Reflection:
From Failure to Opportunity:
A Mission Driven QEP
SACSCOC Annual Meeting
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Learning Outcomes

Participants will:
• Gain an understanding how reflection can be used to analyze gaps between stated goals and actions
• Be able to describe methods to engage stakeholders and use feedback and reflection in the development of a plan
• Gain an awareness of tools that are available to assess student learning from participation in service
• Describe the process of developing critical success factors from an analysis of unsuccessful past attempts

Marymount at a Glance

• Independent, non-profit
• Founded in 1950 by Religious of the Sacred Heart of Mary (RSHM)
• Located in Arlington, Virginia (6 miles from Washington D.C.)
• ~2300 undergraduates and ~1050 graduates
• Diverse: 39 states and 71 countries
• 68% female
• 66% commuter
• 30% first-gen students
Marymount’s Mission

Marymount is a comprehensive Catholic university, guided by the traditions of the Religious of the Sacred Heart of Mary, that emphasizes intellectual curiosity, service to others, and a global perspective. A Marymount education is grounded in the liberal arts, promotes career preparation, and provides opportunities for personal and professional growth. A student-centered learning community that values diversity and focuses on the education of the whole person, Marymount guides the intellectual, ethical, and spiritual development of each individual.

Source: https://www.marymount.edu/About-Mu/Our-Mission-Vision

RSHM Educational Mission

• To foster a personal relationship with God
• To create unity through diversity
• To instill a lifelong love of learning
• To encourage and affirm personal growth
• To awaken a consciousness of social justice
• That all may have life and have it to the full

... we place ourselves and our resources at the service of those who are most in need of justice...

Source: http://www.rshm.org/Ministries/Education_Schools_and_Colleges

“There are no secrets to success. It is the result of preparation, hard work, and learning from failure.”

Colin Powell

http://www.brainyquote.com/quotes/colin_powell_121363?src=t_failure
Reflection

Past Attempts that Failed to Take Root

Service at Marymount

Who is minding the store?
- Service activities widespread but siloed
- Minimal supporting infrastructure, resources
- Minimal awareness of service activities across campus

Yet:
- Assessment data shows widespread student interest, self-reported participation
- Participation in service correlates strongly with higher self-reported achievement of educational competencies
- Research confirms importance of service to student outcomes
- Our mission and identity

Past Attempts that Failed to Take Root

- Student service activities were coordinated through Campus Ministry
- Academic service activities were classroom-based and independent

Opportunity: Create a Center for Community Engagement
- Coordinate and facilitate campus service activities
- Associate Director of Community Engagement
- report to Dean of Students
- Created task force to establish parameters
- Recommendations shelved due to staffing changes and realignment of funding priorities
Past Attempts that Failed to Take Root

Opportunity: Created a “Virtual” Center for Service
- Associate Director of Community Engagement
- Cooperative arrangement with the Arlington Community Foundation
- formed Nonprofit Resource Center (incubator for local non-profits)
- Faculty Coordinator of Service Learning

The Gap Problem

Service imperative:
Mission, vision, values, RSHM, Catholic identity

Resource allocation:
budget, staffing, leadership, support

Setting the Stage:
Process for Selection of QEP
Institutional Process: Key Issues Emerge

Information Gathered from Constituents Across Campus

Began in Fall 2014
• Town hall meetings, 7 themes emerged (one related to service)

Spring/Summer 2015
• Strategic Planning Committee narrowed potential topics based on assessment data and alignment with goals
• Four topics approved by Cabinet

Institutional Process: Data Review

Information Gathered from Constituents Across Campus

Summer/Fall 2015
• Provost invited faculty/staff teams to develop proposals
• Extended Cabinet reviewed proposals in light of assessment data
• Extended Cabinet selected “From Action Comes Justice: A New Service Initiative at Marymount University” for further development

• Topic selected but we needed more reflection…

The Gap between Mission and Resources

Reflection: Data Analysis of Student Participation in Service

• Survey data:
  – Students are interested in participating in service
  – Agree that Marymount stresses the importance of service
  – Engage in service less often than mission/identity merits
  – Often separate from their Marymount experience
  – Results reinforce the positive impact of service to achievement of the university’s core academic competencies
• Lack ability to track student participation in service
• Service learning enrollment data unreliable
More Feedback to Address the Gap

