

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

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

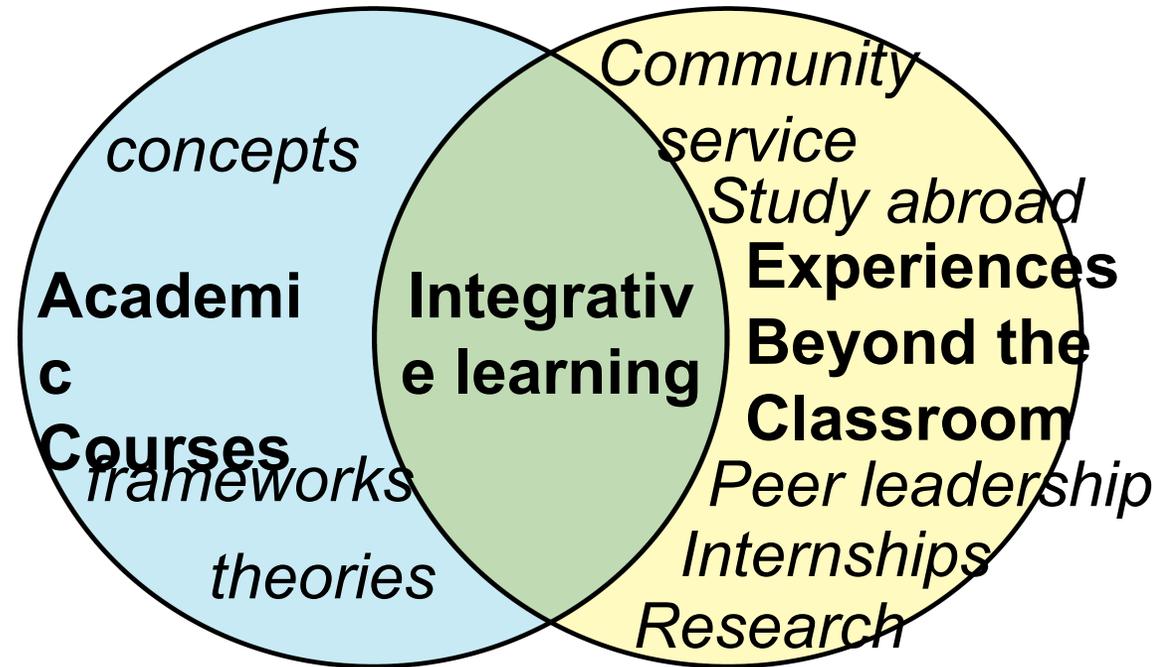
TIMELINE

2009-2010	Planning
2010-2011	Approval as QEP
2011-2013	Gaining visibility and building partnerships <ul style="list-style-type: none">• Events, database, grants, collaboration
2014-2019	Graduation with Leadership Distinction— <i>engagement, presentation, ePortfolio=Recognition</i> <ul style="list-style-type: none">• Clarified integrative learning• Provided motivation

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.



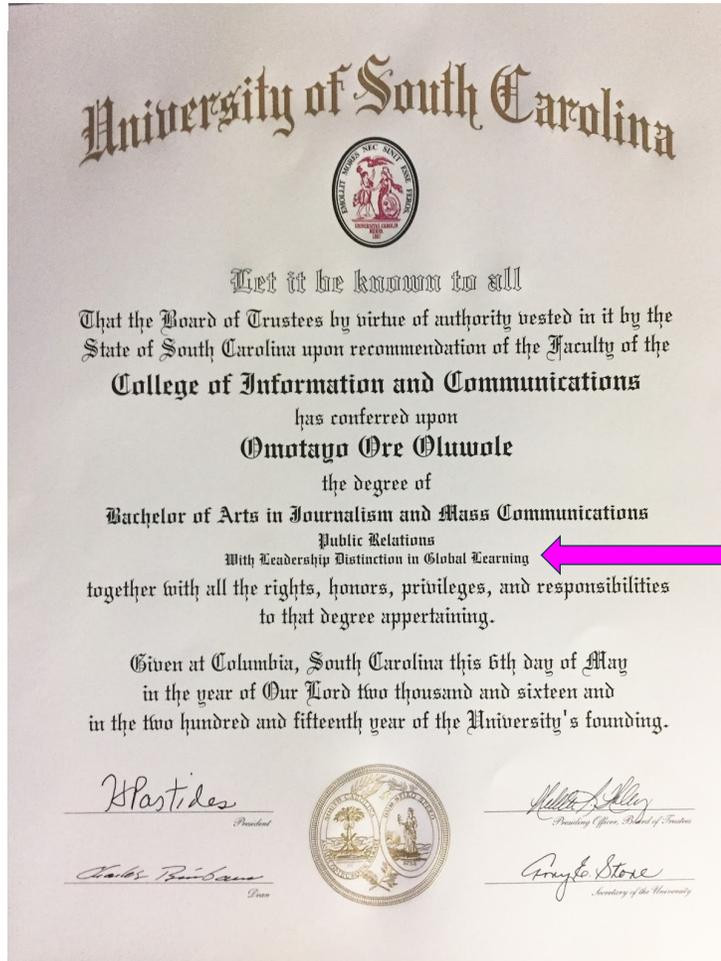
EMPHASIZING THE “BTC” IN INTEGRATIVE LEARNING

