

QUALITY ENHANCEMENT PLAN

**AN OVERVIEW OF UNCSEA'S 2016 – 2020
QEP**

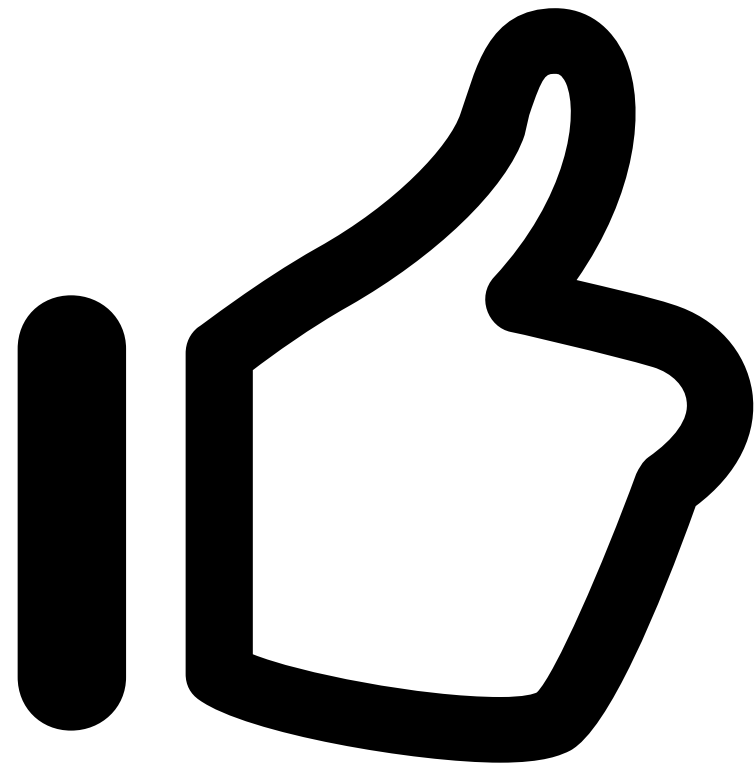
WHAT IS A QEP?

- QEP is part of the process for renewing our accreditation with the Southern Association of Colleges and Schools (SACS)
- The process of renewing accreditation primarily involves demonstrating that you are still in compliance with rules and regulations
- In 2004-2005 SACS implemented the QEP which asks colleges to also develop a plan to improve in an area that is important to the college



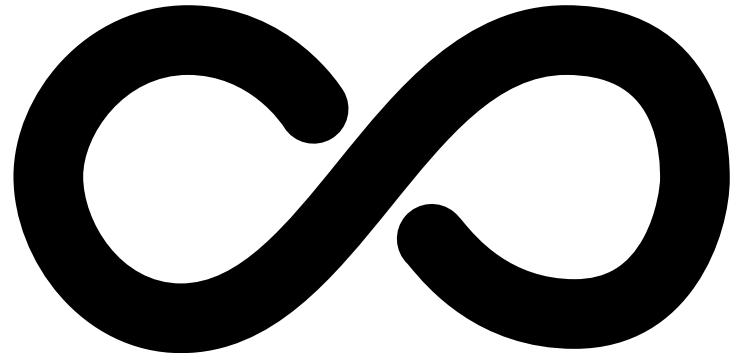
WHAT IS SACS LOOKING FOR?

- Identify a key issue for improvement that focuses on student learning and accomplishing the mission of the institution
- Demonstration of institutional capacity to initiate, implement, and complete the plan
- Broad-based involvement in the development and implementation of the plan
- Identification of goals and a plan to assess their achievement



HAVEN'T WE BEEN DOWN THIS ROAD BEFORE?

