THE QUALITY ENHANCEMENT PLAN

Arts and Sciences Chairs and Academic Program Directors Meeting

November 13, 2019

Russell House Theater

UNIVERSITY OF South Carolina
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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<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>Event Description</th>
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<tbody>
<tr>
<td>2009-2010</td>
<td>Planning</td>
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<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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<td></td>
<td>• Events, database, grants, collaboration</td>
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<tr>
<td>2014-2019</td>
<td>Graduation with Leadership Distinction—engagement, presentation, ePortfolio=Recognition</td>
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<tr>
<td></td>
<td>• Clarified integrative learning</td>
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<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.
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
## FINDINGS

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Focus</th>
<th>Mean Scores (4 pt. scale, 3 meets expectations)</th>
<th>Overall Mean unweighted</th>
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<tbody>
<tr>
<td>Articulate beyond-the-classroom learning</td>
<td>GLD ePortfolio Section Key Insights</td>
<td>3.45 3.26 3.32 3.31 3.33</td>
<td>3.33</td>
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<tr>
<td>Describe how beyond-the-classroom learning relates to concepts or theories</td>
<td>Key Insights</td>
<td>3.30 3.08 3.17 3.26 3.23</td>
<td>3.21</td>
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<tr>
<td>Make complex connections</td>
<td>Analysis/ Key Insights</td>
<td>3.37 3.02 3.09 3.21 3.13</td>
<td>3.16</td>
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<tr>
<td>Make recommendations based on learning</td>
<td>Leadership</td>
<td>3.17 2.90 3.00 3.10 3.14</td>
<td>3.1</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.”
GLD Registrants (All Years)

Growth in GLD

2013-2014: 251
Today: 4700
COMPLETERS BY GLD PATHWAY

- Community Service
- Diversity & Social Advocacy
- Global Learning
- Professional & Civic Engagement
- Research

- 57%
- 17%
- 16%
- 8%
- 2%
QEP for 2021

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

Uof SC is brainstorming with a variety of groups and discussing strengths and weaknesses of ideas.

Note that ideas are not necessarily mutually exclusive; it is quite likely the QEP proposal will combine ideas.
<table>
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<tr>
<td>• Extending integrative and experiential learning initiatives to graduate students</td>
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<th>Enhancing</th>
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<tr>
<td>• 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)</td>
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<tr>
<th>Developing</th>
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<td>• Developing a sequence of different types of integrative learning across all four years of undergraduate education</td>
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<th>Requiring</th>
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<td>• Requiring experiential learning of all undergraduate students</td>
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Examples of Ideas for the new QEP

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

**Developing and implementing**
- Developing and implementing experiential learning in large enrollment and online 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