



Limestone College

## **Quality Enhancement Plan February 25-27, 2019**



# **Quality Enhancement Plan**

## **February 25-27, 2019**



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# Section I: Executive Summary

The ultimate goal of any higher education institution is to have graduates who become successful in their life after college. In order to be successful, students must have positive experiences in their academic and social lives while enrolled. Limestone has as part of its mission to provide educational opportunities for students who might not otherwise have access. This mission comes with unique challenges regarding services and experiences students need to be successful.

At Limestone College, we are Saints. Our QEP, Saints GPS: Growth, Professionalism, and Strategy provides a comprehensive, three-strand plan to help our newest students become successful as they matriculate through their career at Limestone and beyond. Saints GPS was chosen as the QEP through broad-based campus conversations among faculty, staff, students, alumni, and trustees, strategic planning, and data gathered from the NSSE and graduate surveys.

**Growth:** Emotional Intelligence (soft skills) includes abilities such as persistence, adaptability, self-discipline, self-control, focus, confidence, resiliency, teamwork and collaboration, organization, time-management, conflict-resolution, seeking help and staying on task. Students will be taught these skills in freshman-level courses with the deliverable being an e-portfolio to document growth in academic and social life. The ultimate goal of improving retention and graduation rates is expected as a result of fostering emotional intelligence.

**Professionalism- Conduct and Communication:** Professional conduct will address concepts such as professional dress and etiquette and include ethical standards necessary for employment or higher education, such as honesty, integrity, and accountability. Professional Communication to be addressed will include conversational skills, professional correspondence, and effective professional presentations. Professional Communication will address business writing and appropriate use of social media. It will also help students master the basic technology skills as well as technology required for their area of study. The Conduct and Communication surveys, Sophomore Readiness survey, social conduct monitoring, and a resume review will be the evidence of growth for this strand.

**Strategy- Intentional Connections:** Limestone students will understand how their various classes are connected to each other and how the experiences they have outside the classroom are related to the things they do inside of the classroom through the development of an Action Plan. Through engagement in high-impact practices like internships, research with faculty, service learning, study abroad, and through work-study jobs or part-time employment, students will be able to plot their course for successful completion of their degree and entry into employment and/or graduate school.





## Section II: Selection of Topic

### Needs Identified from Institutional Planning and Evaluation

Institutional planning and assessment led to the selection of our QEP topic. Improving low retention and graduation rates is a significant priority in the Limestone Strategic Plan, as is increasing students' engagement beyond the classroom. Especially in activities such as such as internships and field experiences, research with faculty members, study abroad, and semester-long senior experiences—those activities the National Survey of Student Engagement calls “High Impact Practices (HIP).” Currently, Limestone’s freshman to sophomore retention rate is 54%, the 4-year graduation rate is 17%, the 5-year graduation rate is 41%, and the 6-year graduation rate is 67% (South Carolina Independent Colleges & Universities;

SCICU, 2018).

Limestone’s results on the National Survey of Student Engagement (NSSE) provided additional data points. The NSSE has been given to freshman and senior students for the past decade in the spring of odd-numbered years. Among the concerns identified were the low percentages of senior students who reported that they had participated in one or more HIP at Limestone. From 2013 through 2017, only about one quarter of seniors reported having participated in Internships or Field Experiences, and between 11% and 13% reported having done research with a faculty member. The chart which follows provides specifics.





	Freshmen			Seniors		
	2013	2015	2017	2013	2015	2017
	Activities Planned:			Activities Completed:		
Service Learning	54%	46%	39%	42%	47%	47%
Research with Faculty	10%	7%	3%	11%	13%	12%
Internship/Field Exp.	71%	75%	54%	25%	24%	26%
Study Abroad	37%	33%	18%	5%	3%	7%
Senior Experiences	53%	44%	44%	25%	30%	40%
High Impact Participation						
1 HIP	47%	44%	38%	33%	24%	28%
2 HIP	11%	6%	3%	29%	37%	42%

*Limestone College National Survey of Student Engagement (NSSE) data from 2013 – 2017.*

A survey of graduates provided further data. This in-house survey is given to graduates each May and December. Of particular concern is the relatively low number of students who report having jobs when they graduate. In the May 2015 Graduation Survey, of the 178 students who completed the survey, 31.5% were still looking for a full-time job. In the Fall 2016 Graduation Survey, 147 students completed the survey, and 33% were still looking for a full time job. A final area for improvement identified from internal data was increasing the number of students utilizing the resources of our Career and Professional Development Center.

Fewer than 30% of December 2017 graduates reported having participated in career fairs, resume critiques, or mock interviews. Only 32% took advantage of any event or workshop offered through the Center for Career and Professional Development. Many of the nontraditional students taking evening and

online classes are already employed, so this population group may not see the need to attend such workshops. However, traditional day students should participate at a higher rate than they currently do. The low participation in career preparation activities may help explain the low numbers of graduates who have jobs when they graduate. It is Limestone College's goal to improve those statistics.

Saints GPS: Growth, Professionalism, Strategy was chosen as Limestone's QEP in order to scaffold student experiences within HIPs, and subsequently improve retention and graduation rates. While there are a number of data points substantiating the need for intervention, there is a clear need for focused efforts pertaining to freshman to sophomore retention. While students will participate in QEP-related activities throughout their time at Limestone, the highest number of interventions will take place during the first two years.

## Connection to Strategic Plan

This chart demonstrates how Saints GPS supports Limestone College's Strategic Plan. Efforts to better student Growth, Professionalism, and Strategy campus-wide align with the Strategic Plan's Purpose Statement, Vision Statement, Institutional Values Statement, and Goals 2 and 3. The following statement from the Limestone College Consolidated Strategic Plan summarizes the connection of the QEP to that Plan: "Based on Limestone's established vision that 'All

Limestone students graduate, thrive, and positively impact their families, communities, and professions through leadership, compassion, and innovation,' the professional and post-secondary outcomes of our students are of major importance, and, therefore, Limestone could invest in programs to assist students with transitioning to graduate school and/or full-time employment prior to graduation along with developing students' ability to plan and prepare for life after graduation."

Strategic Plan	QEP
Purpose Statement: To empower students, who invest in themselves, with the agility to thrive professionally and personally.	Improving emotional intelligence, professional conduct, and technology skills will empower students and allow them to thrive professionally and personally.
Vision Statement: All Limestone students graduate, thrive, and positively impact their families, communities, and professions through leadership, compassion, and innovation.	Increasing emotional intelligence and grit can increase graduation rates.  Improving professionalism will give graduates an opportunity to have more of a positive impact on their families, communities, and professions.
Institutional Values Statement: We are for you if you are ambitious about taking control of your future. We provide a nurturing community that prioritizes experiential learning and delivers opportunities for you to engage with peers, teachers, and coaches in a manner that supports your individual goals and enables your success towards and after graduation.	Cultivating emotional intelligence, professional conduct, and technology skills will prepare students to enter the workforce or start a graduate program.
Goal 2: Bolster Limestone's support infrastructure, with a focus on improving student success to and beyond graduation.	Increasing emotional intelligence such as persistence and growth mindset will lead to a higher level of student success.
Goal 3: Elevate Limestone's out-of-the-classroom environment to support student growth, diverse community interaction, and school spirit.	Creating a series of seminars, colloquiums, Lunch-n-Learns on Professional Conduct will support student growth, diverse community interaction, and school spirit.



# Section III: Broad-Based Support

A desire to improve retention and graduation rates, the need to improve the rates of engagement reported in the NSSE and in graduation surveys, and the necessity to increase utilization of career and professional development opportunities all led to the idea of helping Limestone College students develop and then achieve long-term goals. Included in the QEP’s strategies is the development of an action plan created by students in order to make the most of their college years and prepare themselves for what comes afterward, whether it is a job or graduate school.

The school did not arrive at the QEP topic immediately, however. Limestone College faculty and staff brainstormed and discussed several different potential QEP topics during the fall semester of 2016. During the spring semester of 2017, meetings were held across campus to invite input into the goals of the Strategic Plan and to solicit suggestions for other items the faculty, staff, students, and alumni thought were important to include in future plans. In February of 2017, Dr. Gainey, Vice President for Academic Affairs and Executive VP (now Provost), met with all the department

and division chairs to discuss the goals of the Strategic Plan and to gather suggestions from the faculty leaders for recommendations and strategies to improve Limestone. That discussion continued in division and department meetings throughout the spring, with specific attention paid to the goals of improving retention and graduation. The need to engage students from the beginning of their freshman year with a goal and an “agenda” for their time at Limestone was a theme that ran through many discussions.

Dr. Gainey held focus groups to discuss the goals of the new strategic plan with students and alumni on April 18, 2017. In those meetings, a recurring theme was helping students develop a goal and a desire to become successful professionals so that they would stay in school, make the best use of their years at Limestone, and graduate.

At the Board of Trustees’ meeting on April 21, 2017, Dr. Gainey presented a summary of the comments and suggestions of the various campus and community members. The presentation is included as Appendix A for review.



The suggestions “on Slide #15 ‘to recruit’ “. . . students with grit—determination to get degree in spite of obstacles; create ‘pathway’ for students so they see the degree and the way ahead; develop professionalism among students; prepare them more directly for success after graduation” led directly to the plan that the QEP Task Force eventually developed.

After presentations in faculty meetings on potential QEP topics (digital literacy, professionalism, study abroad) and much discussion in department and division meetings, the full faculty voted at the April 24, 2017 faculty meeting to indicate a preference between two potential topics--Study Abroad and Professionalism. Faculty from Limestone’s extended campus, both evening and online, were able to cast votes electronically by participating in the meeting through Go to Meeting.

The topic of professionalism ultimately earned the most votes. Over the course of the 2017-18 school year, the QEP Task Force, comprised of faculty, staff, and students, clarified the topic which eventually became Saints GPS. The Task Force included faculty members from Art, Business, Computer Science, English, Interdisciplinary Studies, Physical Ed-

ucation, and Psychology; the Dean of Accreditation, the Director of Student Success, the Director of the Online Program, the Registrar, the Director of the Library, the Head Basketball Coach, the Head Lacrosse Coach, and three students from different academic majors.

In addition to the members who have been actively involved in the development of the QEP, faculty members from all disciplines have provided information about which courses in their majors will reinforce the concepts of the QEP. Faculty members have provided information regarding upper-level courses in their majors where professionalism is a topic, whether direct instruction about appropriate conduct and communication for a particular discipline, or opportunities for experiential learning in the profession. Included for review as Appendix B is a sample of the current opportunities students have within major courses to develop the professional skills pertinent to their majors.

There has been widespread interest and involvement in the development of the QEP, with participation from a cross-section of the institution. As the QEP has evolved, the membership on the initial task force has also evolved, with some members moving away to other respon-

sibilities and new members joining the group. Members of the QEP Task Force and Committee have included faculty, staff, and students. As the implementation phase begins, new members will be recruited. The Director of Career and Professional Development (a position

that is currently vacant) will be a key member of the group. Moving forward, the QEP Committee will remain active during the 5-year QEP implementation period, providing support and assistance for the QEP Coordinators.

### Initial QEP Task Force

Megan Anderson .....	Instructor, English / Interdisciplinary Studies
Justin Bailey .....	Professor of Psychology
Felicia Cavallini.....	Professor of Physical Education
Carolyn Ford.....	Professor of Art
Karen Gainey.....	Vice President for Academic Affairs / Executive VP
Brian Holcomb .....	Assistant Professor of English
Pennie Hughes .....	Registrar
Lizah Ismail.....	Director of the Library
Keith Keppley .....	Associate Professor of Business
Ellen Long.....	Preceptor of English
Stacey Mason.....	Director of Student Success and Retention
Michael Scharff.....	Professor of Business
Brandon Scott.....	Head Basketball Coach
Michael Singer.....	Assistant Professor of Criminal Justice
Jane Watkins .....	Professor of Computer Science
Bonnie Wright.....	Professor of Psychology / Dean of Accreditation



Current QEP Committee

QEP Co-Director  
Megan Anderson ..... Instructor, English/Interdisciplinary Studies

QEP Co-Director  
Brian Holcomb ..... Assistant Professor of English

- Justin Bailey ..... Professor of Psychology
- Stephanie Beltran ..... Student / SGA President
- Felicia Cavallini..... Professor of Physical Education
- J. B. Clarke ..... Head Men’s Lacrosse Coach
- Karen Gainey..... Provost
- Daniel Hardiman..... Student
- Pennie Hughes ..... Registrar
- Lizah Ismail..... Director of the Library
- Kelly Jones ..... Assistant Professor of Psychology
- Ellen Long..... Preceptor of English
- Stacey Mason..... Dean of Student Success
- Shelly Meyers ..... Professor of Education / Dean of Accreditation
- Michelle Phillips-Meek ..... Assistant Professor of Psychology
- Kristen Stevenson ..... Director of the Online Program
- Jennie Sweo ..... Assistant Professor of Studio Art / Graphic Design
- Bonnie Wright ..... Professor of Psychology



## Section IV: Improving Student Outcomes

### Literature Review and Best Practices

The Growth, Professionalism, and Strategy model has strong underpinnings in current literature. The idea of growth (and specifically a growth mindset) has been tied to Emotional Intelligence, specifically through the work of Angela Duckworth. Her book *Grit: The Power of Passion and Perseverance* (2016) guided the early stages of the QEP development. A variety of texts supporting the Professionalism strand of the QEP were reviewed and compiled, focusing specifically on Employability Skills and Career Readiness. HIPs, as defined by NSSE, were identified as the focus of the Strategy strand. Work by Brownell and Swaner (2009) and Kuh (2010) identify HIPs as the most appropriate fit for Saints GPS Strategy strand.

