

C2it

Columbia College Quality Enhancement Plan

Executive Summary

For its QEP, Columbia College plans to revise and enhance the required second-year seminar by including a service-learning component for all students in the Women's College beginning in the fall of 2011. The Sophomore Seminar is subtitled *Gender, Diversity and Social Justice*. This experiential learning opportunity will be an important part of the total sophomore year and will enable students to develop their commitment to making a difference in the world.

Columbia College has three main educational components – a primarily residential Women's College, an evening college for working adults, which is coeducational, and a Graduate School. Although some consideration was given to a QEP for one of the adult student populations, it was ultimately decided for maximum impact, the project should be aimed at the women's college which accounts for nearly 70 percent of our full time equivalent students every semester.

A major focus of the mission of Columbia College is the development of women's leadership. Using the mantra developed by Columbia College President Caroline Whitson, "Leadership is not the position you hold, but the difference you make," the College has developed a four year model for leadership built upon the Four C's: Courage, Commitment, Confidence, and Competence. For the first college year, the focus is on courage and helping students develop the courage they need to see themselves as agents of change in their worlds. The new sophomore-year experience, which we call **C2it**, will help students develop the commitment to a major, to a sense of vocation, to a set of values and to acting on those values for the good of all. The QEP forms the heart of **C2it**, providing an academic experience that incorporates important topics around issues of social justice and service-learning projects to deepen and enhance their learning.

Each section of the Sophomore Seminar is taught through the disciplinary lens of the faculty member assigned to the course, but each incorporates topics relevant to gender, diversity and social justice, as the subtitle implies. The service-learning experience for each class will be tailored to complement the academic focus of the class. All students are required to take this course and every effort is made through advisement to have students take the course during their sophomore year. The Sophomore Seminar has been offered for several years but the inclusion of service-learning as part of the course begins in the fall of 2011. The course is offered in both fall and spring semesters to allow each student the flexibility to fit the beyond the classroom service-learning expectations into the semester that works best for her.

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