Information Gathered from Constituents Across Campus

Spring 2016
- QEP proposal team sought feedback from community throughout semester
- By end of semester, Extended Cabinet and Board of Trustees approved topic

Summer 2016 – Fall 2017
- QEP Development Team assembled
- Revisions made based on continued community input
  - Faculty, students (UG, GR, on campus, commuter), staff, community partners
- Current QEP, “Empowering Students for Service” emerged

Development of the QEP
Reflections on the Past

- No requirements for service, no requirements added to curriculum
- Need common language
- Need to break down silos
- Need to avoid creating bureaucracy, additional constraints
- Need to adequately resource QEP – staffing, budget, physical space
- Need to understand what’s already happening, support current efforts, encourage more and more meaningful service
- Focus on capacity-building, creating supportive infrastructure to empower students and faculty for meaningful service.

Focus Statement

The focus of the QEP is to enhance student learning by shaping a campus environment that values and supports student participation in meaningful service.

Marymount’s QEP is designed to empower students to participate in service and become engaged citizens prepared to work effectively with their communities to address the needs of society.

Goals and Outcomes

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<thead>
<tr>
<th>GOAL</th>
<th>OUTCOME</th>
<th>TYPE</th>
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<tbody>
<tr>
<td>Increase students' awareness of and participation in service opportunities that provide a meaningful learning experience</td>
<td>Students are aware of service opportunities coordinated by Marymount</td>
<td>Strategic</td>
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<td>Students will increasingly participate in service to others.</td>
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<tr>
<td>Effectively prepare students to be engaged members of their communities</td>
<td>Students will agree that they have the knowledge and skills necessary to effectively serve their communities.</td>
<td>Student Learning</td>
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<td>Students will express confidence in their ability to work collaboratively with people of diverse backgrounds.</td>
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<td>Students will demonstrate the value they place on service by expressing a commitment to serve others.</td>
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<tr>
<td>Students are aware of how to apply their education to serve others in their communities.</td>
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Organized, Integrated Activities

1. Establishment of the Saints’ Center for Service
2. Development and coordination of an infrastructure
3. Expansion of service opportunities for students
4. Celebration and recognition of service
5. Expansion of service learning courses at MU
6. Fostering select community partner relationships

Reflection on the Past

Discussion questions

- Has your institution failed at an initiative? If so, what lessons have you learned that you would like to share?
- Thinking of what you learned, would you be able to identify something critical to the success of a future attempt?
- Were there opportunities for improvement that arose from the situation?

Assessment of the Plan

- Assessment model
  - Based on Social Change Model and AAC&U VALUE rubrics
  - Attitudinal student learning outcomes
    - No shared learning experience to provide focused content
    - Outcomes examine changes in student perceptions of knowledge and skills, attitudes, motivations, values
  - Multiple measures: direct and indirect, formative and summative assessment
  - Reflects the breadth of student experiences
  - Uses performance targets
  - Ongoing, systematic, involves many stakeholders, with many checkpoints
  - Reflects differences between undergraduate and graduate student experiences
  - Uses both existing and new assessment tools

Marymount University, Arlington, VA 8
Assessment of the Plan

• Existing instruments
  – Multi-Institutional Study of Leadership (based on Social Change Model)
  – National Survey of Student Engagement (NSSE)
  – Graduating Student Survey (Marymount)
  – Marymount-at-Your-Service Survey (Marymount)

• New instruments
  – Student reflections on service
  – Feedback from community partners

• Institutional data
  – Student participation in service
  – Enrollment in service learning, availability of service learning courses

Critical Success Factors

Opportunity: Success Factors

Success Factors:
✓ Involvement in all stakeholders in planning, development, and implementation (avoiding silos)
✓ Financial and human resources commitment
✓ Accountability
✓ Improved data collection and tracking
✓ Supportive infrastructure – make it easy!
✓ Dedicated Saints’ Center for Service
✓ Focus on capacity-building, training and development
✓ Tracking, assessment, promotion and celebration of service
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Questions and Answers