#### Growth:

To provide students with increased awareness in emotional intelligence, Limestone's QEP will incorporate soft skills into the school's First Year Experience courses. These soft skills will come from four competency areas: interpersonal skills, leadership skills, self-management skills, and intrapersonal skills. These competency areas identified in Nelson and Low's

(2011) book, *Emotional Intelligence: Achieving Academic and Career Excellence*, are integral to understanding emotional intelligence, which the authors believe to be the most essential element to finding personal achievement, career success, and life satisfaction.

The teaching of emotional intelligence will also rely significantly on the idea of grit. Duckworth, (2016), specifically defines the concept of grit as the "tendency to sustain interest in and effort toward very long-term goals." Students will be taught that "achievement is the product of talent and effort, the latter a function of the intensity, direction, and durations of one's exertions towards a long-term goal," such as graduating from college.

Limestone also wants to encourage students to cultivate growth mindsets, as described in Dweck's (2016) book, *Mindset: The New Psychology of Success*. Mindset is a belief about oneself and one's basic qualities. Dweck has determined that there are two types of mindsets: fixed and growth. People with Fixed Mindset, or Entity Theory of Intelligence, believe their qualities such as intelligence,

creativity, and talent, are predetermined and finite, fixed traits. Those with Growth Mindset, or Incremental Theory of Intelligence, think their basic abilities can continue to be developed through hard work and dedication. They believe that these innate qualities are just starting points with success being the product of learning, effort, and persistence (Dweck, 2016). Limestone wants students to fall into the latter category, so that they will be more likely to persist until graduation and find success as professionals in either graduate school or a work setting.

Another related idea is the concept of deliberate practice. Gladwell (2008) speaks on the concept in *Outliers: The Story of Success*. Studies of world-class experts across different fields have found that one of the primary steps that sets them apart is that they practice the development of their strengths in specific ways. The deliberate practice they undertake meets the following requirements when it comes to improving their skills: setting specific goals for micro-improvements; chasing a level of challenge that exceeds their current levels of skills (they focus on doing things they can't yet do); seeking immediate and informative feedback; and practicing, practicing and

practicing until the point of mastery is reached and they can perform on autopilot. Gladwell (2008) has pinpointed this deliberate practice to be upwards of 10,000 hours. If instructors, advisors, counselors, and staff members can educate students about the important role of practice for achieving success, more of them may persist to graduation.

### **Professionalism:**

A component of both the Growth and Professionalism segments of the QEP is helping students develop employability skills, or in the most basic terms, skills that will help them get and keep jobs post-graduation. Identification of those specific skills is critical to the implementation of the QEP plan. Gardner (2007) described the results of an annual college hiring survey given out by a large, public university. In this survey, respondents were asked to list the qualities or characteristics they look for in new hires, especially in positions with the potential for promotion. The most frequently mentioned characteristic was taking initiative, followed by self-management, interpersonal skills, commitment, leadership, written and oral communication skills, and technical competence. Not surprisingly, respondents to the survey identified factors



such as failure to follow instructions, failure to take initiative, missing deadlines, and inability to communicate effectively in written or verbal forms as some of the most common reasons employees are disciplined. The goal at Limestone then, is to help students see that it is never too soon to develop professional habits.

Development of employability skills should also include an understanding of what employers are not looking for. Respondents to the survey described by Gardner (2007) were also asked to identify reasons an employee might be terminated. Respondents identified factors such as missed deadlines, tardiness, inappropriate technology use, unethical behaviors, and poor motivation as some of the most common reasons employees lose their jobs. Sadly, this list closely mirrors behaviors that college students often engage in, which lead to poor grades and negative impressions.

Messum et al. (2016) investigated how recent graduates from an Australian university rated the importance of employability skills like those described above, as well as perception of their own competence in those areas. Recent graduates rated their competencies in areas such as interpersonal skills, written communication

skills, and time management much lower than they rated the importance of those skills to employers. These results suggest a skill gap between what recent graduates have and what employers want.

Given the above identification of employability skills, what is the best way to help students develop these characteristics? Jackson (2015) investigated possible best practices for promoting employability skills, utilizing self-report from students attending a large Australian university. In the classroom environment, Jackson found that students enjoyed activities which emphasized self-reflection, planning, and goal-setting. They felt these activities encouraged self-awareness, critical thinking, problem-solving, and communication. Some students also reported that compiling a portfolio would be helpful in showcasing their skills for different potential employers.

Outside the classroom, student respondents to Jackson's (2015) survey emphasized HIPs such as job-shadowing, mentoring, and internships as critical to employability skill-building. More specifically, a common theme among responses was the combination of classroom and out-of-class experiences.

Many students reported that the best opportunities for skill-building came from taking skills first introduced in the classroom and applying them in a practical real-world environment, followed by later self-reflection on performance. Based on these responses, Jackson (2015) concluded that integrating skill development across the two settings in order to prepare students for employer expectations should be a primary goal. Jackson also emphasized the importance of mentorship and proper alignment of assessments across the

settings in developing best practices.

The National Association of Colleges and Employers (n.d.) has defined career readiness as “the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.” This organization has developed a list of eight career-readiness competencies that align with Limestone’s current curriculum or will align in the future.

Competency	Description	Implementation
<b>Critical Thinking/ Problem Solving</b>	Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.	All Limestone College students will continue to take ID 301 Critical Thinking.
<b>Oral/Written Communications</b>	Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.	All Limestone College students take EN 101 Freshman Composition, EN 102 Argument and Research, and EN 105 Public Speaking.
<b>Teamwork/ Collaboration</b>	Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.	Teamwork and collaboration are soft skills that will be incorporated into introductory Interdisciplinary courses.
<b>Digital Technology</b>	Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.	All students will learn how to create a digital portfolio, and each major will teach student discipline-specific technology.



Competency	Description	Implementation
<b>Leadership</b>	Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.	Students will work on leadership skills through group projects and by taking positions within student organizations.
<b>Professionalism/ Work Ethic</b>	Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.	Students will learn these skills by attending all of their classes and by completing their assignments on time.
<b>Career Management</b>	Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.	Students will develop these skills through visiting Career and Professional Development services, such as job fairs, and by having internships and senior capstone courses.
<b>Global/ Intercultural Fluency</b>	Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.	Global Experience, a new initiative at Limestone outside of the scope of the QEP, will help Limestone students develop more awareness and understanding of different cultures.

### Strategy:

By implementing GPS, it is the goal to be a “strong-performing” institution as defined in *Student Success in College: Creating Conditions That Matter* by Kuh, Kinzie, Schuh, and Whitt (2010). Colleges with this standing have higher than predicted graduation rates and better-than-predicted engagement scores of NSSE. All of the GPS initiatives are designed to improve retention and graduation rates. To raise NSSE rates specifically, GPS will increase the number of HIPs offered to students. Appendix K includes the list of HIPs from the American Association of Colleges and Universities (2013). Limestone College’s GPS will intentionally focus efforts in these effective educational practices.

Limestone’s First-Year Seminar courses (ID courses) will be expanded to include more assignments connected to Growth, such as the Mentor Map, the Co-Curricular Transcript, Pathway U, and Emotional Intelligence. EN 101 Freshman Composition and EN 102 Argument and Research, two writing-intensive courses, will assist students with the creation of ePortfolios. A new Global Initiative will expose students to Diversity and Global Learning. As students move through their

upper-level courses, they will be encouraged to participate in job-shadowing and find an internship. Finally, through the GPS, each academic department will be re-evaluating and retooling their Capstone Courses so that these culminating experiences are as impactful as they can be.

Intentionally creating more HIP activities will have a number of advantages. Brownell and Swaner (2009) found “substantial support” for the value of HIPs on students as a whole, and “underserved students,” in particular. These HIPs, namely first-year seminars, learning communities, service learning, and undergraduate research, were found to be especially impactful for achieving the outcome of “student persistence,” a trait that our QEP aims to instill in our students, the majority of whom are classified as “underserved” – minority, low-income and first-generation students. Brownell & Swaner (2009) recommend that for these practices to be implemented successfully, institutions need to design programs that fit their individual culture and goals, fit their individual culture and goals, with built-in assessment plan.

## Implementation Timeline

TIME FRAME	GOALS
Spring 2019- Fall 2019	<p>Goal 1: Increase freshman retention rate by 5% each academic year.</p> <p>Goal 2: Increase overall retention rate by 5% each academic year.</p> <p>SSO 1: Growth: Students will implement an action plan based on their anticipated career.</p> <p>SSO 2: Professionalism: Students will demonstrate professional communication and conduct.</p> <p>SSO3: Strategy: Students will connect in-class learning and out-of-class experiences.</p>
	FACULTY/STAFF ACTIVITY
	1. Appropriate faculty will redesign the introductory Interdisciplinary Studies courses for freshmen and transfer students to include a new component on <a href="#">Emotional Intelligence</a> .
	2. Faculty members, success coaches, and advisors will be trained on <a href="#">emotional intelligence skills</a> so that they can help encourage a "growth mindset" in courses and advising sessions.
	3. Academic departments will examine their course offerings for opportunities to include <a href="#">professionalism</a> , especially in courses typically taken in the sophomore and junior years. There are three ways Professionalism can be emphasized within each academic department: <ul style="list-style-type: none"> <li>a. While professionalism will be introduced to students in their first ID course and elaborated on in their capstone course, there are not many touch-points in the middle. Each department can help remedy this by looking for places where it makes sense to include aspects of professionalism.</li> <li>b. Since our data show that Limestone students lack access to High Impact Practices, there is also room for each academic department to look for ways to increase these opportunities. These can occur inside and outside of the classroom, and will help our students become better prepared for the workforce or graduate school.</li> <li>c. Finally, capstone courses will be examined for ways to contain High Impact Practices. These courses should encourage students to synthesize professional manners and behaviors that will allow them to be successful and better prepared once they graduate.</li> </ul>
	4. A sampling of 100 students will be selected from each freshman cohort enrolled in fall ID courses. Students will be pre-selected and representative of majors, sex, race/ethnicity, athlete/non-athlete status, and full/provisional acceptance status for each fall cohort.
	5. The Director of Career and Professional Development begins a Professional Workshop Series: While these workshops would be open to all students, they would be particularly aimed at sophomores and juniors.
	6. The Interdisciplinary department organizes a monthly Professional Speaker Series: This speaker series will feature professionals sharing their career path stories. Speakers will rotate among each academic department so that all students will have the opportunity to be addressed by someone in their field.
	7. QEP co-directors will travel to SACS-COC Institute on Quality Enhancement and Accreditation.

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next page.

