FORUM ON THE QUALITY ENHANCEMENT PLAN

Wednesday, September 25th
Russell House Theater
SESSION AGENDA

• Quality Enhancement Plan (QEP) Overview
• History of USC Connect
• Preliminary ideas for QEP
• Feedback from audience
MULTI-LAYERED SACSCOC REVIEW PROCESS

- Leadership Orientation by SACSCOC Staff
- Compliance Certification Report
- Off-Site Committee Review and Report
- Quality Enhancement Plan
- Institutional Focused Report
- On-Site Committee Visit and Report
- Institutional Response Report and revised QEP
- Review and Action by the SACSCOC Board of Trustees
SACSCOC: QEP (STANDARD 7.2)

(A) Has a topic identified through its ongoing, comprehensive planning and evaluation processes

(B) Has broad-based support of institutional constituencies

(C) Focuses on improving specific student learning outcomes and/or student success

(D) Commits resources to initiate, implement, and complete the QEP

(E) Includes a plan to assess achievement
**QEP TIMELINE**

<table>
<thead>
<tr>
<th>Action</th>
<th>Date</th>
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<tbody>
<tr>
<td>Outreach/Feedback across University</td>
<td>Fall 2019 through Fall 2020</td>
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<tr>
<td>QEP Subcommittees</td>
<td>2019-2020</td>
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<td>QEP Communications Plan</td>
<td>2020-2021</td>
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<tr>
<td>QEP Proposal due to SACSCOC</td>
<td>End of 2020/Early 2021</td>
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<tr>
<td>On-Site Peer Review/QEP Focus</td>
<td>March 22-25, 2021</td>
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Established 2011 as Quality Enhancement Plan (QEP)
  • Integrative Learning

Major components
  • Students
    • Engagement in purposeful beyond the classroom experiences
    • Graduation with Leadership Distinction
    • Experiential Learning for all students (newer focus)
  • Faculty and staff professional development
  • Technology
  • Assessment
<table>
<thead>
<tr>
<th>Year Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>2009-2010</td>
<td>Planning</td>
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<tr>
<td>2010-2011</td>
<td>Approval as QEP</td>
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<td>2011-2013</td>
<td>Gaining visibility and building partnerships</td>
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<tr>
<td></td>
<td>• Events, database, grants, collaboration</td>
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<tr>
<td>2014-2019</td>
<td>Graduation with Leadership Distinction— <em>engagement, presentation, ePortfolio=Recognition</em></td>
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<tr>
<td></td>
<td>• Clarified integrative learning</td>
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<tr>
<td></td>
<td>• Provided motivation</td>
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USC Connect is about helping students get the most out of their collegiate experience by helping them make connections between what they learn within courses and their involvement beyond the classroom.

INTEGRATIVE LEARNING

WTC + BTC

USC Connect is about helping students get the most out of their collegiate experience by helping them make connections between what they learn within courses and their involvement beyond the classroom.
EMPHASIZING THE “BTC” IN INTEGRATIVE LEARNING

• Academic courses developed or restructured
• Identifying faculty emphasizing study abroad and research
• Faculty Fellows /Integrative learning grants
• UNIV 101 (first-year) and UNIV 401 (capstone)
GRADUATION WITH LEADERSHIP DISTINCTION

- Honorary degree designation
- Official acknowledgement of within and beyond the classroom accomplishments
- Distinction on diploma and transcript
GLD REQUIREMENTS

- Core Experience
- (3) Enhancement Experiences
- Coursework (6 cr hrs.)
- Presentation
- ePortfolio

No matter the pathway, the requirements are the same. We encourage students to consider what they are most passionate about and pursue that pathway!
Core Experiences

• **Community Service**
  • 300 hours of community service in at least 2 different experiences

• **Diversity & Social Advocacy**
  • 200 hours of immersion in or service to community that experiences societal challenges + advocacy project

• **Global Learning**
  • 12 weeks of Study Abroad and international experiences OR 8 weeks of faculty-led study abroad

• **Professional and Civic Engagement**
  • 1 semester in a leadership role and 240 hours of work/internship/practicum experience

• **Research**
  • 2 semesters of extensive research accompanied by a faculty mentor
GLD Registrants (All Years)

Growth in GLD

2013-2014: 251
Today: 4700
Number of GLD Completers

- Spring 2014: 90
- 2014-2015: 218
- 2015-2016: 321
- 2016-2017: 448
- 2017-2018: 422
- 2018-2019: 420
## FINDINGS

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Focus</th>
<th>GLD ePortfolio Section</th>
<th>Mean Scores (4 pt. scale, 3=meets expectations)</th>
<th>Overall Mean unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Articulate beyond-the-classroom learning</td>
<td>Key Insights</td>
<td>3.45</td>
<td>3.26</td>
</tr>
<tr>
<td>2</td>
<td>Describe how beyond the classroom learning relates to concepts or theories</td>
<td>Key Insights</td>
<td>3.30</td>
<td>3.08</td>
</tr>
<tr>
<td>3</td>
<td>Make complex connections</td>
<td>Analysis/Key Insights</td>
<td>3.37</td>
<td>3.02</td>
</tr>
<tr>
<td>4</td>
<td>Make recommendations based on learning</td>
<td>Leadership</td>
<td>3.17</td>
<td>2.90</td>
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FINDINGS

- ePortfolio Impact on Faculty, Staff, and Campus Culture
- Defining “Integrative learning”
- Changing pedagogies (emphasis on reflection)
- Gateway to additional roles (GLD instructor, 1:1 support)
- Identification of potential student GLD participants and peer colleagues
“I think my ePortfolio is a valuable resource I can use as I apply for post-grad jobs. I also feel really proud of it and glad that I have this piece that articulates my time at USC. It was nice to be able to put all of my thoughts together in one place and it served as a great time to reflect and plan to move forward during my last semester.”
QEP for 2021

Taking USC Connect and extending and deepening it into something that is clearly different but related.

This first Forum is to brainstorm in a group setting and discuss strengths and weaknesses of ideas.

Note that ideas are not necessarily mutually exclusive; it is quite likely the QEP proposal will combine ideas.

We would like to spend 30 minutes to come up with ideas and 30 minutes to go over strengths/weaknesses and preferences.
Examples of Ideas for the new QEP

Extending
• Extending integrative and experiential learning initiatives to graduate students

Enhancing
• Enhancing participation in integrative learning to students in groups that are showing achievement gaps in graduation rates (including low income students, males, transfer students and under-represented minorities)

Developing
• Developing a sequence of different types of integrative learning across all four years of undergraduate education

Requiring
• Requiring experiential learning of all undergraduate students
**Examples of Ideas for the new QEP**

<table>
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<tr>
<th>Requirement</th>
<th>Details</th>
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<tbody>
<tr>
<td>Requiring</td>
<td>Requiring a capstone course that includes integrative learning for all majors</td>
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<tr>
<td>Developing and implementing</td>
<td>Developing and implementing experiential learning in large enrollment and on-line courses</td>
</tr>
<tr>
<td>Developing and teaching</td>
<td>Developing and teaching interdisciplinary courses and overcoming institutional barriers to this type of course</td>
</tr>
<tr>
<td>Developing and teaching</td>
<td>Developing and teaching a preparation course and a reflection course for experiential learning across disciplines</td>
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THANKS!