Quality Enhancement Plan (QEP) Development

Preparing for Post-Graduate Success

(Possible) Implementation Strategies and Learning Activities

Preparing for Post-Graduate Success

- Provide QEP development update
- Gather your input on possible implementation strategies and learning activities

Quality Enhancement Plan (QEP) Development and Writing Committee

Pam Tracy. Chair	Director, Center for Faculty Enrichment, Professor of Communication Studies
Waleed Ahmed	Assistant Director of Admissions & Retention
Sarai Blincoe	CCCAS Assistant Dean for Curriculum and Assessment, Department Chair, Associate Professor of Psychology
Erica Brown-Meredith	Assistant Professor of Social Work, Director of the CLASP Program
JoEllen Pederson	Associate Professor of Sociology, Faculty Liaison for the Reaffirmation Leadership Team
Cheryl Steele	Dean of Student Engagement

Standard 7.2: Quality Enhancement Plan

- 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.

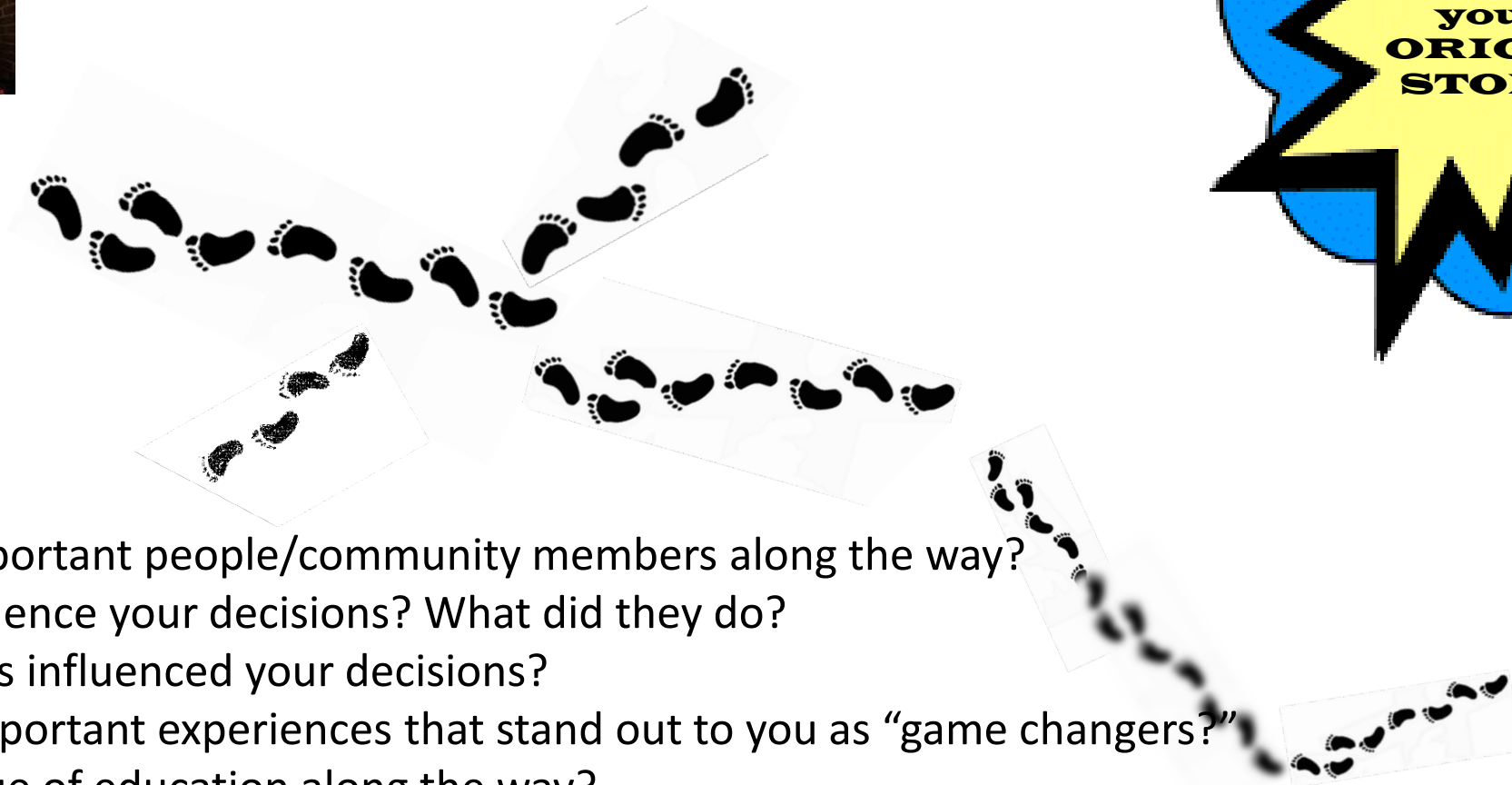## Preparing for Post-Graduate Success

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

- Career
- Advanced Study
- Community and Global Engagement

Reflect back to your college experiences

How did you prepare for where you are now?

YOU ARE
HERE

LONGWOOD
UNIVERSITY
1839

What's your ORIGIN STORY

Who were the important people/community members along the way?
How did they influence your decisions? What did they do?
What other factors influenced your decisions?
What were the important experiences that stand out to you as "game changers?"
What was the value of education along the way?