- **UNCSA was one of the first schools to develop a QEP in 2004-2005**
- **We will now be one of the first to develop a second QEP**
- **We learned a lot from our last QEP and intend to apply what we learned to our next QEP**
- **SACS has been refining the guidelines over the last ten years and we now have much clearer guidance for how to succeed**



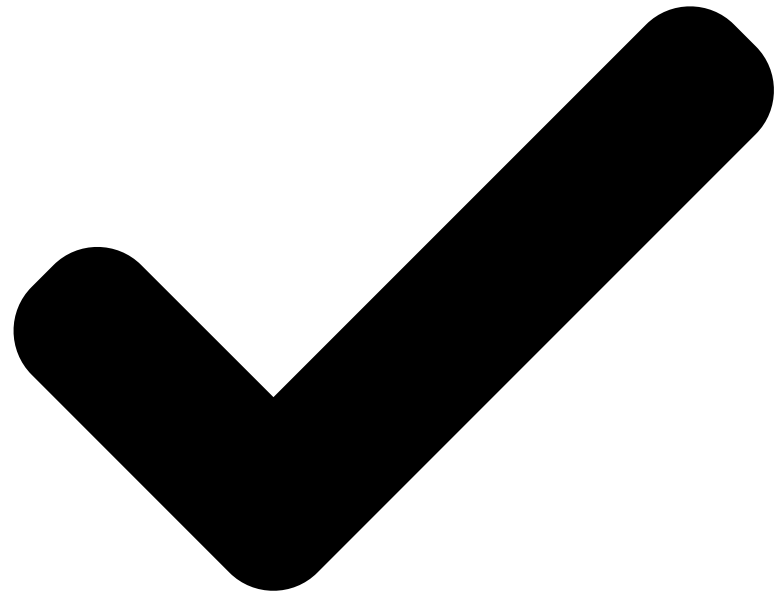
WHY SHOULD YOU CARE?

- We have to do this, and we have to do it together in order for it to be approved
- We rarely get an opportunity like this
- If we do this well, we can initiate real positive change in our students and ourselves



WHAT HAVE WE DONE SO FAR?

- A survey went out in Fall 2014 asking for input on a list of proposed QEP topics
- The results of that survey were discussed in Faculty Council, Deans meetings, & Institutional Effectiveness
- Out of these discussions, the topic of “Communication” was chosen
- In Spring 2015, Jason Romney accepted the role of QEP Director



WHAT HAVE WE DONE SO FAR?

- Jason contacted each of the arts schools and DLA to solicit input from the faculty on the proposed topic
- Faculty representatives were identified to participate in a summer retreat to develop a more specific focus for the QEP
- This group has been titled the QEP Steering Committee



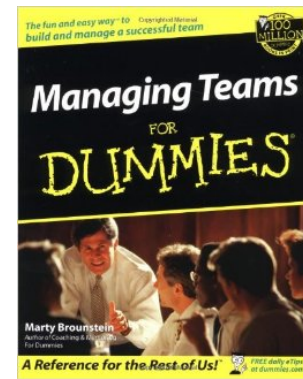
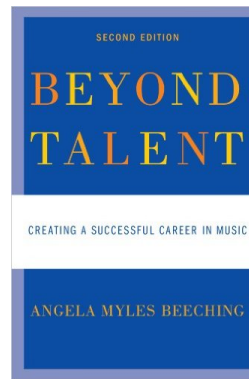
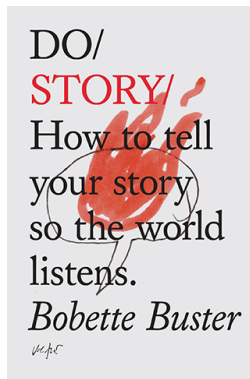
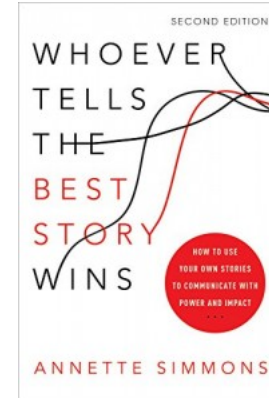
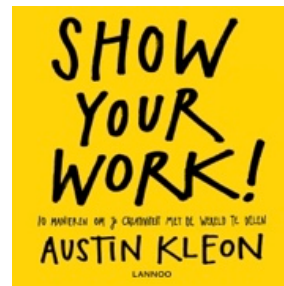
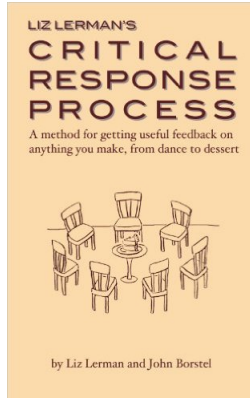
THE QEP STEERING COMMITTEE

