

# ROLLINS COLLEGE

## Quality Enhancement Plan: Framework

### **Mission of the Quality Enhancement Plan**

*The mission of the Quality Enhancement Plan (QEP) is to enhance student learning by developing an institutional culture that embraces local and global citizenship and leadership. Grounded by student learning outcomes, our initiatives include specific strategies that will lead to marked improvements in campus culture.*

The five major initiatives of the plan, to be developed and implemented over five years, are as follows:

- Initiative 1: Leadership and Citizenship (curricular/co-curricular)
- Initiative 2: Student Recruitment and Retention
- Initiative 3: Academic and Social Integrity
- Initiative 4: Internationalization
- Initiative 5: Diversity

These initiatives will help Rollins realize its vision of becoming one of the nation's leading colleges, emphasizing academic excellence, responsible citizenship, personal growth, and ethical leadership

### **Learning Outcomes, Objectives and Strategies, and Assessment**

#### **1. Initiative 1: Leadership and Citizenship (curricular/co-curricular)**

##### **Learning Outcomes: Leadership and Citizenship**

- Students will gain knowledge of self, especially in relation to integration with others on campus and within local and global communities.
- Students will enhance self-perceptions of socially responsible leadership and citizenship, as measured by the Socially Responsible Leadership Scale (SRLS).

##### **Objectives and Strategies: Leadership and Citizenship**

- Develop and enhance student leadership among peer educators, emphasizing their responsibility to promote and model the values of integrity, strength of character, respect for others, leadership, and citizenship.
  - Ensure that all peer education programs are grounded in leadership theory and learning outcomes.
  - Establish opportunities for common training/development of peer educators.
  - Develop means through which Crummer and Holt students can serve in roles as graduate assistants, educators, and mentors.
  - Explore means through which A&S, Crummer, and Holt will be engaged in common leadership and service opportunities.
  - Enhance RA compensation, and the processes of recruitment and training for more effective leadership within the living units.

- Enhance the effectiveness of social-policy development and enforcement.
- Develop RAs' community-building skills, knowledge, and ability.
- Infuse concepts of leadership, citizenship, and community engagement into the A&S and Holt curricula.
  - Plan a year of faculty-led discussions on pedagogy and practice related to leadership, citizenship, and community engagement for 2005–2006.
  - Provide a comprehensive training and development program for faculty and staff to integrate community service and civic engagement into the curriculum.
  - Expand service learning to 40 courses per year in the A&S curriculum.
  - Pilot and sustain a leadership certificate or distinction program for A&S students, using models based on the Crummer School's exemplary and established programs.
  - Develop a one-semester course on leadership, service, and civic engagement for Holt School students.
- Continue to develop community-focused efforts and partnerships.
  - Coordinate, track, and expand community-focused efforts to ensure they mesh with community organizations' long-range needs and priorities.
  - Create a Faculty Community Engagement team.
  - Create a Student Community Liaison team in an effort to coordinate, sustain, and track Rollins' community-focused efforts.
- Develop and sustain a cultural enhancement program for A&S students.

#### **Assessment: Leadership and Citizenship**

- Program participation will improve.
- Surveys will indicate increases in self-perceptions of the College as a positive, inclusive environment.
- Student learning outcomes will be demonstrated through surveys and other instruments as well as student portfolios, journals, reflection essays, and focus groups.
- Assessment of curricular initiatives must await development and adoption of the specifics by faculty.

## **2. Initiative 2 – Student Recruitment and Retention**

#### **Learning/Institutional Outcomes: Student Recruitment and Retention**

- Retention and graduation rates will improve; quality of students enrolling will also rise.
- Students will be more engaged in academic pursuits.

#### **Objectives and Strategies: Student Recruitment and Retention**

- Identify, support, and develop a larger cohort of outstanding student leaders and direct their skills toward improvement of the academic and social life of the College.
  - Incorporate peer educators into the recruitment process.
  - Involve faculty in the student selection and recruitment processes.

- Promote discussion, among all campus constituencies, of the values that define Rollins as a distinctive institution.

#### **Assessment: Student Recruitment and Retention**

- By 2009–2010, first-year A&S retention will rise from 83% to 92%.
- The Dean of Student Affairs (in conjunction with the Retention Task Force) will initiate and conduct surveys of students who withdraw from Rollins College
- For 2009–2010, target 6-year A&S graduation rate is 75%; for 2014–2015, target 6-year A&S graduation rate is 85%.
- Enrollment profile will improve.
- Faculty will report increased student engagement in the classroom.

### **3. Initiative 3 – Academic and Social Integrity**

#### **Learning Outcomes: Academic and Social Integrity**

- Students will develop, communicate, and consciously live by a personal code of values and ethics, recognizing the inherent interdependence between their actions and the environments in which they live
- Students will recognize, critically evaluate, and reflect upon ethical decisions/dilemmas in both academic and social settings

#### **Objectives and Strategies: Academic and Social Integrity**

- Establish an Honor System with Academic and Social Honor Codes.
  - Establish a task force to develop ongoing educational programs about the Honor System.
- Define and integrate community values.
  - Conduct a series of colloquia, student-initiated discussions, and programs; facilitate cross-campus team participation in national conference on character and values; and initiate Community Values Day to celebrate a shared commitment to the College's mission.
- Infuse the values of the Honor System into leadership activities, programs, and groups.
  - Continue development of Crummer ethics-based leadership programs, adding learning opportunities for A&S and Holt students.
  - Enhance values component of first-year experience.
  - Develop a new living-learning community (continue this annually for a total of five new living-learning communities added over a five-year period).