TIME FRAME	STUDENT (Freshmen, Cohort 1, Fall 2019) ACTIVITY
<p>Spring 2019- Fall 2019</p> <p><i>Continued</i></p>	<ol style="list-style-type: none"> <li>1. New students will enroll in a first-year Interdisciplinary course <ol style="list-style-type: none"> <li>a. Both courses will include an <a href="#">Emotional Intelligence</a> component and an online <a href="#">Growth-Mindset Intervention</a>. A significant aspect of these courses will be introducing students to the array of resources that can help them be successful students. These courses will also include a <a href="#">Co-Curricular Transcript</a> and <a href="#">Mentor Map</a> to prepare for writing a resume in the future.</li> <li>b. Freshmen students will enroll in EN 101 Freshman Composition. Students will learn how to create digital portfolios and they will begin creating their professional portfolio with writing samples once they are enrolled in EN 102 Argument and Research.</li> <li>c. Students will begin earning “stamps” within their Saints Passport / Road map, part of the digital portfolio designed to record attendance and participation in designated social and cultural events on campus.</li> <li>d. All Freshmen enrolled in ID courses will take a pre and post Sophomore Readiness Assessment. The tool will be administered by the course instructor immediately following add/drop and again during the last week of class in the ID courses. The instrument is a Likert scale survey intended to identify students’ readiness to be successful on campus and in upper-level coursework. The items include basic living skills, social skills, academic skills, and skills unique to the Limestone College campus.</li> </ol> </li> </ol>
	<ol style="list-style-type: none"> <li>2. The Pathway U platform will be implemented in all freshman ID courses. Students will take vocational testing on the Pathway U Platform and receive a report that lists career options that align with their responses. The report will be used as a tool for students as they begin their Action Plan. <ol style="list-style-type: none"> <li>a. The purpose of the Pathway U platform is to help students identify a career path that is an appropriate fit based on each student’s strengths and interests. They will use the results to brainstorm possible career goals and connect with academic advisor and /or success coach to coordinate academic goals with the planned career goals.</li> <li>b. A culminating reflection at the end of the course will focus on how the plan will lead to the desired goal. If it is not clear how (or if) the plan can bring about the desired goals, students will use their reflection to either refine the goal or refine the plan, developing a more solid pathway to success.</li> </ol> </li> </ol>
	<p style="text-align: center;"><b>ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. Cohort data will be tracked through graduation to evaluate the effectiveness of the QEP. Additional identifiers may need to be added to selection criteria for subsequent cohorts based on the analysis of data collected after the first cohort. Instructors in key courses will be notified at the conclusion of each course which students’ data has been selected for QEP evaluation. As well, the students in each cohort will be monitored for persistence, GPA, participation in key activities identified in the QEP, and graduation. <ol style="list-style-type: none"> <li>a. Pass Rates and Grade Point Averages for students selected for each cohort will be monitored.</li> </ol> </li> </ol> <p><i>Continued on next page.</i></p>

TIME FRAME	ASSESSMENT
<p>Spring 2019- Fall 2019</p> <p><i>Continued</i></p>	<p>b. Students identified for each cohort will be monitored for social conduct with the help of the Dean of Student Life. Any time students violate the Social Conduct policies at Limestone College they are reported to the Dean of Student Life. The QEP committee will submit the cohort list to the Dean and ask for the number of violations reported on those students. (The total number of violations by the cohort will be the only number reported in order to protect student privacy).</p> <p>c. In order to stay in good academic standing, students would need to pass 67% of courses attempted and maintain grade point averages outlined in the Limestone College Catalog. These metrics will be used as formative assessment measures to help indicate progress toward retention rate goals.</p> <p>d. The retention rate from freshman to sophomore year will be reported each academic year. As cohorts matriculate the retention rate will be reported for each cohort. The expectation is to see an increased overall retention rate by 5% each academic year.</p> <p>2. Faculty will be surveyed at the conclusion of each semester regarding the professional communication and conduct of their students. The data collected will be used to monitor the effectiveness of the strategies in the QEP as well as needed interventions that may arise. The Survey will also be posted in the LC Portal for all faculty and staff to access in order to submit a survey for any student so that support can be deployed for any student at the point of need.</p> <p>3. All data and feedback regarding the QEP will be evaluated each semester by the QEP committee with the assistance of the Office of Accreditation. Any changes in strategies or tools will be vetted by the committee before implementation. Feedback will be given to the campus in an annual report as well as at the faculty-staff meeting each fall.</p>
	GOALS
<p>Spring 2020- Fall 2020</p> <p><i>Continued on next page.</i></p>	<p>Goal 1: Increase freshman retention rate by 5% each academic year.</p> <p>Goal 2: Increase overall retention rate by 5% each academic year.</p> <p>SSO 1: Growth: Students will implement an action plan based on their anticipated career.</p> <p>SSO 2: Professionalism: Students will demonstrate professional communication and conduct.</p> <p>SSO3: Strategy: Students will connect in-class learning and out-of-class experiences.</p>



TIME FRAME	FACULTY/STAFF ACTIVITY
<p>Spring 2020- Fall 2020</p> <p><i>Continued</i></p>	1. Courses across all departments will include more opportunities to develop students' professionalism.
	2. Staff and Faculty will provide more opportunities for <a href="#">High Impact Practices</a> (Global Experiences, Research with faculty, Internships, Service Learning).
	3. Faculty will offer enhanced capstone experiences that prepare students to enter the workforce or start graduate school.
	4. Faculty and staff members will be trained to help students integrate their portfolios into Blackboard so assignments from courses can be added to the ePortfolio. Training will be during departmental meetings to allow customized training for each group, making each session concise and direct. To supplement these needs, a Faculty Community will be developed on Blackboard to provide updates for standards, EAB resources, and PDFs. Training will focus on: <ul style="list-style-type: none"> <li>a. Encouraging a Growth Mindset</li> <li>b. Blackboard – Portfolio feature;</li> <li>c. Tracking attendance in EAB's Navigate (to record participation in workshops and special events).</li> </ul>
	<p><b>STUDENT (Freshmen:Cohort 2, Sophomores:Cohort 1) ACTIVITY</b></p>
<p><i>Continued on next page.</i></p>	1. Second cohort of Freshmen begins.
	2. First cohort moves onto Sophomore activities.
	3. Transfer students will enroll in ID 201 Transition Success, which includes an emotional intelligence component and an online growth-mindset intervention. A significant aspect of this course will be introducing students to the array of resources that can help them be successful students. This course will also include a Co-Curricular Transcript and Mentor Map to prepare students for writing a resume in the future.
	4. In EN 105 Public Speaking, Sophomores will create a video of a speech to demonstrate their communication skills and personality.
	5. Additionally, sophomores will: <ul style="list-style-type: none"> <li>a. Be matched with an alumni mentor</li> <li>b. Take a lower-level course in the major to begin learning about discipline-specific communication and technology.</li> <li>c. Participate in a Service-Learning opportunity.</li> <li>d. Attend Career and Professional Development workshop series.</li> <li>e. Listen to a speaker at the Professional Speaker Series.</li> </ul>

TIME FRAME	ASSESSMENT
<p>Spring 2020- Fall 2020</p> <p><i>Continued</i></p>	<ol style="list-style-type: none"> <li>1. Cohort data will continue to be tracked through graduation to evaluate the effectiveness of the QEP. Additional identifiers again may need to be added to selection criteria for subsequent cohorts based on the analysis of data collected after the first cohort. Additional instructors in key courses will be notified at the conclusion of each course which students' data has been selected for QEP evaluation. As well, the students in each cohort will be monitored for persistence, GPA, participation in key activities identified in the QEP, and graduation.               <ol style="list-style-type: none"> <li>a. Pass Rates and Grade Point Averages for students selected for each cohort will be monitored.</li> <li>b. Students identified for each cohort will continue to be monitored for social conduct with the help of the Dean of Student Life.</li> <li>c. In order to stay in good academic standing, students will still need to pass 67% of courses attempted and maintain grade point averages outlined in the Limestone College Catalog. These metrics will continue to be used as formative assessment measures to help indicate progress toward retention rate goals.</li> <li>d. The retention rate from freshman to sophomore year will be reported each academic year. As cohorts matriculate the retention rate will be reported for each cohort. The expectation is to see an increased overall retention rate by 5% each academic year.</li> </ol> </li> <li>2. As students progress, additional faculty will be surveyed at the conclusion of each semester regarding the professional communication and conduct of their students. The data collected will continue to be used to monitor the effectiveness of the strategies in the QEP as well as needed interventions that may arise. The Survey will also be posted in the LC Portal for all faculty and staff to access in so that support can be deployed when need.</li> <li>3. All data and feedback regarding the QEP will be evaluated each semester by the QEP committee with the assistance of the Office of Accreditation. Any changes in strategies or tools will be vetted by the committee before implementation. Feedback will be given to the campus in an annual report as well as at the faculty-staff meeting each fall.</li> <li>4. For the purposes of the QEP, the items on the NSSE survey regarding High Impact Practices (First-Year Experiences, Common Intellectual Experiences, Collaborative Assignments and Projects, Undergraduate Research, ePortfolios, Service Learning, Community-Based Learning, Internships and Capstone Courses and Projects) will continue to be used as an indication of student perceptions regarding the implemented strategies.</li> </ol>
	GOALS
<p>Spring 2021- Fall 2021</p> <p><i>Continued on next page.</i></p>	<p>Goal 1: Increase freshman retention rate by 5% each academic year.</p> <p>Goal 2: Increase overall retention rate by 5% each academic year.</p> <p>SSO 1: Growth: Students will implement an action plan based on their anticipated career.</p> <p>SSO 2: Professionalism: Students will demonstrate professional communication and conduct.</p> <p>SSO3: Strategy: Students will connect in-class learning and out-of-class experiences.</p>

TIME FRAME	FACULTY/STAFF ACTIVITY
<p>Spring 2021- Fall 2021</p> <p><i>Continued</i></p>	<p>1. The QEP Committee will monitor and review GPS experiences making sure they meet the goals of the QEP.</p>
	<p>2. Retention rates and Center for Career and Professional Development utilization rates will be assessed beginning with Spring Semester.</p>
	<p>3. Staff and Faculty will provide more opportunities for <a href="#">High Impact Practices</a> (Global Experiences, Research with faculty, Internships, Service Learning).</p>
	<p><b>STUDENT (Freshmen:Cohort 3, Sophmores:Cohort 2, Juniors: Cohort 1) ACTIVITY</b></p>
	<p>1. Third cohort of Freshmen begins.</p>
	<p>2. Second cohort moves onto Sophomore activities.</p>
	<p>3. First cohort moves onto Junior activities</p> <p>Juniors should be advancing in their major, and will continue documenting their participation in various events the ePortfolio. These events would include:</p> <ul style="list-style-type: none"> <li>a. Maintain contact with their mentors.</li> <li>b. Continue participation in a Service-Learning opportunity.</li> <li>c. Attend Career and Professional Development workshop series not attended while a sophomore.</li> <li>d. Listen to a speaker at the Professional Speaker Series.</li> <li>e. Participate in seminars/colloquiums/Lunch-n-Learns on Professional Conduct not attended while a Sophomore.</li> </ul>
	<p>4. Additionally Juniors are expected to:</p> <ul style="list-style-type: none"> <li>a. Participate in a job shadowing experience or internship</li> <li>b. Conduct research with a faculty member</li> <li>c. Present research at a symposium on campus or attend a conference.</li> <li>d. Begin building a resume for desired job (or application for graduate school)</li> </ul>
	<p><b>ASSESSMENT</b></p>
	<p>1. Cohort data will continue to be tracked through graduation to evaluate the effectiveness of the QEP. Additional identifiers again may need to be added to selection criteria for subsequent cohorts based on the analysis of data collected after the first cohort. Additional instructors in key courses will be notified at the conclusion of each course which students' data has been selected for QEP evaluation. As well, the students in each cohort will be monitored for persistence, GPA, participation in key activities identified in the QEP, and graduation.</p>