- **Jason Romney (Director)**
- **Brenda Daniels (Dance)**
- **Jeff Gredlein (DLA)**
- **Laura Hart McKinny (Film)**
 - Filling in for Ron Stacker Thompson
- **Geordie MacMinn (Drama)**
- **Karen Beres (Music)**
- **Jamie Call Blankinship (D&P)**



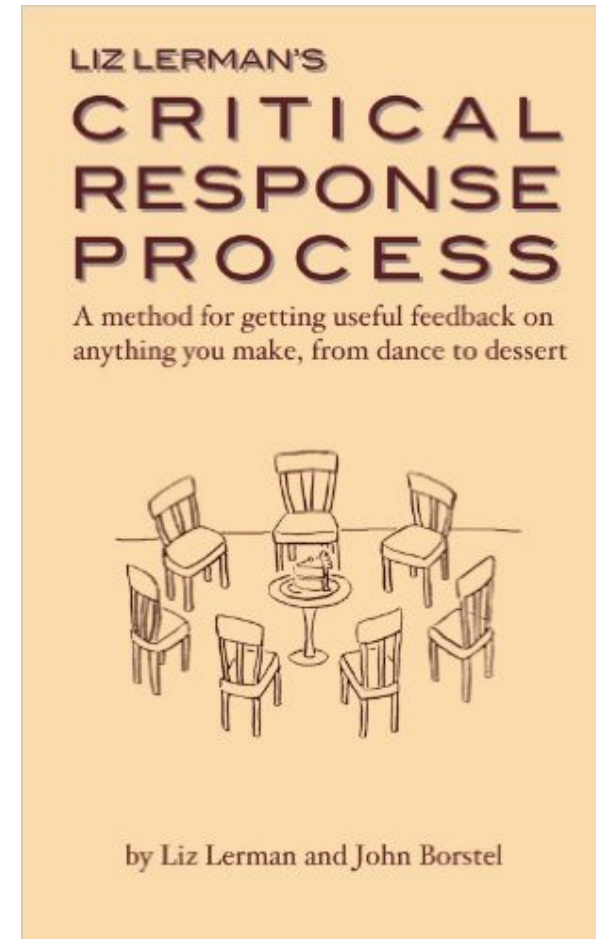
READING LIST

Based on the input collected from faculty in each school and DLA, a reading list was developed to help us better understand the common themes that were identified.



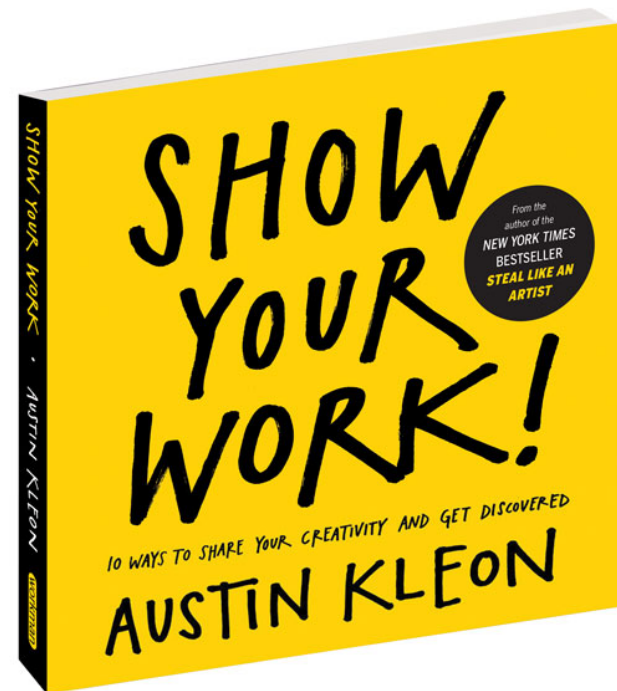
BOOK SUMMARIES

- Lot's of helpful advice about how to give and receive criticism
- Being able to give and receive criticism is an important skill for students and professionals in the arts
- “Artists need to be at a point where they can question their work in a somewhat public environment”
- “The more artists clarify their focus, the more intense and deep the dialogue becomes.”
- “When defensiveness starts, learning stops.”