#### **Assessment: Academic and Social Integrity**

- Reduced incidence of disciplinary action against students for lack of respect toward members of the community (e.g., destruction of property, disorderly conduct in the residence halls, etc.); reduced reports of theft and vandalism
- Reduced occurrences of alcohol abuse/use on campus
- Reduced instances/elimination of harassment based on ethical, academic, or social interests

- Increase in student-led public discussions of ethical issues (including integrity, respect for others, and public service) within and outside the classroom
- Increased satisfaction with peer-to-peer life (within and outside the residence halls), social engagement, and academic challenge
- Increase in the involvement of students in public service
- Increase in faculty willingness to address integrity, respect for others, and public service in and out of the classroom
- Increase in student retention and graduation rates (refer to Initiative 2)
- Measures of cheating from course evaluation forms
- Institutionalization of Honor System
- Indications of learning outcomes as illustrated through qualitative data—journals, focus groups, etc.

#### **4. Initiative 4 - Internationalization**

##### **Learning/Institutional Outcomes: Internationalization**

- Over the five-year period of the QEP, we will increase the number of students and faculty who have local and global international experiences annually.
- Students in these programs will demonstrate greater knowledge of international societies and cultures.
- Students in these programs will demonstrate an increased ability to evaluate political, social, and economic issues from a non-American perspective.
- Students in these programs will demonstrate a greater understanding and appreciation of diversity (reference first Learning Outcome in Initiative 5).

##### **Objectives and Strategies: Internationalization**

- Develop multiple, reinforcing international experiences.
  - Devote resources for the establishment of a learning center (likely in Costa Rica).
  - Establish a fund to support creation of a speaker/workshop series devoted to international topics and involving collaboration among A&S, the Crummer School, and the Holt School.
  - Increase funding for internationalization grants to provide faculty resources to develop ideas, refine existing courses, and create programs to incorporate international themes and activities into the life of the College and to support innovative interdisciplinary and intra-institutional collaboration.
  - Collaborate with other liberal arts colleges (through Global Partners) to establish faculty development seminars abroad.
  - The Holt School will establish a special fund to support Holt student travel abroad.
  - The Crummer School will increase the participation rate of part-time students in courses that offer an international experience.

- Better integrate curricular activities, co-curricular activities, and experiences abroad; encourage local internationalization activities that support community engagement and service learning; consider the creation of international-themed living spaces (international house) as a basis for better integration of international activities.
- Develop an accessible database of international resources on campus among faculty and staff.

#### **Assessment: Internationalization**

- Each international curricular and co-curricular experience will engage students in a pre- and post-event effort to develop measures of knowledge and attitude change. The specific measures will include:
  - Knowledge of international societies and cultures
  - The ability to evaluate political, social, and economic issues from a non-American perspective
  - Understanding and appreciation of diversity (reference first Learning Outcome in Initiative 5)
- In 2009–2010, the number of A&S students and the number of A&S faculty involved in international activities, annually, will double, using as a baseline the average of 2000–2004 of 209 students.
- Measures of the participation rate of Crummer School part-time students in courses that offer an international experience will increase to 20 by the end of 2005 and to 30 by 2009.
- The Holt School will have 10 students involved in international experiences by 2009–2010.

### **5. Initiative 5 - Diversity**

#### **Learning Outcomes: Diversity**

- Students will demonstrate a greater understanding of and appreciation for diversity.
- Through diversity experiences (international experiences, service learning, community engagement, diversity programming, living-learning communities) students will demonstrate greater abilities for living together in a diverse, global community.

#### **Objectives and Strategies: Diversity**

- Enhance recruitment strategies to attract students from historically underrepresented groups.
  - Review and assess current recruitment strategies.
  - Develop and implement marketing strategies in collaboration with underrepresented students, alumni, faculty, staff, and local community members to recruit members of underrepresented groups.
  - Enhance collaborations with local pre-collegiate recruitment programs, such as Upward Bound and Talent Search.

- Create a positive academic and social environment in which members of underrepresented groups can thrive through implementation of College-wide programs to provide outreach, training, and education on issues related to diversity.
  - Intentionally link diversity initiatives to leadership programs: infuse diversity into the training and development of peer educators; develop programs that target residential communities, and student groups and organizations; consider the development of a “themed” year for the College, focusing programs and initiatives on a theme related to issues of diversity, leadership, and citizenship.
  - Create incentives for faculty who include diversity issues in their classes; develop course development grants for new courses focused on issues related to diversity.
  - Continue to develop service-learning classes and experiences to advance students’ understanding of diversity, leadership, and citizenship within the context of local and global communities.
  - Enhance students’ understanding of diversity by connecting and comparing what they are learning through their international service-learning experiences with what they are learning about issues of diversity in the U.S. (reference Initiative 4).
  - Expand opportunities for students, faculty, and staff from A&S, Crummer, and Holt to participate collaboratively in diversity-related outreach, training, and education.

#### **Assessment: Diversity**

- Measures of the numbers of students recruited and retained from historically underrepresented populations will improve.
- Measures of a positive and inclusive environment as indicated through campus climate surveys (see Initiative 2)
- Attainment of desired student outcomes as reflected through national assessment instruments and pre- and post-event surveys of students in international service-learning courses, international experiences, designated diversity-related courses, diversity-related leadership programs, diversity-related community-engagement programs, and designated living-learning units