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next page.*

TIME FRAME	ASSESSMENT
<p>Spring 2021- Fall 2021</p> <p><i>Continued</i></p>	<p>a. Pass Rates and Grade Point Averages for students selected for each cohort will be monitored.</p> <p>b. Students identified for each cohort will continue to be monitored for social conduct with the help of the Dean of Student Life.</p> <p>c. In order to stay in good academic standing, students will still need to pass 67% of courses attempted and maintain grade point averages outlined in the Limestone College Catalog. These metrics will continue to be used as formative assessment measures to help indicate progress toward retention rate goals.</p> <p>d. The retention rate from freshman to sophomore year will be reported each academic year. As cohorts matriculate the retention rate will be reported for each cohort. The expectation is to see an increased overall retention rate by 5% each academic year.</p> <p>2. As students progress, additional faculty will be surveyed at the conclusion of each semester regarding the professional communication and conduct of their students. The data collected will continue to be used to monitor the effectiveness of the strategies in the QEP as well as needed interventions that may arise. The Survey will also be posted in the LC Portal for all faculty and staff to access so support can be deployed when needed.</p> <p>3. All data and feedback regarding the QEP will be evaluated each semester by the QEP committee with the assistance of the Office of Accreditation. Any changes in strategies or tools will be vetted by the committee before implementation. Feedback will be given to the campus in an annual report as well as at the faculty-staff meeting each fall.</p> <p>4. For the purposes of the QEP, the items on the NSSE survey regarding High Impact Practices (First-Year Experiences, Common Intellectual Experiences, Collaborative Assignments and Projects, Undergraduate Research, ePortfolios, Service Learning, Community-Based Learning, Internships and Capstone Courses and Projects) will continue to be used as an indication of student perceptions regarding the implemented strategies.</p> <p>5. As students progress from their ID courses and English composition courses through their academic careers at Limestone they will be developing an electronic portfolio of works to show their development communication and professionalism. The portfolio will be scored by the instructors teaching the designated courses, advisors, and GPS advisors using the Integrative Learning VALUE Rubric developed through the Association of American Colleges &amp; Universities.</p>
	GOALS
<p>Spring 2022- Fall 2022</p> <p><i>Continued on next page.</i></p>	<p>Goal 1: Increase freshman retention rate by 5% each academic year.</p> <p>Goal 2: Increase overall retention rate by 5% each academic year.</p> <p>SSO 1: Growth: Students will implement an action plan based on their anticipated career.</p> <p>SSO 2: Professionalism: Students will demonstrate professional communication and conduct.</p> <p>SSO3: Strategy: Students will connect in-class learning and out-of-class experiences.</p>



TIME FRAME	FACULTY/STAFF ACTIVITY
<p>Spring 2022- Fall 2022</p> <p><i>Continued</i></p>	1. The University strategic plan will begin to reflect the QEP goals.
	2. The first cohort of students who have met the GPS experience requirement will graduate.
	3. Early implementers of the culminating experience will offer and assess those experiences.
	4. Other Faculty and Staff duties as described in previous years continue.
	STUDENT (Freshmen:Cohort 4, Sophomores:Cohort 3, Juniors: Cohort 2, Seniors:Cohort 1) ACTIVITY
	1. Fourth cohort of Freshmen begins.
	2. Third cohort moves onto Sophomore activities
	3. Second cohort moves onto Junior activities.
	4. First cohort moves onto Senior activities
	5. Senior students are enrolled in a capstone course within their major. As a part of that course they will complete some sort of major paper/project/performance/experience designed to enhance professional preparation.
	6. Seniors should complete an ePortfolio with various samples from their time at Limestone College that demonstrates their professional communication skills and shows their competence.
	7. Graduates will be surveyed prior to graduation regarding their perceptions of experiences pertaining to the QEP activities. This instrument will be developed during the second year of the QEP.
	ASSESSMENT
	1. Cohort data has been continually tracked through graduation to evaluate the effectiveness of the QEP. Additional identifiers again may need to be added to selection criteria for subsequent cohorts based on the analysis of data collected after the first cohort. Additional instructors in key courses will be notified at the conclusion of each course which students' data has been selected for QEP evaluation. As well, the students in each cohort will be monitored for persistence, GPA, participation in key activities identified in the QEP, and graduation. <ul style="list-style-type: none"> <li>a. Pass Rates and Grade Point Averages for students selected for each cohort will be monitored.</li> <li>b. Students identified for each cohort will continue to be monitored for social conduct with the help of the Dean of Student Life.</li> <li>c. In order to stay in good academic standing, students will still need to pass 67% of courses attempted and maintain grade point averages outlined in the Limestone College Catalog. These metrics will continue to be used as formative assessment measures to help indicate progress toward retention rate goals.</li> </ul>

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next page.*

TIME FRAME	ASSESSMENT
<p>Spring 2022- Fall 2022</p> <p><i>Continued</i></p>	<p>d. The retention rate from freshman to sophomore year will be reported each academic year. As cohorts matriculate the retention rate will be reported for each cohort. The expectation is to see an increased overall retention rate by 5% each academic year.</p>
	<p>2. As students progress additional faculty will be surveyed at the conclusion of each semester regarding the professional communication and conduct of their students. The data collected will continue to be used to monitor the effectiveness of the strategies in the QEP as well as needed interventions that may arise. The Survey will also be posted in the LC Portal for all faculty and staff to access in order to submit a survey for any student so that support can be deployed for any student at the point of need.</p>
	<p>3. All data and feedback regarding the QEP will be evaluated each semester by the QEP committee with the assistance of the Office of Accreditation. Any changes in strategies or tools will be vetted by the committee before implementation. Feedback will be given to the campus in an annual report as well as at the faculty-staff meeting each fall.</p>
	<p>4. For the purposes of the QEP, the items on the NSSE survey regarding High Impact Practices (First-Year Experiences, Common Intellectual Experiences, Collaborative Assignments and Projects, Undergraduate Research, ePortfolios, Service Learning, Community-Based Learning, Internships and Capstone Courses and Projects) will continue to be used as an indication of student perceptions regarding the implemented strategies.</p>
	<p>5. As students have progressed from their ID courses and English composition courses through their academic careers at Limestone they will have created an electronic portfolio of works to show their development communication and professionalism. The portfolio will be scored by the instructors teaching the designated courses, advisors, and GPS advisors using the Integrative Learning VALUE Rubric developed through the Association of American Colleges &amp; Universities.</p>
	GOALS
<p>Spring 2023- Fall 2023</p> <p><i>Continued on next page.</i></p>	<p>Goal 1: Increase freshman retention rate by 5% each academic year.</p> <p>Goal 2: Increase overall retention rate by 5% each academic year.</p> <p>SSO 1: Growth: Students will implement an action plan based on their anticipated career.</p> <p>SSO 2: Professionalism: Students will demonstrate professional communication and conduct.</p> <p>SSO3: Strategy: Students will connect in-class learning and out-of-class experiences.</p>
	FACULTY/STAFF ACTIVITY
	<p>Faculty and Staff duties as outlined in previous years continue.</p>

TIME FRAME	STUDENT ACTIVITY
Spring 2023- Fall 2023 <i>Continued</i>	Cohorts continue as outlined for previous years.
	ASSESSMENT
	1. Assessment Activities continued as outlined for previous years.
	2. Graduation Rates reviewed each year.
	3. High Impact Practices will be assessed on the NSSE.
	4. Graduation Survey job and graduate school data will be assessed.
	5. The institution will provide a report to SACS-COC on the results of the QEP.

# Section V: Assessment Plan

## Assessment Plan

The specific goals and Student Success Outcomes associated with Saints GPS are identified below. They are aligned with the institutional mission, strategic plan, and data identified by the QEP committee. Baseline data are identified where possible, and benchmarks for success are outlined.

## Student Success Outcomes

Goal 1: Increase freshmen retention rate by 5% each academic year.

Goal 2: Increase overall retention rate by 5% each academic year.

SSO 1: Growth: Students will implement an action plan based on their anticipated career.

SSO 2: Professionalism: Students will demonstrate professional communication and conduct.

SSO3: Strategy: Students will connect in-class learning and out-of-class experiences.

## Description of Measures

Retention Rate. The retention rate from freshman to sophomore year will be reported each academic year. As cohorts matriculate the retention rate will be reported for each cohort.

Year	2019 – 2020	2020 – 2021	2021 – 2022	2022 – 2023	2023 – 2024
Cohort	1	1	1	1	1
Cohort		2	2	2	2
Cohort			3	3	3
Cohort				4	4



### Goal 1 (Summative):

Increase freshmen retention rate by 5% each academic year.

Baseline: Fall 2017 Cohort: 51%

Fall 2018 Goal: 56%

Fall 2019 Goal: 61%

Fall 2020 Goal: 66%

Fall 2021 Goal: 71%

Fall 2022 Goal: 76%

Fall 2023 Goal: 81%

Benchmark 1: Average of Comparable Institutions: 72%

Benchmark 2: National Average: 80%

### Goal 2 (Summative):

Increase overall retention rate by 5% each academic year.

Baseline:

Entering FRESHMAN Class Fall 2017			
366	Entered 2017 FA	Day	
42	Entered 2107 FA	Evening/Online	
408		BOTH	
190	Returned 2018 FA	Day	52%
17	Returned 2018 FA	Evening/Online	40%
207		BOTH	51%
0	Total Graduates	Day	0%
0	Total Graduates	Evening/Online	0%
0		BOTH	0%
Entering TRANSFER Class Fall 2017			
63	Entered 2017 FA	Day	
192	Entered 2107 FA	Evening/Online	
255		BOTH	
33	Returned 2018 FA	Day	52%
108	Returned 2018 FA	Evening/Online	56%
141		BOTH	55%
2	Total Graduates	Day	3%
3	Total Graduates	Evening/Online	2%
5		BOTH	2%

Renewal and Satisfactory Progress

Pass Rates and Grade Point Averages for students selected for each cohort will be monitored. In order to stay in good academic standing, students would need to pass 67% of courses attempted and maintain grade point

averages outlined in the Limestone College Catalog. These metrics will be used as formative assessment measures to help indicate progress toward retention rate goals.

Year	Credit Hours	Minimum Cumulative GPA
Freshman	0 – 29	1.3
Sophomore	30 – 59	1.6
Junior	60 – 89	1.8
Senior	90 – 123	2.0

SSO 1: Growth: Students will implement an action plan based on their anticipated career.

Pathway U

The Pathway U platform will be implemented in all freshman ID courses. The purpose of the platform is to help students identify a career path that is an appropriate fit based on each student’s strengths and interests. The platform uses “a user-friendly, evidence-based career assessment and guidance system that fully harnesses cutting-edge vocational psychology research.” (See Appendix C.) Students will take the inventory on the platform and receive a report that lists career options that align with their responses. The report will be used as a tool for students as they begin their Action Plan.

Integrative Learning VALUE Rubric (Formative & Summative)

As students progress from their ID courses and English composition courses through their academic careers at Limestone they will be developing an electronic portfolio of works to show their development in communication and professionalism. The portfolio will be scored by the instructors teaching the designated courses, advisors, and GPS advisors using the Integrative Learning VALUE Rubric developed through the Association of American Colleges & Universities. (See Appendix D)

“The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment.

“The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 16 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.” (<https://www.aacu.org/value/rubrics/integrative-learning>) Limestone College will utilize three sections of the rubrics for the QEP: Connections to Experience, Integrated Communication, and Reflection and Self-Assessment.



Pilot Semester (Spring 2019)	Year 1		Year 2	Year 3	Year 4
Select 2 ID110 sections to evaluate using the ILV Rubric for baseline data	Freshmen Experience EN101: E-portfolio setup  ID1XX/ID201: Pathway U Report & Reflection  Plan v.1	Freshmen Experience EN102/EN103: Start adding writing samples to E-portfolio  Plan v.2	Sophomore Experience EN105: Video of Speech  Plan v.3	Junior Experience: Major Specific  Plan v.4	Senior Experience Capstone: Major Specific  Plan v.5
<b>Benchmarks on ILV Rubric</b>					
<b>Connections to Experience</b>		1	2	3	4
<b>Integrated Communication</b>	1	1	2	3	4
<b>Reflection &amp; Self-Assessment</b>	1	1	2	3	4

**Validity.** “Scorers strongly reported that the VALUE rubric assessment tools covered the core dimensions of learning in each of the learning outcomes and that the rubrics could be used for judging quality of learning in different courses in different fields by 5 faculty from different departments. The rubrics were valid measures of the learning being assessed.” (*On Solid Ground Value Report*, p. 4-5)

**Reliability.** “The question is not, “Are the VALUE rubrics reliable tools?” Given the philosophical, pedagogical, and methodological complexity of the VALUE approach— one that

inextricably links faculty expert scores, rubrics, and authentic assignments— the question is whether agreement among scorers is possible. Here too VALUE is on solid ground. Weighted percent agreement ranges from the low end of 84 percent on some dimensions of Quantitative Literacy to 94 percent on some dimensions of Written Communication. Inter-rater reliability tests range from .50 to .62 across Quantitative Literacy, from .64 to .70 across Critical Thinking, and from .60 to .84 across Written Communication, representing moderate to strong agreement.” (*On Solid Ground Value Report*, p. 5)



**Growth Assessment Plan**

What?	How?	Formative (F) or Summative (S)?	When?	Who?
e-portfolio set up	ILV Rubric	F	First semester at Limestone	Director of Career and Professional Development
Identifying areas of strength, interest, skill, and areas for improvement	Pathway U Report & Reflection	F	ID 1XX/ID201	ID Instructor
Plan v.1	ILV Rubric	F	ID 1XX/ID201	ID Instructor
Start adding writing samples to e-portfolio	ILV Rubric	S	EN 102/103	EN Instructor
Plan v.2	ILV Rubric	F	Spring Advising	GPS Advisor
Plan v.3	ILV Rubric	F	Spring Advising	GPS Advisor
Plan v. 4	ILV Rubric	F	Spring Advising	GPS Advisor
Capstone: Major Specific	ILV Rubric	S	Conclusion of Capstone	Capstone Instructor
Plan v.5	ILV Rubric	S	Exit Advising	Director of Career and Professional Development

**SSO 2: Professionalism: Students will demonstrate professional communication and conduct.**

Faculty will be surveyed at the conclusion of each semester regarding the professional communication and conduct of their students. The data collected will be used to monitor the effectiveness of the strategies in the QEP as well as needed interventions that may arise.