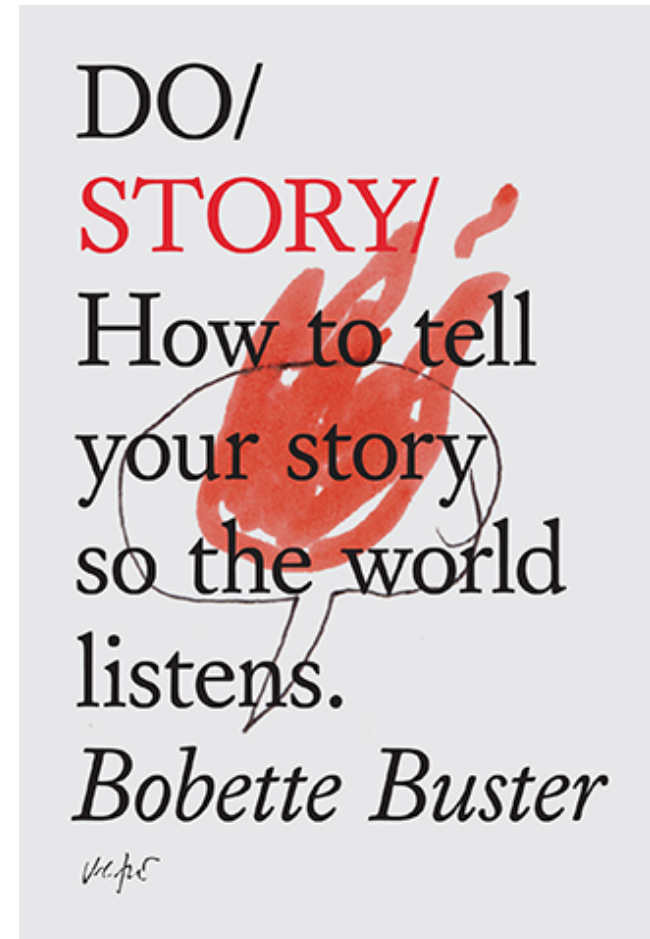
BOOK SUMMARIES

- Author suggests that the key to engaging a modern audience is to share your work early and often, in as many ways as possible.
- Audiences want to know the story behind the work and how your work was created.
- “The stories you tell about the work you do have a huge effect on how people feel and what they understand about your work, and how people feel and what they understand about your work effects how they value it.”
- “Every client presentation, every personal essay, every cover letter, every fund-raising request— they’re all pitches. They’re stories with the endings chopped off.”
- “You should be able to explain your work to a kindergartner, a senior citizen, and everybody in between.”



