

# 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

Action	Date
Outreach/Feedback across University	Fall 2019 through Fall 2020
QEP Subcommittees	2019-2020
QEP Communications Plan	2020-2021
QEP Proposal due to SACSCOC	End of 2020/Early 2021
On-Site Peer Review/QEP Focus	March 22-25, 2021

- 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

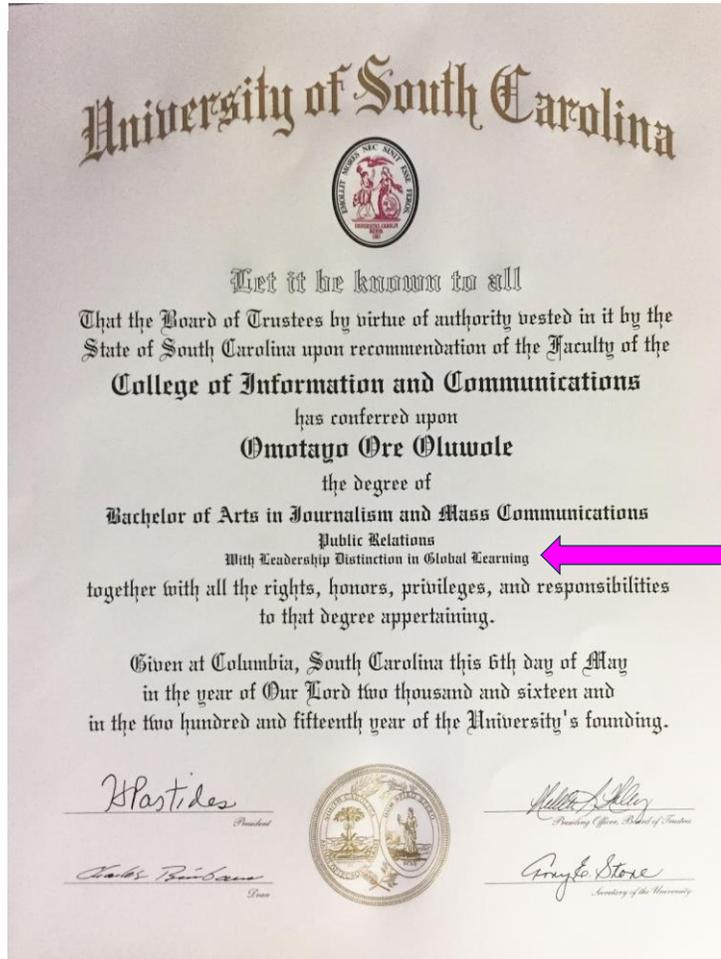
# EMPHASIZING THE “BTC” IN INTEGRATIVE LEARNING

- *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

Learning Outcome	Focus	GLD ePortfolio Section	2013-2014 (N=89)	2014-2015 (N=216)	2015-2016 (N=370)	2016-2017 (N=430)	2017-2018 (N=428)	2018-2019 (N=413)	Overall Mean unweighted
1	Articulate beyond the classroom learning	Key Insights	3.45	3.26	3.32	3.31	3.33	3.28	3.33
2	Describe how beyond-the-classroom learning relates to concepts or theories	Key Insights	3.3	3.08	3.17	3.26	3.23	3.16	3.20
3	Make complex connections	Analysis/Key Insights	3.37	3.02	3.09	3.21	3.13	3.19	3.17
4	Make recommendations based upon learning	Leadership	3.17	2.9	3	3.1	3.14	3.09	3.07

# 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 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 integrative 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](mailto:fallucca@mailbox.sc.edu)