

SACSCOC Reaffirmation

LONGWOOD
UNIVERSITY

Reaffirmation of Accreditation – So Far

	Compliance Certification (past and present)	Quality Enhancement Plan (present and future)
2021-22	Initial data collection and first drafts	Topic recommendation and selection
2022-23	Data refinement, second and third drafts, independent external review (one already, one more to come)	Topic development and writing

Reaffirmation of Accreditation – Next Year

	Longwood and SACSCOC 2023-24
September 1, 2023	Submission of Compliance Certification and parts of QEP to Off-Site Committee
Late October – Early November 2023	Receipt of Off-Site Committee’s Findings
January 2024	Submission of Focused Report and full QEP to On-Site Committee On-Campus Visit by our SACSCOC VP Dr. Stephanie Kirschmann
March 18 – 21, 2024	On-Site Visit
Late April 2024	Receipt of Final Version of the Report of the Reaffirmation Committee
Mid-August 2024	Submission of Response to the Visiting Committee Report (if needed)
December 2024	Final Decision at SACSCOC Annual Meeting

How Might You Be Involved?

When	What
Fall 2023	Focused Report Information
March 17 – 21, 2024	<p>Interviews:</p> <ul style="list-style-type: none">• Standards Deemed Non-Compliant at Off-Site• Standards Required for On-Site Review by Department of Education (e.g., General Education requirements, Program Content, Qualified Administrative/Academic Officers)• QEP (Topic Selection, Development, Planned Implementation) <p>Travel Team:</p> <ul style="list-style-type: none">• Airport Drivers• Local Drivers• Drivers to Approved Off-Site Instructional Locations

Thank You

Reaffirmation Leadership Team	Compliance Writers
W. Taylor Reveley IV	Russ Carmichael
Larissa Smith	Jen Fraley
Matt McGregor	John Miller
JoEllen Pederson	Melissa Rhoten
Pam Tracy	Brent Roberts
	Sarah Tanner-Anderson
	Linda Townsend

Quality Enhancement Plan (QEP) Development

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Thank You

QEP Topic Recommendation Team	QEP Writing and Development Team
Waleed Ahmed Assistant Director of Admissions and Retention	Waleed Ahmed Assistant Director of Admissions & Retention
Mark Hamilton Research & Digital Services Librarian	Sarai Blincoe, Lead QEP Writer CCCAS Assistant Dean for Curriculum and Assessment, Department Chair, Associate Professor of Psychology
Alison King Assistant Professor of Communication Sciences and Disorders	Erica Brown-Meredith Associate Professor of Social Work, Director of the CLASP Program
Chris Labosier Associate Professor of Environmental Science	JoEllen Pederson Associate Professor of Sociology, Faculty Liaison for the Reaffirmation Leadership Team
Jalen Lee Criminal Justice Major & Cyber Security/Information Systems Minor	Cheryl Steele Dean of Student Engagement
Hua (Meg) Meng Assistant Professor of Marketing	
Jonathan Page Director of Multicultural Affairs and Title VI Coordinator	

Standard 7.2: Quality Enhancement Plan

- **Part of Institutional Planning and Effectiveness**
- The institution has a Quality Enhancement Plan that (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; and (e) includes a **plan to assess** achievement.

Five-year plan to enhance student learning and/or success by focusing on a specific topic

Topic: Preparing for Post-Graduate Success

QEP Goal:

- For students to choose and complete curricular and co-curricular experiences that are linked to their post-graduate plans.
- Guiding principle: Accomplishing this goal requires building sustainable faculty and staff partnerships.
 - QEP Leadership model reinforces collaboration
- Build on existing structures and practices – ENHANCE

QEP Guiding Principles

- The necessity of culturally relevant and culturally responsive practices
- The importance of curricular and co-curricular learning
- The recognition of connections between post-graduate planning and holistic sense of self and community
- The iterative and embedded nature of student planning and preparation
- The importance of informed student choice
- The recognition of the developmental nature of goal planning

Preparing for Post-Graduate Success

- Mechanism to move the needle on retention, as identified by institutional data

Improve Longwood's retention of first-time full-time students, particularly Pell Eligible, First Generation, and African American/Black students.