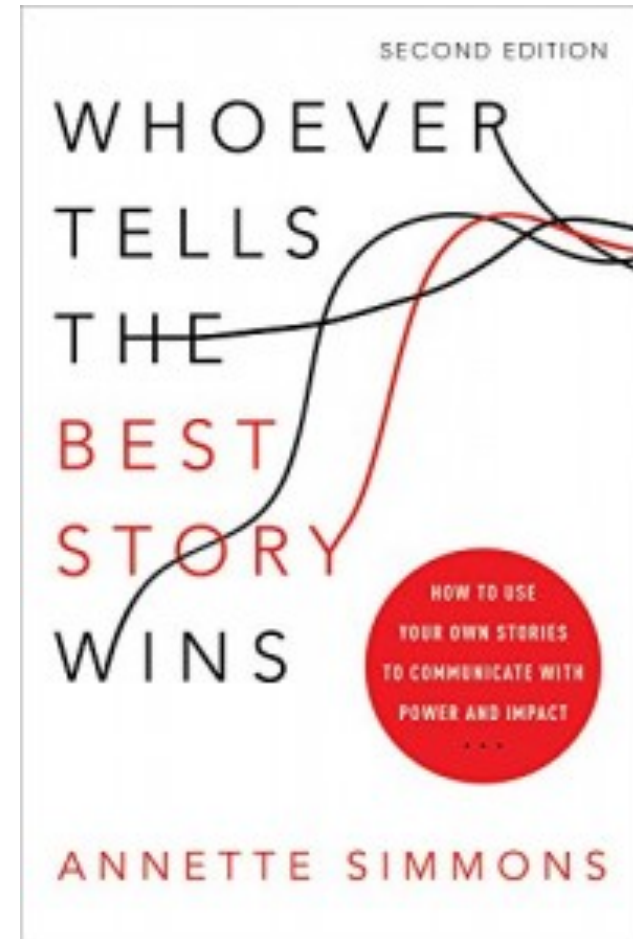
BOOK SUMMARIES

- Suggests that storytelling is a critical element to effective professional communication.
- Contains lots of useful exercises to help you discover your own stories.
- “When you tell a purposeful story demonstrating your attitude and passion, suddenly the data, facts and figures of your CV become memorable. The story you tell will hit your listeners’ hearts and stay top of mind long after you’ve left.”



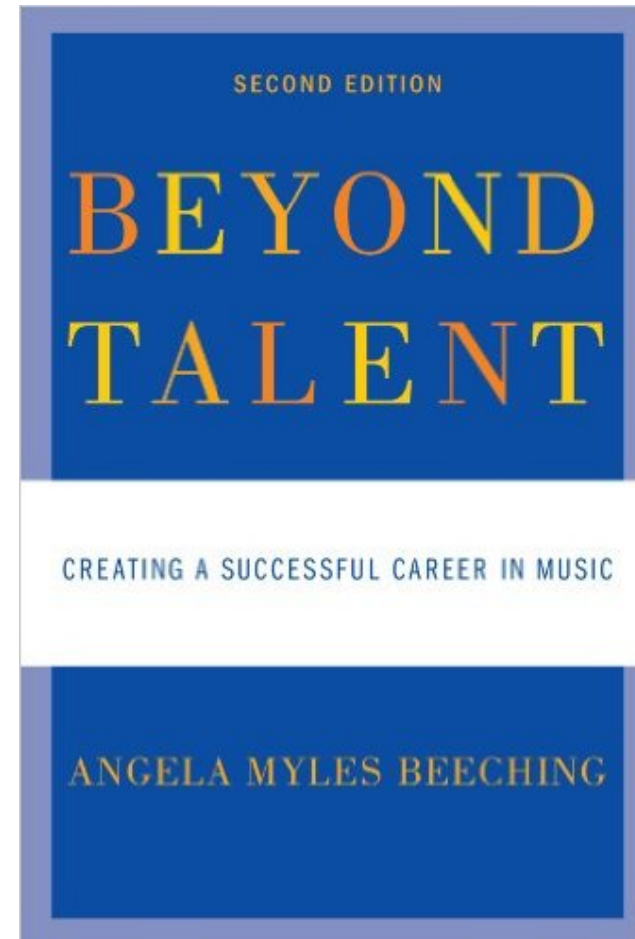
BOOK SUMMARIES

- Suggests that storytelling is a critical element to effective professional communication.
- “Despite decades of pretending our work isn’t to be taken personally, storytelling proves that if it isn’t personal, it doesn’t matter.”
- “Once you can see these stories, it becomes obvious that the more stories you share the better your ability to communicate.”