The survey will also be posted in the LC Portal for all faculty and staff to access in order to submit a survey for any student so that support can be deployed for any student at the point of need.

**Social Conduct Monitoring (Formative)**

Students identified for each cohort will be monitored for social conduct with the help of the Dean of Student Life. Any time a student violates the Social Conduct policies at Limestone College they are reported to the Dean of Student Life. The QEP committee will

submit the cohort list to the Dean and ask for the number of violations reported on those students. The total number of violations by the cohort will be the only number reported in order to protect student privacy.

**SSO3: Strategy: Students will connect in-class learning and out-of-class experiences.**

**Sophomore Readiness Survey (Pre-Post)  
(Formative & Summative)**

The tool will be administered by the course instructor immediately following add/drop and again during the last week of class in the ID courses. The instrument is a Likert scale survey intended to identify students' readiness to be successful on campus and in upper-level coursework. The items include basic living

skills, social skills, academic skills, and skills unique to the Limestone College campus. (See Appendix E for Sophomore Readiness Survey.)

Baseline: None. This is a new tool.

Goal: Rating of 3 or higher by the end of freshman ID course.

**NSSE Survey (Formative & Summative)**

For the purposes of the QEP, the items on the NSSE survey regarding HIPs (First-Year Experiences, Common Intellectual Experiences, Collaborative Assignments and Projects, Undergraduate Research, ePortfolios, Service Learning, Community-Based Learning, Internships and

Capstone Courses and Projects) will be used as an indication of student perceptions regarding the implemented strategies.

Baseline Data:

SEE NSSE p.4

Goal: Average rating at the National Average or higher.



## Identifying the Population

A sampling of 100 students will be selected from each freshman cohort enrolled in fall ID courses. Students will be pre-selected and representative of majors, sex, race/ethnicity, athlete/non-athlete status, and full/provisional acceptance status for each fall cohort. Cohort data will be tracked through graduation to evaluate the effectiveness of the QEP. Additional identifiers may need to be added to selection criteria for subsequent cohorts based on the analysis of data collected after the first cohort. Instructors in key courses will be notified at the conclusion of each course which students' data has been selected for QEP evaluation. As well, the students in each cohort will be monitored for persistence, GPA, participation in key activities identified in the QEP, and graduation.

## Process for Assessing GPS

All data and feedback regarding the QEP will be evaluated each semester by the QEP committee with the assistance of the Office of Accreditation. Any changes in strategies or tools will be vetted by the committee before implementation. Feedback will be given to the campus in an annual report as well as at the faculty-staff meeting each fall. Because

there are two new assessments being used (Conduct and Communication Survey and Sophomore Readiness Survey), a pilot of each assessment will be needed in the first semester of the QEP with changes made as appropriate. Capacity will have to be evaluated regarding training, advising and high-impact practice activities.





## Section VI: Resources

### Resources to Initiate, Implement, and Complete the QEP

The QEP will largely be resourced through existing programs and personnel, with some additions and unique expenses. A goal of the QEP is to harness potential that already exists and utilize it more strategically. This is also the way the budget for the QEP operates. Many of the touch-points for students will occur in existing environments: classes, advising sessions, workshops and activities, and HIPs. While new attention will need to be paid in each of these venues to accomplish the goals of the QEP, the venues themselves already exist. Minimal expense is envisioned for these touch-points.

The infrastructure for the QEP largely falls into four areas: coursework, workshops, technology, and administration. Of these, the first three are existing expenditures of Limestone College. The QEP does not require the creation of any new courses but existing courses will be used for tracking elements of the QEP. Workshops are already a part of the budget for the Center for Career and Professional Development (CPD). Some new workshops (such as those focused on setting up ePortfolios) may need to be developed, and existing ones

(such as resume writing) may be expanded to accommodate increased demand, but these are already part of the budget for that program. In fact, adding in workshops at earlier stages of the students' career at Limestone College is likely to increase the efficacy of the CPD mission, thus increasing their value with no added expenditure. The technology requirements of the QEP are minimal, and are largely contained within existing platforms. ePortfolios are a component within our existing Blackboard system; they are currently used only minimally, so this will be a way to maximize our existing investment in that product. Navigate and Pathway U are both services already used within Limestone College, largely in ID courses, and will continue to be utilized as they currently are.

The largest expenditures for the QEP are in expenses associated with the compensation for the time of the QEP co-directors (currently a one course per semester release in exchange for these duties), and money allocated directly toward HIPs for students, such as travel to conferences for presentations. There will be expenses associated with activities unique

to the QEP (not part of any existing budget on campus). These would include a speaker series, as well as funds for an etiquette dinner each semester and a fashion show of professional attire each year. Minimal expenditures are expected for graduation cords and certificates to be given to students who actively participate in QEP activities during their Limestone career, as well as a variety of promotional materials to be used as giveaways to students to promote and publicize the program.

Many of the resources that will be needed to initiate, implement, and complete the QEP are already in place in the institutional budget. The QEP builds upon coursework that is in place in the Interdisciplinary Studies introductory courses as well as in current courses within various majors, and because it will incorporate many of the activities sponsored by the Center for Career and Professional Development.

**Personnel Resources:**

**Co –Directors**

The QEP will be co-directed by two faculty members. Each faculty member will receive a three-credit hour course release each semester during the 5 years of the QEP. The funds to hire an adjunct to teach the courses not taught by the Co-Directors will be new costs for the project.

**Director of the Center for Career and Professional Development**

The full-time employee in charge of this area will contribute a substantial amount of time to the QEP project, but the time will be spent doing the essential tasks of the position, so those activities will not incur additional costs. (This position is currently vacant; the search is in progress, with candidates being interviewed.)

**Instructors of the 100-and 200-level Interdisciplinary Studies Courses**

These faculty members will contribute much to Saints’ GPS by helping students discover their strengths and interests and help them initiate a plan for a future career, with a series of intermediary steps that can be taken each year up to graduation from Limestone. These instructors will be compensated for teaching the introductory ID classes, but their compensation is already accounted for in budgeted salary lines.

**Student Success Coaches and Academic Advisors**

These staff and faculty members will be meeting with students regularly in the course of their duties, and reinforcing the idea of a growth mindset, the necessity of developing resilience or “grit,” and talking with students about the plan for a future career that they are



developing. These coaches and advisors will incorporate many of the concepts behind the strategies of Saints' GPS into the regular conversations they have with students. Because they are simply adding focused "talking points" to their ongoing sessions with students, their involvement in the QEP will not require additional compensation.

### **GPS Advisors**

A central part of the student's GPS experience is the development, revision, and implementation of their personal action plan. This action plan is initially developed in their ID course as a first-year student, and will be a comprehensive vision of where they want to get to, as well as the path(s) that can lead them there. A significant part of it will be their academic goals, but it may also encompass athletics, extracurricular activities, social goals, financial goals, experiences, networking, and a variety of other facets of their lives. Part of the GPS QEP is making the action plan a central focus of each student's experience, which necessitates that people other than the individual student know the plan and are checking to see how progress is being made and if revisions or interventions are needed.

The GPS Advisor is a new function at Limestone College developed specifically to facilitate studentss action plans. Students already have an academic advisor, whose function is to guide in course registration and make sure that time-to-completion goals are in mind in that process. This advisor is assigned by the College. The GPS Advisor is a campus member that students can choose to help them in their GPS process.

It can be a faculty or staff member; it need only be someone who is trained by the College to be able to offer accurate and helpful guidance. Students would be expected to meet with their GPS Advisor each semester. The initial meeting might focus on development of their plan: discussion of what sorts of things are important beyond their coursework, and how they might envision achieving those goals.

Meetings in subsequent semesters would be check-ins on progress, but also strategy sessions to determine if goals are realistic and attainable, or what sorts of actions need to be taken. Revision of plans is encouraged, as students mature and reflect upon their goals. In the Assessment Plan, there is mention of Plan version 1, Plan version 2, Plan version 3, etc. Students, with the help of their GPS Advisor,







are encouraged to revisit their plans and adjust them over the course of their career at Limestone College, and may develop this as a habit to take with them into their professional lives.

Each student will choose an individual on campus to be their GPS Advisor. First-year students will likely have a small range of appropriate people that they know, so it is expected that they will gravitate toward a professor they had in their first semester, a coach on their athletic team, or a staff member they have had meaningful contact with early in their time at Limestone College.

As they spend more time as part of the Limestone community, meet more people and have more experiences, they may decide at some point that they would like to change to a new GPS Advisor. This would be encouraged, as the goal is for the student to connect with someone they trust and who they feel is personally invested in them. If they choose to keep their initial GPS Advisor throughout their time at Limestone that would also be fine; the important thing is that at every step along their path, each student feels that they have a member of the Limestone community to help them focus on their plan and implement it.

**Professors teaching required courses in students' majors**

Professors who teach the major courses in which professionalism is taught will be adding their expertise to Saints GPS as well. Again, there will be no additional cost for those professors' reinforcement of the tenets of Saints' GPS.

**Dean of Accreditation**

The Dean of Accreditation will help manage the assessment of the QEP over the five-year period of its initiation, implementation, and completion.

**The QEP Committee**

This committee composed of faculty, staff, and students, will help in the implementation of the project and will support the co-directors as they plan events, assess the effectiveness of the activities each year, and make suggestions for improvement and modification as the project unfolds. The committee will also plan, develop, and distribute the incentives for student involvement and achievement.

**Technological Support**

Several of the technological resources that will be essential to the success of Saints GPS are already in use at the institution.

**Blackboard**, the Learning Management System used for all courses, will be the resource used for students to develop and store their e-portfolios. There are a number of advantages in using a platform that students know and use on a daily basis as the location where they can add artifacts that will help them demonstrate their skills and keep track of the experiences that will ultimately help them achieve the goals they have set for themselves.

**Navigate** is the Education Advisory Board (EAB) platform used by the Division of Student Success at Limestone to contact and track students and to help advisors be more effective. Saints GPS will take advantage of the tracking function in Navigate to record student attendance and participation for workshops, speakers, etiquette dinners, and other special GPS events. This platform will help identify students who earn recognition for engagement in Saints GPS and who eventually earn recognition for professionalism at graduation.

**Pathway U** is the program used by the Center for Career and Professional Development and in the introductory Interdisciplinary Studies courses to help students identify their strengths and the areas that might be appro-



appropriate careers for them. This online program is already purchased through the budget for that office, so its use for Saints GPS will not add additional costs.

Physical Facilities

No additional facilities will be required for Saints GPS, but when the new Library/Student Center is completed in the fall of 2020, the Division of Student Success will be housed together in the new building. The new area will include the Center for Career and Professional Development, with a conference room that will provide appropriate space for mock interviews and small workshops for career preparation.

The new building will also include a large multi-purpose room appropriate for banquets as well as conferences. That facility should provide additional space for etiquette dinners as well as “dress for success” fashion shows and a variety of workshops. This new facility will support the QEP, but it will not require additional funding in the budget for Saints GPS.

Financial Resources

The budget for the QEP consists of one-time expenses that will be incurred in the start-up phase of the program, as well as ongoing expenses that will repeat each year of the program.