Where are we now and how did we get here?

2022-2023

- Implementation strategies feedback sessions, targeted meetings (e.g. ACC, Graduate Studies, Office of Teacher Prep., Call Me Mister, LIFE STEM, Cormier Honors College, Civitae leaders, etc.) and campus-wide survey.
- Refined strategies
- Key collaborators discussions (e.g. Career Services, Student Success, Multicultural Affairs, CLASP, Exploratory Studies, etc.)
- Refined strategies

Where are we now and how did we get here?

2022-2023

- Developed and presented budget
 - Professional development for faculty, staff, and students
 - Teaching and Learning Institute 2024 & 2025, e.g.
 - Ongoing tech support
 - Compensation – leadership, collaborations, advisors
- Assessment plan (draft)
- Six-year roll out plan including Year 0 (2023-24) piloting
- Waiting on external reviewer feedback

QEP SLOs

- SLO 1 = students should be able to set post-graduate goals consistent with holistic sense of self & community
- SLO 2 = students should be able to create and revise plan integrating curricular and co-curricular learning experiences that support post-graduate goals
- SLO 3 = students should be able to effectively articulate connection between curricular and co-curricular learning experiences and post-graduate goals

Consider “Life Design” (SLO 1 & 2)

- Exploring, developing, and planning
 - Self-awareness in relation to communit(ies)
 - Connection to others
 - Values, interests, purposeful valuing of experiences and competencies, recognition of areas need of growth
 - Social and cultural identities and positionalities
 - Purpose

Life-career planning is an on ongoing, cyclical process, rather than a single-time event AND is intimately tied to the relationship between self and community

Consider “Life Design” (SLO 1 & 2)

- Introduction to “Life Design”
 - @ New Student Orientation (for students and families)
 - Five Things Every Lancer Needs to Know Canvas module
 - Beginning our New Direction (BOND)- new transition program for students of color (Student Engagement)
 - CLASP
 - New Lancer Days
 - Affinity Based Coaching Groups
- Life design, goal setting, and planning
 - First Year Advising – QEP guides and supports
 - CLASP
 - Intro to major courses

Practice “Career” Everywhere (SLO2 & SLO3)

- Proactively develop goals and plans for the future.
- Authentic opportunities to prepare and practice for post-graduate success throughout college
 - Applied Experiences -- practice, planning, and reflection
 - Articulation – effectively communicate connection between curricular and co-curricular learning experiences and post-graduate goals

Practice “Career” Everywhere (SLO2 & SLO3)

- Applied Experiences -- refine recruitment, application process, and professional development
 - Student campus employment
 - Student leadership positions (e.g. SGA, Peer Mentors, RISE mentors, writing tutors, RAs)
 - Micro-internships and internships
 - LU graduate program Immersion Day
- Articulation – Communication skill development and demonstration (e.g. resume writing, applying to graduate school, interviewing, etc.)
 - Build on and/or infuse into current initiatives
 - Career Week
 - Symposium Day
 - Research and Creative Inquiry Showcase
 - Upper-level professional development and capstone courses

What's Next?

Summer 2023

- Further external feedback
- Identify and develop pilot implementations

September 2023

- Submit partial QEP information with compliance certification.

January 2024 – February 2024

- Finalize entire QEP, submission to on-site team.

March 2024

- Presentation to SACSCOC on-site team.

Summer 2024 – Summer 2029 – under construction

- Year 1 – Intro to “life design” strategies (e.g. Coaching, First Year Advising, etc.)
- Year 2 – Some practice “career everywhere” strategies (e.g. Graduate School Immersion Day, etc.).
- Year 3 – More practice “career everywhere” strategies (e.g. micro-internships, articulation professional development).