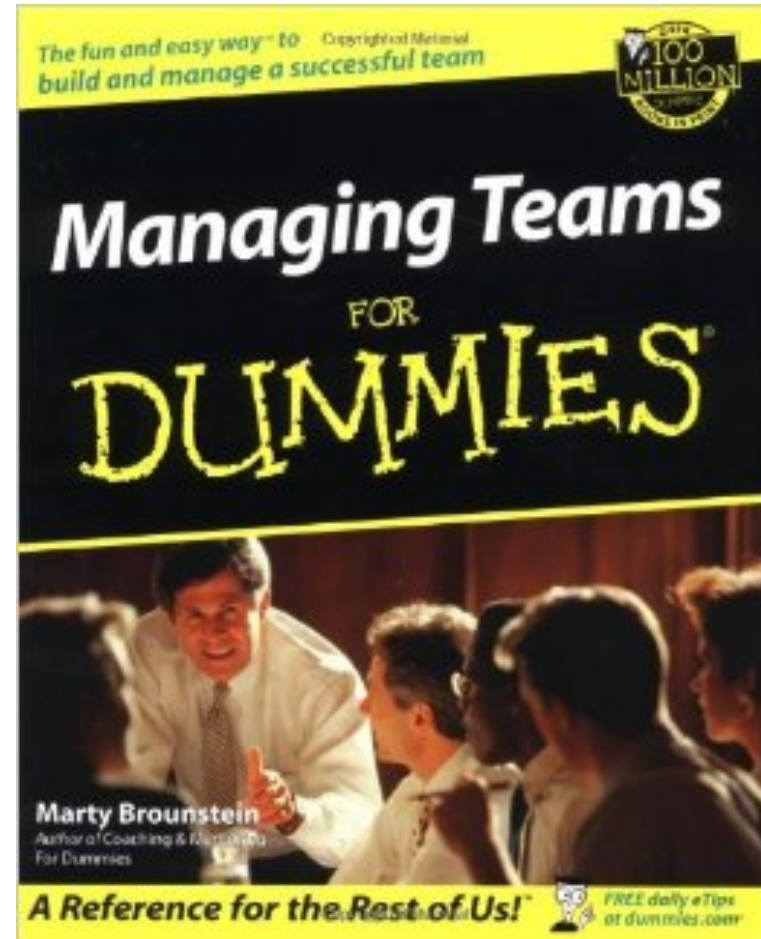
BOOK SUMMARIES

- A career development book for artists. Focuses a lot on communication skills.
- “People realize their dreams by talking about them with others and sharing their enthusiasm—which often leads to more ideas, collaborators, plans, and action.”
- “You must be able to communicate an engaging and concise ‘pitch’ of what you have to offer others.”
- “At the most basic level, music is about communication and sharing.”



BOOK SUMMARIES

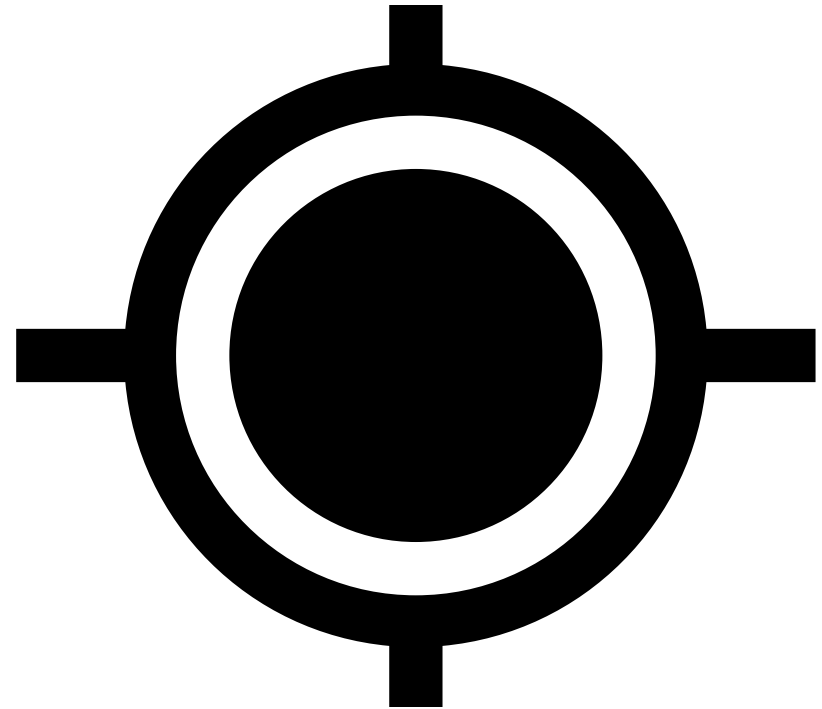
- A very useful reference for how to manage and work effectively in teams.
- Our students are constantly working in teams!
- 10 Qualities of an Effective Team Player
 1. Demonstrates reliability
 2. Communicates constructively
 3. Listens actively
 4. Functions as an active participant
 5. Shares openly and willingly
 6. Cooperates and pitches in to help
 7. Exhibits flexibility
 8. Works as a problem-solver
 9. Treats others in a respectful and supportive manner
 10. Shows commitment to the team



FOCUSING THE TOPIC

Our criteria for a meaningful topic

1. Whatever we decide to do, it should be something we would want to do regardless of SACS requirements
2. Our topic needs to fit our institution.
3. The plan needs to be achievable. Keep it simple.



