



The Belhaven University Quality Enhancement Plan, LifeQuest, was developed over a two year process drawing from broad-based involvement and demonstrated need. LifeQuest is designed to “enhance traditional student awareness of personal calling and will improve student preparedness for their career paths.” The QEP committee – comprised of students, faculty, staff, and administration – reviewed internal and external data, best practices, and related literature in order to identify a plan that would enhance student learning.

In order to effectively prepare students to enter into the marketplace, we felt the imperative to equip our students with an understanding of their strengths as a means to better discover their calling, thus supporting the mission of the institution. Belhaven’s mission is to “prepare(s) students academically and spiritually to serve Christ Jesus in their careers, in human relationships, and in the world of ideas.” We are focusing on providing a foundation based on individual strengths discovery as related to personal calling that will be reiterated and refined from freshman year through graduation. The student learning outcomes and actions designed to support them begin during the freshman year and use specific strategies that correspond with each successive year. The two goals for our QEP are (1) to enhance traditional student awareness of personal calling and (2) to improve preparedness for their career paths.

To achieve these goals, Belhaven is implementing changes to support the identified student learning outcomes:

1. Students will be able to identify their strengths and understand the relationship between personal strengths and calling.
2. Students will be able to incorporate their individual strengths into their concept of their calling.
3. Students will compare and contrast various options in their chosen career field incorporating individual strengths and personal calling.
4. Students will be able to choose the best options for a career path aligned with individual strengths, mission statement, and personal calling.

Academic activities for implementing the QEP are embedded into course assignments and major fair events to provide formative feedback for course instructors and the Associate Dean of LifeQuest in order to gauge student engagement and overall QEP implementation. When a student’s participation in LifeQuest has concluded, end of experience assessments include benchmark papers in the senior capstone course, pre-test and post-test survey results, and alumni surveys administered through the Center for Career and Calling.

The Associate Dean of LifeQuest is responsible for the development, implementation, and institutionalization of the QEP. The Associate Dean also serves as advisor for students who are undeclared or seeking to change their major.

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