QUALITY ENHANCEMENT PLAN FEEDBACK

University Advisors Network
Wednesday, November 20th

UNIVERSITY OF South Carolina
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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<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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<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
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!
## FINDINGS

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<tbody>
<tr>
<td>1</td>
<td>Articulate beyond the classroom learning</td>
<td>Key Insights</td>
<td>3.45</td>
<td>3.26</td>
<td>3.32</td>
<td>3.31</td>
<td>3.33</td>
<td>3.28</td>
<td>3.33</td>
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<tr>
<td>2</td>
<td>Describe how beyond-the-classroom learning relates to concepts or theories</td>
<td>Key Insights</td>
<td>3.3</td>
<td>3.08</td>
<td>3.17</td>
<td>3.26</td>
<td>3.23</td>
<td>3.16</td>
<td>3.20</td>
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<td>3</td>
<td>Make complex connections</td>
<td>Analysis/Key Insights</td>
<td>3.37</td>
<td>3.02</td>
<td>3.09</td>
<td>3.21</td>
<td>3.13</td>
<td>3.19</td>
<td>3.17</td>
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<td>4</td>
<td>Make recommendations based upon learning</td>
<td>Leadership</td>
<td>3.17</td>
<td>2.9</td>
<td>3</td>
<td>3.1</td>
<td>3.14</td>
<td>3.09</td>
<td>3.07</td>
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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 time to come up with ideas.
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

**Requiring**
- Requiring a capstone course that includes intergrative learning for all majors

**Developing and implementing**
- Developing and implementing experiential learning in large enrollment and on-line courses

**Developing and teaching**
- Developing and teaching interdisciplinary courses and overcoming institutional barriers to this type of course

**Developing and teaching**
- Developing and teaching a preparation course and a reflection course for experiential learning across disciplines
TIME FOR FEEDBACK!
THANKS!

For questions and recommendations for campus partners/colleague meetings, please contact Amber Fallucca: fallucca@mailbox.sc.edu