QEP process notes

Stakeholder meetings

Trickiness of timing

- developing a plan that includes possible changes to existing practices
- getting feedback before collaborate with units/divisions/departments/offices

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.

• Accomplishing this goal requires building sustainable partnerships among faculty and staff.

QEP Principles

As we develop implementation strategies and learning activities, we embrace:

- 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

QEP Outcomes

Student Learning Outcomes

Students will:

- set post-graduate goals consistent with a holistic sense of self and community,
- integrate curricular and co-curricular experiences into a plan that supports post- graduate goals, and
- articulate the connection between curricular and co-curricular experiences and their post-graduate plans

Student Success Outcome

- Longwood's QEP will help to
  - improve retention of first-time full-time historically under-represented students particularly Pell-Eligible, men, and/or African American students.

Student Learning Outcome

Students will set post-graduate goals consistent with a holistic sense of self and

Your thoughts?

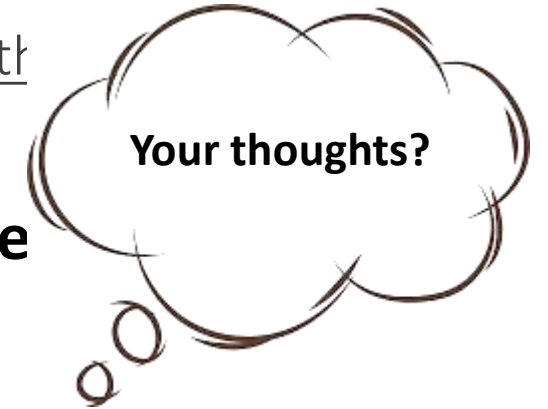## Possible implementation strategies

Students could

- complete goal-setting activities
- reflect on holistic sense of self and community as relates to goal-setting

Longwood could

- embed these activities in CTZN 110, ENGL 165, Exploratory Studies, "Intro to Discipline" courses, club/org leadership training, and Lancer Launch/Legacy
- develop a First-Year Advising and Mentoring Program
  - Faculty/Staff First Year Advisors with a focus on the relationship among academic success, student success, and post-graduate planning.
  - Cultural competency embedded into advising professional development.
  - Advisors help students identify tools and skills that they bring with them and apply (and build on) these for new experiences and contexts.

Student Learning Outcome

Students will integrate curricular and co-curricular experiences into a plan th[...]
graduate goals

Your thoughts?

Possible implementation activities and strategie[...]

Students could
- create a comprehensive four-year, curricular and co-curricular plan that supports post-graduate success.
- choose co-curricular and curricular experiences that support post-graduate goals

Longwood could
- embed plan development into First Year Advising, Civitae, Exploratory Studies, etc.
- support Micro-internship program
- enhance coordination of internships across campus (where needed)
  - Better tracking of internships and opportunities across campus
- create Alumni as Mentors program across campus
  - Better tracking of alumni employment and advanced study
- enhance service learning opportunities

Student Learning Outcome
Students will articulate the connection between curricular and co-curricular ex[...] post-graduate plans

Your thoughts?

**Possible implementation activities and strategies**

Students could
- complete a comprehensive portfolio or series of learning activities (e.g. resume, graduate school application, etc.) that demonstrates attention to audience, purpose, and context

Longwood could
- expand departmental offerings of professional development coursework (e.g. stand-alone courses, sequenced courses, assignments embedded in existing courses)
- offer post-graduate success skill-based workshops "where students are"– for example, Symposium Day, Student Showcase for Research and Creative Inquiry, PRISM showcase, Student Employment, Career Week, etc.
- enhance student reflections of skills developed through their co-curricular leadership experiences

Student Success Outcome
Improve retention of first-time full-time historically under-represented students particularly Pell-Eligible, men, and/or African American students.

Your thoughts?
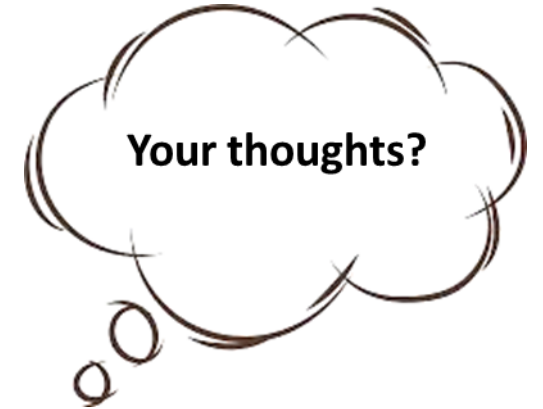
Possible implementation strategies

Longwood could:

- develop a Summer Bridge Transition Program

- create Affinity group mentor program (Seniors, Alumni) related to PGS

- expand of cross-campus collaborations (e.g. CLASP, Student Success, OMA)

Who are we meeting with next?

- More faculty/staff ➡️

- Students
  - SGA (Nov. 1)
  - C.H.A.N.G.E
  - BSA
  - Athletes (as a group)
  - CLASP students

SURVEY

Timeline: Topic Development and Writing

September – November 2022
- Gather campus feedback and insights, including one-on-one's with particular areas, focus group discussions and surveys with institutional constituencies (faculty, staff, administration, & students) and relevant University Planning Council (UPC) subcommittees.

November 2022– December 2022
- QEP Writing

January 2023 – February 2023
- External review

Timeline: Topic Development and Writing

February 2023 – April 2023
- Additional campus feedback, sharing of ideas

Summer 2023
- Further external feedback

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
- Refinement and implementation.