One-Time Expenses

Item	Cost	Frequency	Total
Conference travel to NetVUE and FYE	\$7,000	1	\$7,000
Co-Directors travel to QEP Conference, Summer 2019	\$2,500	1	\$2,500
TOTAL	\$9,500		\$9,500

**Ongoing Expenses**

<b>Item</b>	<b>Cost</b>	<b>Frequency</b>	<b>Total</b>
Student travel for presentations, conferences	\$10,000 per year	5	\$50,000
Compensation for GPS Coordinators' reassigned time	\$10,000 per year	5	\$50,000
Honoraria for speakers (3 per semester)	\$2,000 per year	5	\$10,000
Etiquette dinners (each semester)	\$1,500 per year	5	\$7,500
Fashion Shows (each spring)	\$500 per year	5	\$2,500
Graduation Cords / certificates	\$500 per year	5	\$2,500
T-shirts, pop sockets, draw bags, and Frisbees	\$500 per year	5	\$2,500
<b>TOTAL</b>			<b>\$125,000</b>

One-Time Expenses: \$9,500

Ongoing Expenses: \$125,000

Total Cost of QEP: \$134,500  
(rounded to \$135,000)

Existing Budget

Several needs of the QEP are covered through existing resources that are expensed to other programs and departments. These are all resources that do (and will) exist regardless of the needs of the QEP. By utilizing these resources, the QEP is maximizing existing investments.

Career and Professional Development workshops: currently in operating budget

The Center for Professional Development organizes and facilitates a variety of workshops and trainings throughout the year. Many of their existing program of workshops fulfill the goals of GPS and will be incorporated into students’ action plans. These activities would take place even without the QEP, and are thus not expenses counted toward the QEP. These include sessions on:

- Resume writing
- Mock Interviews
- Networking Skills
- Job Search Skills
- Professional Correspondence

Other workshops and events will be developed specifically because of the QEP, and these will be counted in the budget.

Technology Needs: already in budget for Online Program and Student Success Division

The technology needs of the QEP are fulfilled

almost entirely by the IT infrastructure and the various technology products that Limestone College already subscribes to. These include:

- Blackboard
- Navigate
- Pathway U

NSSE administration: already part of institutional budget

NSSE (National Survey for Student Engagement) annually collects information at hundreds of four-year colleges and universities about first-year and senior students’ participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. (nsse.indiana.edu/html/about.cfm). Limestone College administers this survey every other year, and is a primary metric for assessment of the QEP. Over the five years of the QEP, the NSSE will be administered three times, in 2020, 2022, and 2024.

One-time Expenses:

Conference Travel

Travel to conferences for one or both QEP Co-Directors is considered essential in the





early stages of implementing the QEP. In addition to SACS' Institute on Quality Enhancement and Accreditation, travel is planned for two conferences with topics relevant to Limestone College as an institution and the GPS QEP.

Conference Travel to NetVUE and FYE:

\$7,000

### **NetVUE Description:**

The Network for Vocation in Undergraduate Education (NetVUE) is a nationwide network of colleges and universities formed to enrich the intellectual and theological exploration of vocation among undergraduate students. This initiative is administered by the Council of Independent Colleges (CIC). The purposes of NetVUE are to:

Deepen the understanding of the intellectual and theological dimensions of vocational exploration;

Examine the role of vocational exploration in a variety of institutional contexts;

Share knowledge, best practices, and reflection on experiences across participating campuses;

Facilitate the incorporation of additional colleges and universities into this enterprise; and Sustain an extended program in the intellectual and theological exploration of vocation.

Colleges and universities rooted in the liberal arts are particularly well suited to undertake the task of educating future leaders who are theologically literate, whose attitudes and behaviors are shaped by their values and commitments, and who are eager to sustain a life of service that is guided by a sense of calling. The 2019 NetVUE Conference will be held on March 21–23, 2019, in Louisville, Kentucky.

The conference theme will be Broadening the Scope of Vocational Exploration. ([www.cic.edu/programs/NetVUE](http://www.cic.edu/programs/NetVUE))

### **FYE Description:**

The Annual Conference on The First-Year Experience provides an ongoing forum where higher education professionals can share experiences, concerns, and accomplishments related to supporting student learning, development, and success in the first college year.

The Annual Conference on The First-Year Experience is designed to provide educators from every segment of higher education a comfortable, welcoming environment to share innovative ideas, programs, tools, and research critical to the learning, development, and success of first-year college students. The conference aims to promote a comprehensive





and engaging community open to a diversity of ideas, in which all delegates are given the opportunity and resources to grow personally and professionally. The conference welcomes graduate and undergraduate students, encouraging them to deepen their knowledge of the academic communities of which they are a part.

The Annual Conference on The First-Year Experience will be held February 16-19, 2019 in Las Vegas, NV. ([sc.edu/about/offices\\_and\\_divisions/national\\_resource\\_center/events/conferences/first-year\\_experience/](http://sc.edu/about/offices_and_divisions/national_resource_center/events/conferences/first-year_experience/))

Co-Directors' Travel to QEP Conference Summer 2019: \$2,500

**Southern Association of Colleges and Schools Commission on Colleges (SACS)**

2019 Institute on Quality Enhancement and Accreditation will be held July 21-24 in Dallas, TX. (<http://www.sacscoc.org/institute.asp>)

### **Ongoing Expenses:**

#### **Student Travel for presentations, conferences: \$10,000 per year**

Part of the GPS Experience at Limestone College includes participation in HIPs. Such activities often have associated costs which

may be beyond a student's budget. Travel to conferences is one of the costlier activities, but also one that has great effectiveness in inspiring students and encouraging their professional development. Funds will be budgeted to ensure that students can participate in such activities.

#### **Compensation for GPS Coordinators' reasigned time: \$10,000 per year**

Both QEP Co-Directors will receive a course release of one course per semester over the five years of the QEP. The expected costs of hiring other faculty to teach the courses previously taught by the Co-Directors is one of the continuing costs of the QEP.

#### **Honoraria for speakers (3 per semester): \$2000 per year**

Part of the QEP will be exposure of students to professionals in a variety of career paths and with a variety of experiences. Topics may include specific professions, personal journeys, or inspirational stories. As part of the Broad-Based commitment to the project, we plan to have local community members and Limestone College alumni as invited speakers, as well as bringing in speakers with regional and national profiles.







**Etiquette dinners (each spring): \$1500 per year**

Limestone College has hosted these events in the past, usually at the expense of the students who attend or their home departments. While often thought of as a session on table manners (which it is), the more important skill to be learned at such events is how to carry on a meaningful conversation over a meal in a formal setting. This will be helpful to students who interview for jobs, internships, or other experiences.

**Fashion Shows (each spring): \$500 per year**

Local retailers will stage an event each spring designed to showcase professional attire to Limestone students. Many students have never owned clothing suitable for a professional interview, and often make serious errors about what is acceptable. This fashion show is expected to show students what options are available to them locally and affordably, while presenting their best selves in an interview setting.

**Graduation Cords / certificates: \$500 per year**

Students who actively participate in the GPS program will be given some sort of recognition upon their graduation. This may consist of a special cord to wear with their graduation gown, or a certificate, or some other visible sign of their participation and success.

**T-shirts, pop sockets, draw bags, and frisbees - \$500 per year**

An important part of the QEP will be student excitement and buy-in. Many of the features of GPS will be built into their curriculum, but the fullest experience will be gained by students who choose to participate in non-mandatory activities. Small, inexpensive giveaway items are always successful with students, but more importantly, the items will be of practical use. This means that the GPS logo will be in constant circulation among the student population, lending to the overall impression that GPS is important and valuable.



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## Section VII: Appendices

Contained within the following pages are documents referred to throughout the report, assessments, and sample assignments.

Appendix A: Board of Trustees PowerPoint

Appendix B: Departmental Professional Plans

Appendix C: Pathway U Example

Appendix D: Integrative Learning Value Rubric

Appendix E: Sophomore Readiness Survey

Appendix F: Co-Curricular Transcripts

Appendix G: Mentor Map

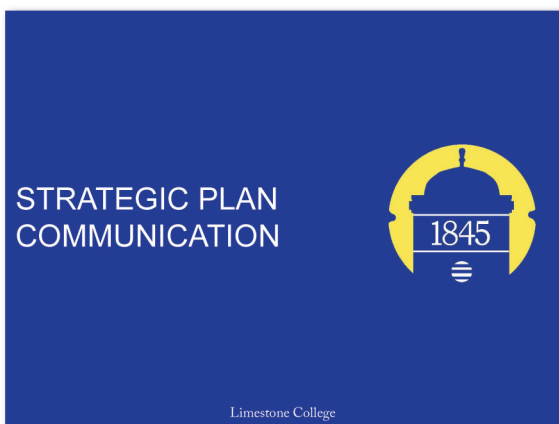
Appendix H: Emotional Intelligence Assessment

Appendix I: Conduct and Communication Survey

Appendix J: Action Plans

Appendix K: High Impact Practices


## Appendix A: Board of Trustees PowerPoint



### Purpose and Vision

- Purpose: To empower students who invest in themselves with the agility to thrive professionally and personally.
- Vision: All Limestone students graduate, thrive, and positively affect their families, communities, and professions through leadership, passion, and innovation.


(Briefing Document, page 8)

 Limestone College

### Values Statement


We are for you if you are ambitious about taking control of your future. We provide a nurturing community that prioritizes experiential learning and delivers opportunities for you to engage with peers, faculty, and staff in a manner that supports your individual goals and enables your success towards and after graduation.

(Briefing Document, page 8)

 Limestone College


### 4 Big Goals

- Recruit Students with a high probability of success at Limestone and who exemplify its institutional values. (Briefing Doc. p. 9)
- Bolster Limestone's support infrastructure, with a focus on improving student success to and beyond graduation. (Briefing Doc. p. 10)

 Limestone College

### Big Goals

- Elevate Limestone's out-of-the classroom environment to support student growth, diverse community interaction, and school spirit. (Briefing Doc. p. 10)
- Maximize the impact of available financial resources to support Limestone's enhanced value proposition. (Briefing Doc. p. 11)

 Limestone College

### Communication Process

- Meeting with Department and Division Chairs (February 17)
- Division Meetings – discussing Briefing Document (April 12-19)
- Meeting with Staff - discussing Briefing Document (April 18)
- Meeting with Alumni and Student Focus Groups (April 18)

 Limestone College



### Concerns

- Lack of faculty participation in initial stages of plan
- “Business Plan” not a strategic plan
- Academics seems secondary
- No mention of Extended Campus (except as funding source)



Limestone College

### Concerns

- Clarity needed on “Target Market” students
- 50/50 goal for Day population will require culture change and change in admissions strategies
- Are we shifting away from Liberal Arts?
- “Agility” demands strong liberal arts core.



Limestone College

### Suggestions

- Market-driven majors (many suggested)
- Better marketing of academic accomplishments
- Revised / Clear Admissions criteria for target market
- Continuing Ed classes for community
- Renting of parlors / facilities/ computer labs



Limestone College

### Suggestions

- Scholarship weekends for bright students
- Honors housing
- More activities: white water rafting, Skiing in Boone, Day trips to Greenville / Charlotte
- Consider Early College High School
- Encourage life insurance policies with LC as beneficiary



Limestone College

### Suggestions

- Department "Student Worker" stipends
- On-Campus jobs related to majors
- Partner with businesses / institutions for internships
- One credit / no credit classes for community



Limestone College

### Suggestions

- Enhanced Fitness Center
- Speakers / Campus-wide Conversations
- Interdisciplinary projects / grants
- Innovative financial incentives for excellent students (free room, for example)
- Fundraising for endowed professorships



Limestone College

### Suggestions

- Success Coaching for EC students
- Inter-departmental collaboration for efficiency
- Scholarships needed for EC students too
- Incentives for EC students to be full-time
- Reduced rate for first EC course?



Limestone College

### Suggestions

- Use outsourcing for grant writing
- Add graduate programs
- Academic summer camps
- Consider holding tuition at freshman level for 4 years (grandfather tuition rate)
- Use alumni to help recruit
- Increase Alumni giving



Limestone College

### Suggestions



- Recruit students with "grit"—determination to get degree in spite of obstacles
- Create "pathway" for students so they see the degree and the way ahead
- Develop professionalism among students
- Prepare them more directly for success after graduation



Limestone College

### Progress so far...

- Restructuring in Extended Campus
  - 2 sites will close after Term 3 (June 30, 2017)
  - Elimination of several positions in EC
- "Right-sizing" in all areas of campus
- Furloughs
- Transition in Campus Security (Interim Appt. and assessment: how to serve students better)



Limestone College

### Progress so far...

- Call Center to encourage returning students and prospective students to complete processes early (registration, financial aid, housing, paying bill)
- Connected ID 110 and English classes for incoming freshmen
- New Bridge Program in August for Provisional Students



Limestone College

### Upcoming Steps

- Review all areas of college to assess areas where we can be more efficient so that we can invest in areas of need
  - Bolster student support infrastructure
  - Focus on student success – graduation and beyond
  - Find new sources of revenue



Limestone College

### Next Steps

- Affirm Strategic Vision (Now)
- Fac / Staff begin working to “fill out” the Plan for all areas with priorities and time lines
- Review / Revise Mission Statement to more directly reflect new Strategic Vision (Oct)
- New 2025 Plan for review next April



Limestone College

Appendix B: Departmental Professional Plans

Name of Program / Major Interdisciplinary Studies

Number and Title of Courses that include instruction on Professionalism:  
\_\_\_\_\_

Currently:

- ID 305 Academic Research
- ID 400 Senior Seminar

Future:

- ID 110 Academic Skills
- ID 150 Academic Inquiry
- ID 201 Transition Success

Comments:

ID 110, ID 150, ID 201: Will include Emotional Intelligence, Grit and Growth Mindset, and specific assignments, such as Pathway U career assessment, a Mentor Map, and a Co-Curricular Transcript.

