



QEP Executive Summary

GEORGETOWN COLLEGE CENTER FOR CIVIC ENGAGEMENT

Quality Enhancement Plan Title: “Spirit, Mind, Action: Civic Engagement at Georgetown College”

Institution: Georgetown College

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Georgetown College’s Center for Civic Engagement (CCE) represents the college’s commitment to enhancing student identity (spirit), learning (mind) and engagement (action). The CCE was created as part of the college’s QEP to support and provide resources to the college and surrounding community to foster the connection between service and academic learning goals. The key to these experiences is the partnership between the college and our community partners. Civic engagement enhances students’ understanding of social issues and concerns and fosters leadership, citizenship, organizing, and critical thinking. The CCE serves the college’s mission of providing a foundation for shaping informed thought and action in order to prepare students for their place in society.

There are two types of Civic Engagement currently offered through the CCE. First, service learning (SL) refers to a credit-bearing educational experience where service is an integral part of a course and involves an intentional connection between service and academic learning goals. Second, Community-Based Experiential Learning (CBEL) indicates a faculty or staff-led learning opportunity to actively engage with the surrounding community where service is not connected to a course.

The development of the Spirit, Mind, Action QEP at Georgetown College began in the Summer of 2009. During development, the institutional process identified key issues emerging from institutional assessment. Learning outcomes specifically relate to the mission of the college. Broad-based involvement of institutional constituencies was instrumental to QEP development.

Goals and affiliated objectives of the QEP focus on the three title areas of Spirit, Mind, and Action. In “Spirit,” we assess students’ investigation of how their civic engagement experience contributes to their spiritual identity, exploration of how civic engagement encourages their spiritual growth (through kindness, compassion, forgiveness, and generosity), and demonstration of their understanding of the value of reciprocal relationships with community partners. In “Mind,” we assess students’ demonstration of critical thinking skills and articulation of how their specific academic experiences were applicable to the community partners’ needs. In “Action,” we assess students’ civic engagement and development of a greater inclination for civic engagement.

Successful execution of the Spirit, Mind, Action QEP is evidenced through student achievement, through the college’s adoption of civic engagement as a core value of our campus community, and through our impact on the community.