What does ‘Courses to Careers’ mean for WCU?
Agenda

- SACSCOC QEP Guidelines
- QEP Topic Development Committee membership and progress
- Brief review of ‘Synthesis: A Pathway to Intentional Learning’
- Overview of ‘Mindset’ and ‘Courses to Careers’ QEP proposals
- Questions for group discussions
2.12 The institution has developed an acceptable Quality Enhancement Plan that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. (Quality Enhancement Plan)

3.3.2 The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Quality Enhancement Plan)
QEP Topic Development Committee Membership

- Administration and Finance
- Alumni Affairs
- Business Administration (student)
- Campus Recreation & Wellness
- Center for Career and Professional Development
- College of Arts and Sciences
- College of Business
- College of Education and Allied Professions
- College of Fine and Performing Arts
- College of Health and Human Sciences

- Communication and Public Relations
- Higher Education and Student Learning (student)
- Hunter Library
- Information Technology
- Office of Institutional Planning and Effectiveness
- Office of the Provost
- Student Government Association
- The Kimmel School of Construction Management & Technology
- WCU Alumnus
QEP Topic Development Committee

• Met 10/19, 11/2, and 11/16
• Committee is split into three groups focused on the following
  • Institutional Data
  • Literature review
  • Surveying QEPs from other institutions
Synthesis: A Pathway to Intentional Learning

- ...integrate knowledge and skills from ...academic and co-curricular experiences to become intentional participants in their own learning

- Students will:
  - **identify** their aptitudes, abilities, and interests and articulate their future goals and aspirations
  - **modify** their behaviors and values in response to knowledge and skills gained from their academic and co-curricular experiences
  - **recognize the synthesis** of their university experiences relative to their future education and career plans.
Synthesis Outcomes

- Office for Undergraduate Studies
  - QEP Steering committee
    - Theme: Africa! More than a Continent
      - connect curricular and co-curricular experiences
      - provide a framework for common intellectual experiences
  - Impacted
    - First Year Experience
    - Center for Service Learning
    - Institutional learning outcomes
  - Cultural change toward engaged learning
Mindset: Cultivating Intentional Learning

- Mindset
  - Learning “worldview”

- Targets
  - First-generation
  - Mid-education: sophomores and juniors
  - Adult
Mindset: Cultivating Intentional Learning

- Implementation process
- Initiation into the growth mindset
  - Division of Student Success, Office for Undergraduate Studies, Student Affairs
- Development – “students to scholars”
  - Academic units
- Transfer – transition to “life mindset” in preparation for future
  - Center for Career and Professional Development
Courses to Careers proposal

- Focus on four life skills...
  - social responsibility
  - financial literacy
  - building positive interpersonal relationships
  - improving self-awareness
- ...which will enable students to meet three learning goals
  - engage in service and social action
  - identify success-creating personal characteristics
  - become adaptable
Courses to Careers proposal

- Implementation can include:
  - Financial-aid sessions
  - Integration of self-awareness concepts into the Health and Wellness curriculum
  - Service learning and social action activities
  - Co-ops, internships, practicums, field-experiences
  - Creation of a co-curricular transcript
Questions to consider for Courses to Careers QEP

1. What does the 'Courses to Careers' topic mean for WCU? How will ‘Courses to Careers’ become uniquely ‘Western’?
2. What should ‘Courses to Careers’ include to promote professional development and soft-skills development?
3. Example ideas:
   1. Alumni data – What units are effectively using alumni feedback / data to improve their programs?
   2. Pre-college opportunity – partnerships with high schools
   3. Peer Mentoring
      1. By older students
      2. By industry representatives / program advisory boards
   4. Targeted recruiting, i.e. recruit for “grit”
   5. Increase competencies online, before the first semester
   6. Summer camps
   7. Expand high-impact practices like learning communities