- *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

FINDINGS

Learning Outcome	Focus	GLD ePortfolio Section	Mean Scores (4 pt. scale, 3=meets expectations)					Overall Mean unweighted
			2013-2014 N=89	2014-2015 N=216	2015-2016 N=370	2016-2017 N=430	2017-2018 N=428	
1	Articulate beyond-the-classroom learning	Key Insights	3.45	3.26	3.32	3.31	3.33	3.33
2	Describe how beyond-the-classroom learning relates to concepts or theories	Key Insights	3.30	3.08	3.17	3.26	3.23	3.21
3	Make complex connections	Analysis/ Key Insights	3.37	3.02	3.09	3.21	3.13	3.16
4	Make recommendations based on learning	Leadership	3.17	2.90	3.00	3.10	3.14	3.1

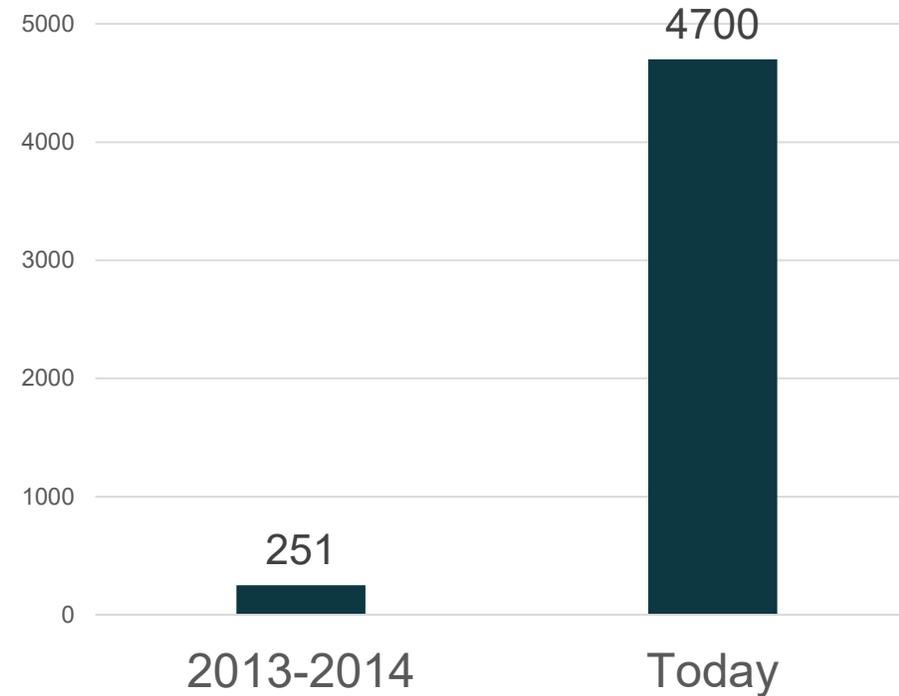
FINDINGS

- 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