THE QEP TITLE

Tell *Your* Story:

Communication Skills for the Artist

OR

Share *Your* Story:

Communication Skills for the Artist

QEP STUDENT LEARNING OUTCOMES

Students will be able to:

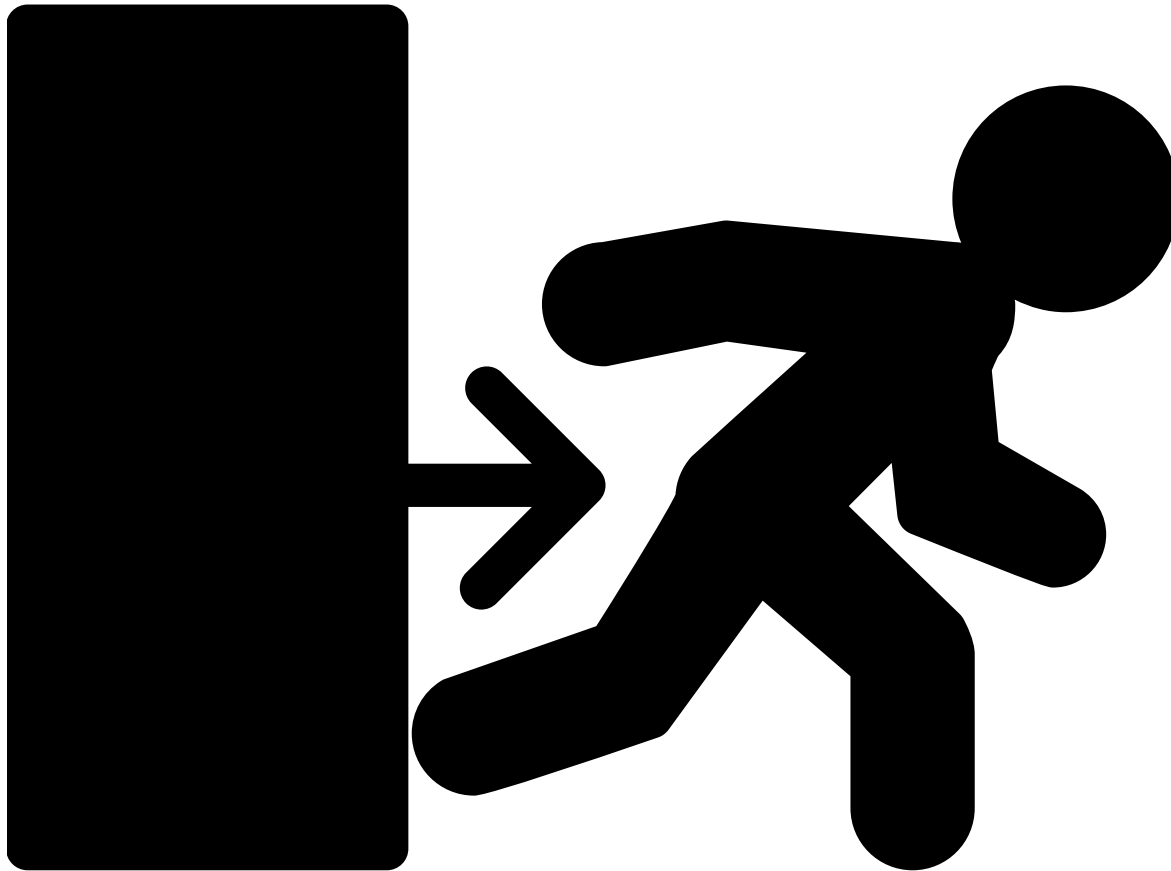
- 1. Communicate clearly their passion for a professional career**
- 2. Communicate critically about their own work**
- 3. Communicate critically about the work of others**

QEP NEXT STEPS

- Further research the topic
- Identify actions to be implemented
- Establishing a timeline
- Organizing for success
- Developing an assessment plan
- We need your help!
- Come back after the break for more details and the opportunity to ask questions



