groups (Honors, OSP, Green Quad, Preston, Orientation leaders)
- UAN
- College of Arts & Sciences Chairs/Directors
- Council on Academic Deans
- Assistant/Associate Deans Council
- Forum in Russell House

Additional student, faculty and staff meetings being scheduled for spring 2020
- Dean of students’ Advisory council
- Faculty senate in Feb
- Student government
- Provost retreat in January
- Continued outreach to student groups, including LLCs

Highlights from feedback:
- Direction is strong
  - EL and QEP are resonating with student body
- Barriers to engagement:
  - student access to funding (small scale) for student’s to be able to engage
    - Transportation, Airfare, Clothes, etc
  - “white noise” about opportunities—need help with strategizing/prioritizing best communication methods
    - Focusing and narrowing down communication channels
    - Interest in a centralized location and distribution methods
  - university processes
    - Are our processes good for the student? Ex. Students have to pay for a Study Abroad trip they can’t afford upfront before they have been made aware whether they will receive financial assistance.
  - tension between doing what supports their academic/professional goals, and what will pay the bills
- Faculty/staff: capacity questions
  - how to weave into existing work/efforts without seeming like an “add-on”
Subcommittee Co-chairs Meeting
12/13/19

- How will we reach all students?
  - Nobody questioning value of BTC/EL/IL experiences—this is good.

QEP Subcommittee efforts
- Collective of at least 30 identified faculty and staff represented through subcommittees
- More based upon additional outreach and bringing others into the fold

SACSCOC/accreditation efforts
- Fewer schools are trying to build on existing work like UofSC, but SACS is very supportive of this method
  - Some institutions are now emerging; helpful to us as we consider how to frame previous/ongoing efforts
- Many institutions venturing into experiential learning-like QEPs (especially with target populations)
  - Large and small schools
- Developing a list of recommended QEP evaluators/external readers
  - The 1st QEP had an external reader – Expert in QEP’s that will read and respond feedback in early Fall
    - Please share ideas for a reader if you have any.

Drafting of narrative with five listed components
- SACSCOC: QEP
  - Preliminary QEP budget has been submitted to Provost’s Office. It will be reviewed and likely updated before being finalized.

QEP Subcommittee Updates

Engagements
- ***Statement of charge
- Two meetings so far
- Risk Management angle very helpful to Engagements Committee
  - Mandatory vs Optional language has implications on risk and liability
  - Created verbiage to address these concerns in future messaging
- Palmetto college is challenging because of decentralized structure
  - Survey sent to determine barriers, opportunities, resources
- Themes from previous meetings
  - Barriers
    - Institutional jargon is difficult to understand
    - Karen Pettus – concern/consideration for students with disabilities
    - Databases are confusing and a difficult to use
      - Which database?
      - No conformity between databases
      - Structure for reporting different for each database
      - People who enter into one database regret being involved due to process
  - Process – How do we explain it? How do we describe how to use it?
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- Lots of emphasis on U101, but 1st year students are all inundated with information
- GLD is completed 4 years later.
- There is a disconnect in the middle where students could be captured
  - Messaging – Advising considered to be common touch point across all student groups
    - Claire attending future subcommittee meeting to discuss leveraging advisors
    - Advisors could create conversation about why what students are doing matters.
      Holistic advising model.
  - Tracking Experiences – How do we look at BTCM?
  - Survey results with men
    - Rebecca Nagel (music) – “EL is extra work without value.”
    - Why do we need it?”
    - Male students don’t feel like they need a leg up.
  - Faculty and Staff report having to “fit square experiences into round holes” is a large barrier to entry. They appear satisfied seeing their own results without participating in the larger programs

Marketing
- Focused on audit of what exists and creation of best practices that span all areas
  - Multiple terminologies with confusing interfaces between them which is confuses markets
  - Who needs to know what, and who needs to do the outreach?
  - Different terminology between across hurts knowledge and engagement
- Who’s underrepresented and who needs focused marketing strategies?
  - Which specific groups among students and faculty, and what barriers do those specific groups have?
- What communication channels currently exist?
  - There are various emails and newsletters. What programs are currently including this in messaging
- How do we educate students/fac/staff about QEP topics?
  - Making leaders well versed in reflection vs blanketing the campus
  - Language must be catered to sub groups instead of one size fits all.
- Q: White Noise phenomenon – Has there been any conversation about University policies/decision making about who is communicating with who and when?
  - Leverage points considered, but not policy.
- Q. We try to strategize, but there’s no systems thinking to initiate change in methods of communication. Can we get recommendations about how best to communicate a broad message from all points? Intentionality in the process demands a recommendation on a process of who communicates and who doesn’t.
  - Ex) Pre college, students were receiving information from way too many directions, and that was eliminated in the LEAN process.
    - Exercise was very valuable, but they haven’t followed through as much with enforcement based on the results of the process (e.g., lacking committees/guidelines).
    - Do we need a central messenger to drive this?
Q. Many people have picked up “Integrative Learning” as a buzzword to describe their programs, but are they muddying the message because they’re not professionals in IL/EL? Are they giving token involvement but unable to accurately be involved in the discussion?