ID 305: it includes instruction on graduate school, and material that emphasizes the transferrable nature of research skills to the professions (and for students who don't have graduate school ambitions). There are also two required public speaking components in the day version.

ID 400: Everything in this course relates to Professionalism in terms of career or grad school preparation. Course description: This course seeks to develop and strengthen the skills that will enable students to succeed in the careers, graduate school studies, and continuing personal development. Topics covered include graduate school evaluation, application, selection, and negation for assistantships; career planning; job search concepts and skills; and personal living skills. 1 hour.

Name of Person submitting the information (please print) Megan Anderson

Please submit to Karen Gainey by or before 12/14/18. Thank you!!!

**Number and Title of Courses that include instruction on Professionalism:**

PS 452 – Contemporary Issues in Psychology (Capstone Course) – working on updates to this course

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PS 299 – Orientation to Psychology – plan to turn into an actual course

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PS 318 -- Research Methods in Psychology/ PS 319 – Experimental Thesis – making major changes to this sequence

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PS 480 – Field Work in Psychology

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Independent Study/Directed Study

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**Comments:**

Psychology Club also includes instruction on Professionalism. Several of our students attend conferences with us each year, which inherently include instruction on Professionalism.

Name of Person submitting the information (please print): **Michelle Phillips-Meek**

Please submit to Karen Gainey by or before 12/14/18. Thank you!!!



**Name of Program / Major:** BA in Professional Communication (English and Communication Department)

**Number and Title of Courses that include instruction on Professionalism:**

CM 410 – Introduction to Digital Literacies I

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CM 412 – Introduction to Digital Literacies II

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CM 490 - Internship

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**Comments:**

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Students in the CM410 and CM412 courses will design a personal brand guide, build a personal website with portfolio and resume, conduct a social media inventory, redesign their social media and build a HootSuite dashboard to manage their social media accounts. They will also produce work to populate their portfolios, as well as aggravate work from previous classes. They will deliver research via student symposia, and will promote their work and presentations via print and digital means. They will hear guest speakers and take field trips to explore aspects of professional communication careers. They will defend their completed personal portfolios in preparation for their careers or continuing education.

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Name of Person submitting the information (please print) \_\_\_\_\_ Randy D. Nichols \_\_\_\_\_

Please submit to Karen Gainey by or before 12/14/18. Thank you!!!

**Name of Program / Major**

BS Business Administration

**Number and Title of Courses that include instruction on Professionalism:**

In the class room I focus on knowledge, comprehension, and application. My classes require that students not only learn the concepts, but they also demonstrate through the application. Besides knowledge, I also push professional competencies and demonstration of those competencies. The class is infused with soft skills which push the students towards a professional experience. The class utilizes mini lectures, coaching, and major assignments to develop skills. The project and assignments incorporated in my classes are used by many students as discussion elements in their job interviews. For more than a decade students have come back to me and told me how they used the skills they developed in my class in their interviews and jobs. I recently had former Limestone student tell me that she leveraged her class project into two different jobs and a promotion.

I am aware that employers want business students who are workforce ready. Currently there is an amazing mismatch between what businesses desire and what Gen Zs have in the way of skills. Several studies<sup>1</sup> have indicated that Millennials and Gen Z are under prepared and need better skill development to be considered workforce ready. Employers typically need graduates with better interpersonal and integrated reasoning skills<sup>2</sup> (See table below for professional skill list). Firms are unable to find the talent with the knowledge, skills, and abilities needed. The BA 452 course is very focused on developing competencies of professional communication, team, and especially the integrated reasoning skills which is the ability to combine and manipulate information from multiple sources to solve problems. I use many rubrics for consistency and assessment purposes. Professionalism is included in BA452 Business Policy and Strategy a

**BA 452 Business Policy and Strategy**

The course is a capstone class for business. In the course students are required to do a major team project and individual paper.

Skill	Assignment - Demonstration	Reinforcement or Learning method	Assessment Tools
Communication and Presentation	Student teams develop and present a 20-minute strategy recommendation with 10-minute	Lecture and hands on assignment on how to give a killer presentation with demonstration videos.	Rubric which contains content, logic, data, and style assessments.

<sup>1</sup> <https://www2.deloitte.com/global/en/pages/about-deloitte/articles/millennialsurvey.html>  
<https://www.gmac.com/market-intelligence-and-research/research-library/employment-outlook/2018-corporate-recruiters-survey-the-ksas-companies-expect-from-business-school-graduates>

<sup>2</sup> Professional competencies - A) Interpersonal & intrapersonal skills include self management, listening, time management, written and oral communication, teams, and leadership B) Integrated Reasoning skills include data gathering, analysis and interpretation, solve multiple interrelated problems, and creativity.

Business Etiquette	Students write Business Letter thanking the coaches or judges.  Working with the coaches and interacting with the judges helps with their networking abilities.	Discussion and overview of appropriate behavior and dress for the work place.	
Business writing	Students write a team report, a memo, and an individual Competitive Analysis Report.	Mini lectures on business writing, organizing reports, and crafting exhibits.	Rubric on each assessment on quality of writing (grammar, presentation, and spelling).
Team and collaboration Skills	Students do a semester long team project, that involves planning, communicating, and coordinating between both a small sub team and a larger team. Teams use software for collaboration (google docs, calendar, trello, pocket and a variety of other apps).  Students are required to assess each other's participation, skills, and contribution, including empathy. <sup>1</sup>	Mini lectures on collaboration and team roles.	Team role assessment (Belbin's Team roles).  Peer review rubric.
Time Management	Students need to use time management to complete both the team project as well as their individual report.		
Integrated Reasoning and Research skills	Individual paper incorporates research and data from multiple sources.  Team presentation develops the ability problem solving and solutions from gathered data.		Rubric on team and individual assessment on quality (breadth and depth of data, sources), problem solving /logic, incorporation of concepts, and writing (grammar, presentation, and spelling).
Career Planning		Mini lecture discussion about job market, job boards and selling oneself.	

### MKT/MGT BA 346 Sales Management

Skill	Assignment - Demonstration	Learning method	Assessment Tools
Communication and Presentation	Student teams develop a sales plan and presentation. Individuals do presentations	Lecture and hands on presentations with demonstrations, videos, and mini lectures.	Rubric which contains content, logic, and style assessments.

Emotional Intelligence	Self-development as a sales person and manager in role plays dealing with others.	Articles, chapters, mini lectures, and videos focusing on intrapersonal and interpersonal abilities.	Students take assessments for Emotional intelligence, communication style, persuasion, and learning style.
Business writing	Students write a sales plan and report for a business audience.	Mini lectures on business writing, organizing reports, and crafting exhibits.	Rubric on each assessment on quality of writing (grammar, presentation, and spelling).
Career Planning	Develop goal worksheet and self-assessment SWOT.  Develop a slide show on what to wear in a business environment.	Mini lecture and discussion about job market, job boards and selling oneself as a sales professional.	Proposed outfits are critiqued by Nordstrom professional dresser.
Team Skills	Role playing assignments and team building exercises.	Lecture on team competencies and learning cases of situations.	

## Appendix C: Pathway U Typical Result



### Megan Anderson

PathwayU helps you better understand yourself. Equipped with an improved understanding of what makes you unique, you can choose a major and career path with confidence.



#### ASSESSMENT Interests

This individual's primary Interests are **Artistic** and **Investigative**.



#### ASSESSMENT Values

This individual's primary Values are **Achievement** and **Independence**.



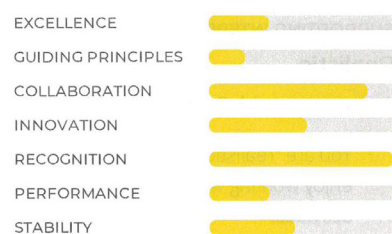
#### ASSESSMENT Personality

The individual's Personality traits are listed below



#### ASSESSMENT Workplace Preferences

This individual's primary Workplace Preferences are **Recognition** and **Collaboration**.







## ASSESSMENT Interests

Your interests are what keep you motivated and energized. Understanding and following them will bring enjoyment and satisfaction to your life.

### PRIMARY INTERESTS

#### Artistic

As someone with Artistic interests:

- ▶ You enjoy being creative and relish the opportunity to express yourself.
- ▶ You tend to appreciate the artistic side of things, like visual arts, writing, music, drama, dance, and other activities that involve forms, designs, and patterns.
- ▶ You probably thrive in work settings where you don't have to follow a clear set of rules.

**Career Examples:** Industrial Designer, Architect, Editor, Art Director

#### Investigative

As someone with Investigative interests:

- ▶ You thrive when exploring ideas, asking intellectual questions, and seeking answers. You probably enjoy searching for the facts and figuring out problems mentally.
- ▶ You enjoy math, science, and research, and appreciate having independence in how they approach their work.

**Career Examples:** Computer Programmer, Laboratory Technician, Pharmacists, Biochemical Engineer

### SUPPORTING INTERESTS

#### Realistic

As someone with Realistic interests:

- ▶ You are "realistic" and pragmatic in your outlook, but more importantly, you probably enjoy working with your hands, working outdoors, and working on mechanical activities.
- ▶ You thrive when dealing with tangible, real-world objects, and materials, like plants, wood, tools, and machinery.

REALISTIC

INVESTIGATIVE

ARTISTIC

SOCIAL

ENTERPRISING

CONVENTIONAL

## Appendix D: Integrative Learning Value Rubric

### INTEGRATIVE LEARNING VALUE RUBRIC



	CAPSTONE 4	MILESTONES 3 2		BENCHMARK 1
<b>Connections To Experience</b>  Connects relevant experience and academic knowledge	Meaningfully <b>synthesizes</b> connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to <b>deepen understanding</b> of fields of study and to broaden own points of view.	Effectively <b>selects and develops</b> examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to <b>illuminate</b> concepts, theories, and frameworks of fields of study.	<b>Compares</b> life experiences and academic knowledge to infer differences, as well as similarities, and <b>acknowledge perspectives</b> other than own.	<b>Identifies</b> connections between life experiences and those academic texts and ideas <b>perceived as similar and related</b> to own interests.
<b>Integrated Communication</b>	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) <b>in ways that enhance meaning</b> , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) <b>to explicitly connect content and form</b> , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that <b>connects in a basic way</b> what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (e.g., to produce an essay, a poster, a video, a PowerPoint presentation, etc.) <b>in an appropriate form</b> .
<b>Reflection and Self-Assessment</b>  Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

For more information, please contact [value@aacu.org](mailto:value@aacu.org)

## Appendix E: Sophomore Readiness Survey

### Sophomore Readiness Survey

1. I have an L-Card.
2. I know where all of my classes are located.
3. I know the names of all my professors.
4. I know where my professors' offices are located.
5. I know where the dining hall is located.
6. I know where financial aid is located.
7. I know the difference between a loan, scholarship, and grant.
8. I know what a payment plan is.
9. I know how much money this semester is costing me.
10. I know if I qualify for work-study.
11. I have a work study job.
12. I know where my work study job is located.
13. I know when I should be at my work study job.
14. I know how to do my laundry.
15. I know where my laundry facility is located.
16. I know who my RA (Resident Assistant) is.
17. I know where the Student Life Office is located.
18. I know where to get my mail.
19. I know how to check my email.
20. I'm able to access wifi.
21. I know where the library is located.
22. I know how to check out materials from the library.
23. I know how to get a tutor if I need help.
24. I know where my coach's office is located.
25. I know where the Health Center is located.
26. I know where the hospital is located.
27. I know where my pharmacy is located.
28. I have the campus safety phone number saved in my phone.
29. I know where to go to get my books for class.
30. I know where Wal-Mart is located.
31. I know where a grocery store is located.
32. I know where the counseling center is located.
33. I know who my advisor is.
34. I know where my advisor's office is located.
35. I know where the Registrar's office is located.
36. I know what a Registrar does.
37. I know what the FASFA is.

