

Quality Enhancement Plan (QEP) Development



(Possible) Implementation Strategies and
Learning Activities



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



Quality Enhancement Plan (QEP) Development and Writing Committee

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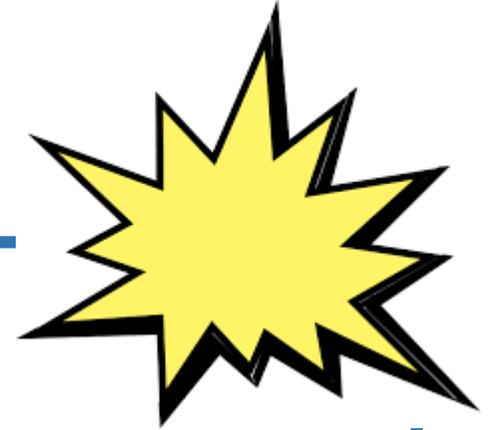
Standard 7.2: Quality Enhancement Plan

- 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

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



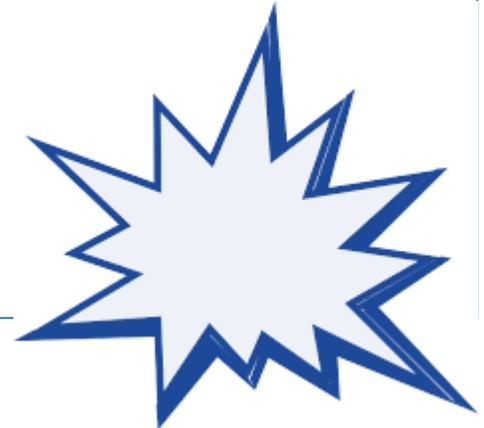
- Career
- Advanced Study
- Community and Global Engagement

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 Feedback – Faculty Senate

Possible implementation activities and strategies

Student Learning Outcome

Students will integrate curricular and co-curricular experiences into a plan that supports post-graduate goals



Possible implementation activities and strategies

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 experiences and post-graduate plans

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 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.

What next?



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.