Pilot

- Small Scale study to create anticipated result of QEP – Decided to focus on reflection.
  - 3 Pronged Study underway
    - Student Orgs – ask students to fill out a survey – 1-3 phrases about what you’ve learned from this activity
      - Encouraging group leaders to talk about their answers. What did you learn and how? Applications of the learning? Similarities/Differences?
        - Participating groups - German, OUR Ambassadors, SLIS student group, USC Connect SAC, Union/Lancaster Research Clubs
    - Activity has been created, survey has been created
    - Activity is designed to be done throughout 1 semester
    - Those with interested groups can email Julie Morris and they will share the materials.
    - Data will be collected afterwards from students involved, and also the Facilitator of the activity to determine effectiveness
  - Survey for students before Advising – participating groups include TRIO, Transfer Students, Palmetto Pathway
    - Results go to student and advisor so that they can explore those answers together during the appointment
  - Courses – Participating instructors have participants do structured reflection a few times (4) throughout the semester
    - Six courses, foreign languages, engineering, trio, English, etc.
    - No specific survey – leader designs the exercise
    - Surveys to student and instructors at the end of the semester to get feedback
    - Instructors facilitate reflection on the exercise in class each day
  - Cross pollination of Reflection between coursework, advising, student groups to create expectation of reflection in all areas of experience

Professional Development

- Professional dev has had 3 meetings
- Topics
  - What training is available from the CTE
  - Integrative learning is available in the classroom
  - 101 is an integral part of introducing IL to students
  - Advising
  - Running list of ideas
  - Current levels of faculty engagement with IL/EL is anecdotal
    - A survey possibility, or the addition to existing survey, - questions about EL/IL
  - Lara Ducate, Charlie, Amber have already conducted a survey about levels of knowledge and practices that faculty follow in regard to IL and reflection
    - Q) Can that group to come and talk with Prof Dev subcommittee about their findings?
QEP 2.0 Wouldn’t be creating more of the same
- How do we move into practice? Thinking about culture building. Culture of support for these conversations. Breaking down silos between staff, Student Affairs, and faculty so that groups aren’t isolated and unknowledgeable of each other

Grid – Each committee is working on different things
- 3 hallmark universal experiences – U101, Faculty and Teaching/Advisors, Other

Recommendations
- Gamecock Teaching days – Community conversations about teaching among faculty. Observers sit in in courses, and after the Faculty and observers meet to talk about teaching. Building a community among faculty, and allowing the crossing of boundaries.
- Meet my Major days – advisors and students attend - Faculty members from different departments come and sell their majors to advisors and students in small groups. Maybe Advisors and Faculty can sit and have coffee afterwards similar to Gamecock Teaching days to build community.

Outcomes
- Reflection – How does the professional development of these groups lead to students participating in reflection
- What are our universal outcomes that each committee is working towards?

Technology and Assessment Subcommittee
- Looking at potential assessment software
  - How will we measure and collect data specific to indirect/direct measures?
    - Campus Labs meeting in spring
    - Blackboard Outcomes
    - Watermark
    - Other emerging technologies
  - Needs to collaborate with OIRAA to keep streamlined processes and to help cover software costs
- Clearly ID the current systems that are related to the topic of the QEP
  - Banner, etc. – New software needs to be able to talk to the old software.
  - Pam and Aaron leading charge on compiling/reviewing current systems with considerations for additional new software
- What are we assessing and what does that look like?
  - Indirect and Direct measures
    - Reflection frameworks - Goal is to land on framework and rubric that can be used across the board to measure. What is available already and what can we adapt?
    - NSSE – Study of own data conducted every two years by OIRAA
      - What does the self-report of High Impact practices across student groups look like?
      - Eventual goal to add the real data collected by BTCM to the Self-Reported data
    - Beyond NSSE what frameworks could be adapted to measure the QEP
  - Surveys and information collection lack coordination in messaging and outreach which creates confusion between groups.
    - Response rates are low because there are way too many surveys
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- Q. Heliocampus? Have we looked at it? Message is that it will integrate all these various data systems

Next Steps for Spring

1. Each committee should provide recommendations that will contribute to a solution, along with ideas on how to address these solutions
2. University wide initiative means that it’s possible we address a few things beyond the QEP
3. Sub-committees are bringing together various groups that are having a large impact on the QEP.
4. Recommendation examples could be to reign in surveys, or consolidate marketing, but as we move the recommendations up to decision makers, what is the next level of these recommendations when the rubber meets the road?
   - Formulate game plan for living life under these new recommendations. What will the follow through with these recommendations really mean for campus?

Time for Networking Across Subcommittees

Wrap-Up

1. Please make sure that meeting minutes are on your OneDrive, and please review the OneDrive meeting minutes from other subcommittees.
2. Spring – Continue to meet at least 2 times per semester, feel free to divide and conquer within your committee
3. Goal is to have a draft of your recommendations by May
   - Will provide examples to show the level of detail needed in recommendations
4. Summer – Continued drafting of the QEP based on recommendations from committees
5. Continued meetings with stakeholders to receive feedback will occur throughout the Spring
6. Julie – Will email student group survey from Pilot so that subcommittee heads can spread to other areas that are willing to be involved in the Pilot.
7. Amber – USC Connect Council will be meeting next week, and Amber will try to promote engagement between the various attending groups.