38. I know when my FASFA is due.
39. I know who to call in an emergency.
40. I know how to make a report if I am assaulted in any way.
41. I know how to make a report if I am being bullied or harassed.
42. I have made a friend.
43. There is an adult on campus whom I feel comfortable asking for help.
44. I know where the testing center is located.
45. I know where to go if I have a learning disability and need accommodations.
46. I know how to tell my professors if I have approved accommodations.
47. I have a way of organizing myself for classes.
48. I understand the policy for attending classes.
49. I know how many classes I can miss before I fail a class.
50. I know what a syllabus is.
51. I know how to use a syllabus.
52. I know what career I would like to have when I graduate.
53. I have declared a major.
54. I know which classes I need to complete my degree.
55. I know what my GPA needs to be in order to keep my financial aid.
56. I know how many credit hours I need to become a sophomore.
57. I know what I need to do to be eligible to go on a Study Abroad experience in my sophomore year.
58. I know how to qualify for my major's honor society.
59. I know how many credit hours I need to graduate.
60. I have found a club or organization that I want to join.
61. I have found a church or faith organization that I want to join.
62. I know how to sign up for intramurals.
63. I know where the Timken Center is located.
64. I know where the pool is located.
65. I know where the exercise equipment is located.
66. I know where an art gallery is located.
67. I know where a theater is located.
68. I know where the Office of Career Services and Professional Development is located.
69. I know where the Dixie Deli and Starbucks are located.
70. I know where the President's Office is located.



## Appendix F: Co-Curricular Transcripts



### Limestone College

#### Co-Curricular Transcript Worksheet

##### **Step One**

Directions: List activities and dates for all areas that you have participated in. Include any awards you have received in the areas, and any leadership positions you have held.

##### **Academic Organizations**

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##### **Athletics and Intramurals**

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##### **Awards**

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##### **Campus Ministry**

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##### **Clubs and Student Organizations**

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##### **Campus and Community Service**

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Limestone College

Co-Curricular Transcript Worksheet

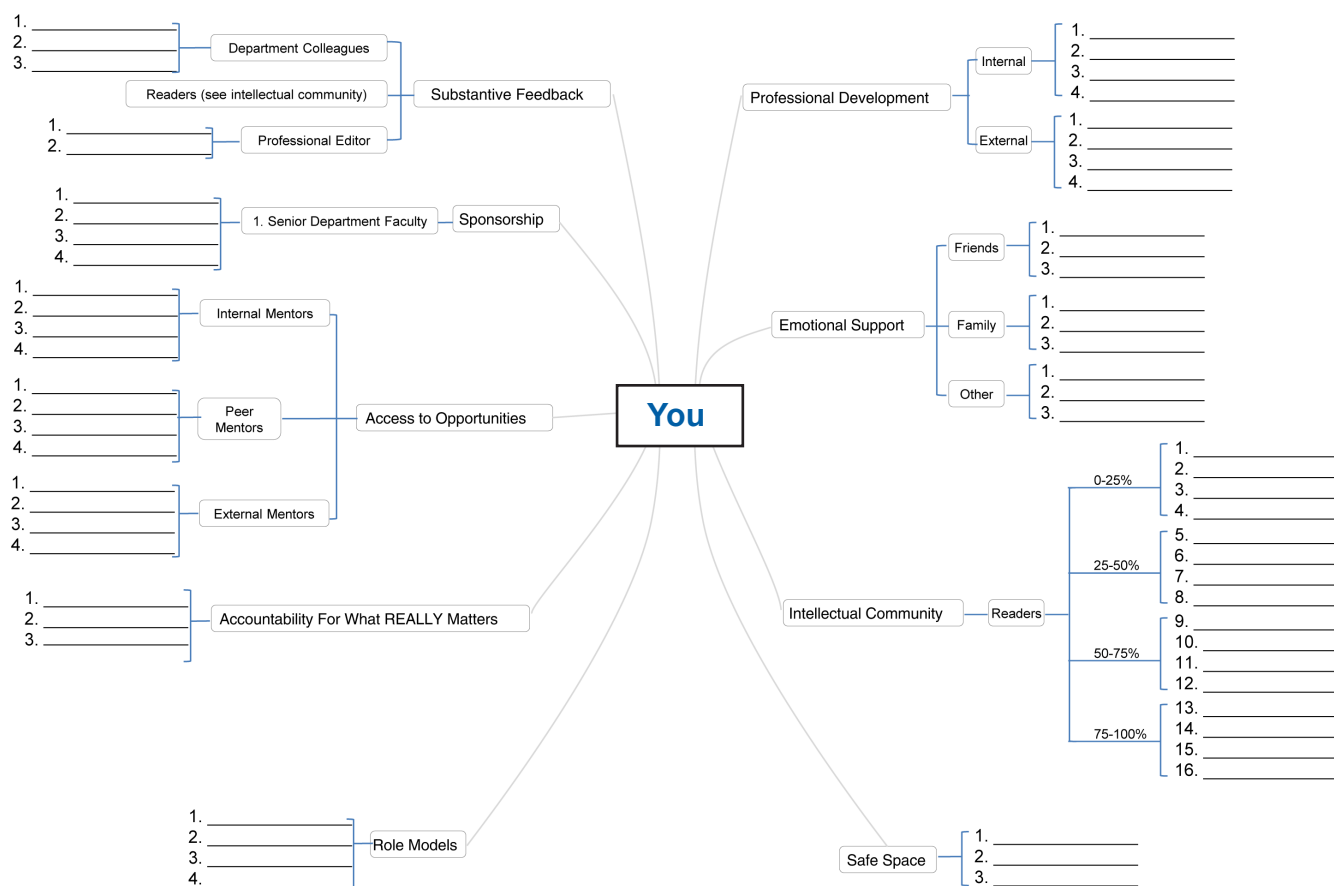
Step Two

Directions: Based on the activities you listed above, choose the top co-curricular(s) you want to include in your resume and fill out the table below.

Activity/Positions:	Dates:	What you learned from the experience:	Action verbs you can use for your resume:	A bullet point on how this activity is applicable to the position you are applying for:

## Appendix G: Mentor Map

### NCFDD MENTORING MAP



© 2011-2015, National Center for Faculty Development and Diversity  
[www.FacultyDiversity.org](http://www.FacultyDiversity.org)

Appendix H: Emotional Intelligence Assessment

EMOTIONAL INTELLIGENCE  
skills assessment

EISA

Self

Steven J. Stein  
Derek Mann  
Peter Papadogiannis

 Pfeiffer  
A Wiley Imprint  
[www.pfeiffer.com](http://www.pfeiffer.com)

 MHS  
Emotional Intelligence  
Assessments and Solutions



## Instructions

The EISA: Self consists of fifty items designed to assess emotional intelligence in adults. Please read each statement carefully and select the response from the following 5-point scale that best represents how often this statement is true of you:

- 1 = Very seldom or not true of me
- 2 = Seldom true of me
- 3 = Sometimes true of me
- 4 = Often true of me
- 5 = Very often true of me or true of me

Record your response on the line to the left of each item. Please respond to all items; do not leave any items blank.

- \_\_\_\_\_ 1. When faced with a difficult situation, I like to collect all the information about it that I can.
- \_\_\_\_\_ 2. It is a problem controlling my anger.
- \_\_\_\_\_ 3. I am attuned to other people's reactions to me.
- \_\_\_\_\_ 4. It's hard for me to smile.
- \_\_\_\_\_ 5. I feel sure of myself in most situations.
- \_\_\_\_\_ 6. I tend to exaggerate.
- \_\_\_\_\_ 7. I believe in my ability to achieve what I set out to achieve.
- \_\_\_\_\_ 8. When upset I often lose control.
- \_\_\_\_\_ 9. I often feel anxious when working toward a meaningful goal.
- \_\_\_\_\_ 10. My approach in overcoming difficulties is to move step by step.
- \_\_\_\_\_ 11. I'm in touch with my emotions.
- \_\_\_\_\_ 12. In the past few years I've accomplished little.

Scoring

Instructions: Transfer your scores from your assessment into the grid below. For each numbered item, place your score in the highlighted box. If the corresponding box for the item is shaded gray, use the reverse response shown in the key, rather than your original response. Thus, if you scored yourself a 5, for a reverse-scored item, you'd enter a 1 in the box.

When you've entered all of your scores, sum each column to find the subtotal score for each factor. Then add each factor's subtotal scores together and record this number in the total box for each factor.

Reverse Key

If the box for an item is light gray, use the reverse score as shown below:

Original Response	Reverse Response
1	5
2	4
3	3
4	2
5	1

Item

Perceiving

Managing

Decision Making

Achieving

Influencing

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

Subtotals

Item

Perceiving

Managing

Decision Making

Achieving

Influencing

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

41

42

43

44

45

46

47

48

49

50

Subtotals

Totals

## Appendix I: Conduct and Communication Survey

### Communication and Conduct Survey

1. I understand what professionalism means for my major.
2. I understand what language is appropriate when I am in the classroom.
3. I understand which clothes are appropriate to wear in my classrooms.
4. I understand which clothes are appropriate to wear when I am in my professional environment.
5. I understand how to talk to a fellow classmate.
6. I understand how to talk to a professor or staff member at the college.
7. I understand how to talk to my classmates or friends in the presence of a professor or staff member at the college.
8. I understand how I should behave on campus.
9. I understand how I should behave in public.
10. I understand how I should behave on social media.
11. I understand how to write an email to a professor or staff member.
12. I understand how to write a text message to a professor or staff member.
13. I understand how to have a face to face conversation with a professor or staff member.
14. I understand how to have a face to face conversation with a classmate or friend.
15. I understand how to shake hands with a professional person.
16. I understand how to make eye contact with someone during a conversation.
17. I understand how to behave in an assembly such as a concert, guest speaker, or panel discussion.
18. I understand what an appropriate voicemail greeting is.
19. I understand what code switching is and when to do it.
20. I understand what it means to be punctual.
21. I understand what it means to be reliable.
22. I understand what it means to have work ethic.
23. I understand table manners when I am at a professional dinner.
24. I have at least one professional outfit.

Appendix J: Action Plans

Action Plan Template

Academic Goal:

Social Goal:

Financial Goal:

Other Goal(s):

Action Plan

Freshman Year:

1.

2.

3.

4.

5.

Sophomore Year

1.

2.

3.

4.

5.

Junior Year

1.

2.

3.

4.

5.

Senior Year

1.

2.

3.

4.

Post-Graduation

1.

2.

Accountability

GPS Check-In

Dates

1.

2.

3.

4.

5.

Exit

### Action Plan Template: Mock Education Major Plan

**Academic Goal:** Maintain a 3.0 GPA or higher.

**Social Goal:** Join a student organization by the end of first semester.

**Financial Goal:** Maintain eligibility for Hope/Life scholarship.

**Other Goal(s):** Make friends within my major.

#### Action Plan

Freshman Year:

1. Take PathwayU Assessment
2. Study at least 1 hour each night
3. Join a study group for my math class
4. Attend interest nights for at least 3 organizations.
5. Go to extra-curricular events to find friends.

Sophomore Year

1. Go on study-abroad trip.
2. Visit my major professors' office at least once per month.
3. Take and intro class for at least two majors in education.
4. Get a work-study or after school job with kids.
5. Pass Praxis Core.

Junior Year

1. Apply the Teacher Education Program.
2. Pass Praxis II/PLT.
3. Complete my field experiences with an A.
4. Join a professional organization
5. Present at a conference with my classmates and/or professor.

Senior Year

1. Be accepted to Alpha Chi and Pi Lambda Theta Honor Societies.
2. Complete Student Teaching.
3. Go to job fairs.
4. Have a contract before graduation.

Post-Graduation

1. Teach 5<sup>th</sup> grade at a Title 1 school.
2. Start my Master's degree

#### Accountability

GPS Check-In  
Dates

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Exit

\_\_\_\_\_



## Appendix K: High Impact Practices

# High-Impact Educational Practices



### First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

### Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

### Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

### Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

### Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

### Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

### Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

### ePortfolios

ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

### Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

### Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

### Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.









Limestone College