STUDENT PERSPECTIVES

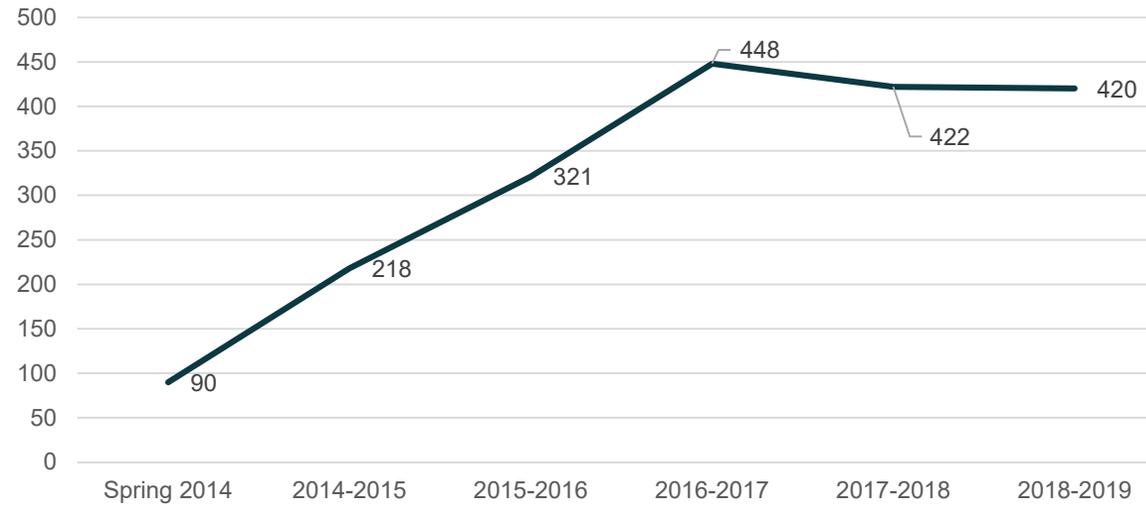
“I think my ePortfolio is a valuable resource I can use as I apply for post-grad jobs. I also feel really proud of it and glad that I have this piece that articulates my time at USC. It was nice to be able to put all of my thoughts together in one place and it served as a great time to reflect and plan to move forward during my last semester.”

GLD Registrants (All Years)



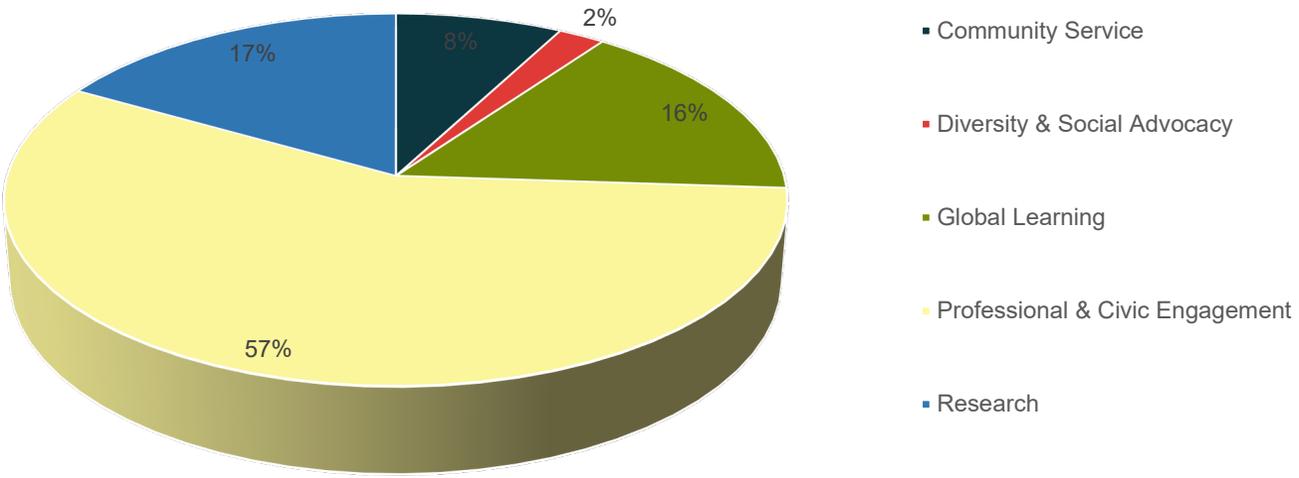
Growth in GLD

Number of GLD Completers



UNIVERSITY OF
South Carolina

COMPLETERS BY GLD PATHWAY



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.

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