

SCAD Collaborative Learning: A Triptych for Collaboration

Quality Enhancement Plan Executive Summary, Savannah College of Art and Design

The Savannah College of Art and Design (SCAD) Quality Enhancement Plan (QEP), SCAD Collaborative Learning: A Triptych for Collaboration, focuses on preparing students for professional careers by enhancing their collaboration expertise through real-world collaboration initiatives. To ensure that the collaboration focuses on student learning and adheres to current higher education and business best practices, SCAD developed a framework – the Collaborative Learning Triptych. This framework requires active involvement of three anchoring contributors: students, professors, and external partners to create a collaborative and authentic learning environment that results in tangible outcomes.

Faculty members' and students' requests for additional collaboration opportunities prompted SCAD to re-examine its facilitation of and access to collaboration projects. By establishing a service department through the QEP experience, SCAD Collaborative Learning Center, the university institutionalizes the implementation of collaborative initiatives from genesis, to execution, to assessment. With a presence at all SCAD locations, including online, the center will become the headquarters and creative hub for systematically facilitating and supporting collaborative projects at SCAD.

SCAD's QEP was developed through broad-based participation that engaged multiple groups of faculty, staff, and students throughout the process. The groups systematically reviewed assessment information and continually made evidence-based recommendations that

led to the university-wide endorsement of collaborative learning as the central theme of the SCAD QEP. SCAD then adopted a strengths-based, participatory approach to develop a logic model and a comprehensive strategic plan for SCAD Collaborative Learning Center. Using appreciative inquiry, the SCAD community identified five strategic goals pertinent to the success of the center in facilitating meaningful collaboration initiatives as required by the QEP. Based on the logic model, SCAD developed an evaluation plan that includes multiple forms of assessment to evaluate the efficacy of the QEP at both the program and student levels.

Founded in 1978, SCAD is a private, nonprofit, accredited university. SCAD opened in 1979, offering eight major programs to 71 students, with four staff and seven faculty members. Three decades later, the university serves more than 10,000 students from all 50 states and nearly 100 countries, employs over 700 professors, and offers 42 majors and more than 50 minors at locations in Savannah and Atlanta, Georgia; in Lacoste, France; in Hong Kong; and online through SCAD eLearning. As an innovative and results-oriented university, SCAD recognizes the short- and long-term benefits of the QEP and embraces the opportunity to enhance student learning through collaborative learning initiatives. Creating innovative educational programs for SCAD students aligns with SCAD's strategic goal of smart growth and the university has the resources, leadership capacity, support structure, and talent to turn the QEP into one of the university's long-term, successful and institutionalized programs.