TAKE A BREAK



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THE QEP TITLE

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QEP STUDENT LEARNING OUTCOMES

Students will be able to:

- 1. Communicate clearly their passion for a professional career**
- 2. Communicate critically about their own work**
- 3. Communicate critically about the work of others**

DEVELOPING THE ASSESSMENT PLAN

- The QEP will succeed or fail in our ability to assess or measure the learning outcomes
- We need to identify the measurable elements that make up successful performance in our learning outcomes
- Our goal is to develop an assessment tool that is specific to each learning outcome but broad enough that it can be used in a variety of activities across campus



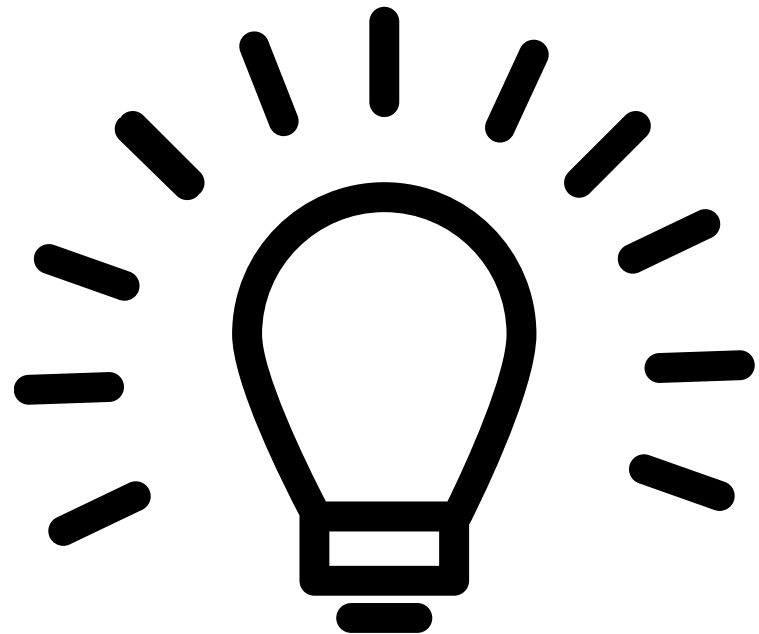
DEVELOPING THE ASSESSMENT PLAN

- Each arts school and DLA should identify existing activities in their area where the QEP learning outcomes could be assessed
- Identify which faculty will need to be involved in assessing the students participating in those activities
- Identify which faculty will be involved in pilot testing the assessment tools.



EXAMPLE ACTIVITIES FOR ASSESSMENT

- Incoming Dance and Drama student introductions
- D&P and Film portfolio reviews
- Career Development course assignments involving grant writing, artistic statements, etc.
- In-class critique sessions.
- DLA self-reflection exercises
- Drama senior showcase
- Emerging Choreographer proposals
- Post-show talkbacks/informances
- D&P job fair
- Film and D&P peer evaluations
- Career Development and Semans Art Fund grant proposals



DEVELOPING THE ASSESSMENT PLAN

- We would like to start formally assessing the artist statements students write when they apply to UNCSA.
- Ideally we would find a way to assess the statements for the students who enroll each year.
- We would then have students write another artist statement when they apply for graduation.
- We hope this will be an indicator of our success as an institution in focusing on these learning outcomes.



TIMELINE FOR IMPLEMENTING OUR QEP

- **2015 – 2016** Finalize the plan and assess artist statements for the incoming 2016 freshman class
- **2016 – 2017** Phase 1 pilot test. Two faculty in each arts school and DLA will begin working with our assessment tools
- **2017 – 2018** Phase 2 pilot test. Engage a larger number of faculty in working with revised assessment tools
- **2018 – 2019** All faculty who have been identified for participation will begin using the QEP assessment tools



ORGANIZING FOR SUCCESS

- **Institutional Effectiveness Committee**
- **Steering Committee**
- **Research Group**
- **Assessment Committee**
- **lead evaluator nominations**



GETTING THE WORD OUT

- **Seek input from students, staff, alumni, trustees, etc.**
- **Video booth**
- **www.uncsa.edu/qep**
- **Branding**
- **Posters, banners, SWAG, etc.**



QUESTIONS

