

# QUICK REFERENCE SHEET FOR TAMU QEP (2012)

## QUALITY ENHANCEMENT PLAN (QEP) DEVELOPMENT

- Grew from Academic Master Plan; part of university-wide focus on intentionality in learning (i.e., institutions sets clear goals and students plan deliberately and thoughtfully).
- Extensive discussions and broad university input led to emphasis on integrative and lifelong learning achieved by intentional engagement in high-impact learning experiences and to the flexible, college/branch campus-based implementation process.

## THEME AND GOALS

### THEME

*Aggies Commit to Learning for a Lifetime*

### STUDENT LEARNING GOAL

**Improve** student learning by developing habits and skills for integrative and lifelong learning.

### INSTITUTIONAL GOAL

**Create** a culture that makes intentional and thoughtful engagement in high-impact learning experiences the norm for A&M students.

## COLLEGE/BRANCH CAMPUS-BASED IMPLEMENTATION

★ **QEP Administrative Team** led by Vice Provost for Academic Affairs oversees and coordinates college/branch campus-based implementation with explicit guidelines for planning, annual review, and funding allocation.

★ **Colleges and branch campuses** develop implementation plans for advancing student learning and institutional goals of *Aggies Commit to Learning for a Lifetime*.

- identify one or more university student learning outcomes (undergraduate and graduate) and articulate connection between outcomes and developing habits and skills for integrative learning and/or lifelong learning;
- strengthen existing and/or develop new high-impact learning experiences to help students achieve college/branch campus outcomes and those for QEP;
- elicit individual student commitment to learning outcomes and associated high-impact learning experiences;
- provide advice and mentoring to help students plan for achievement of outcome(s), reflect on experiences leading to outcome achievement, and document achievement;
- assess achievement of selected learning outcome(s) and improvements of the learning environment at the college/branch campus level;
- produce student artifacts for assessing student learning outcomes for QEP using integrative and lifelong learning VALUE rubrics; and
- identify meaningful partnership opportunities with co-curricular units (e.g. Student Affairs, Study Abroad, Career Center, etc.) for greater integrative learning.

★ **Student Affairs** and other support units will also develop proposals with assessment plans.



## AGGIE CORE VALUES

EXCELLENCE

INTEGRITY

LEADERSHIP

LOYALTY

RESPECT

SELFLESS SERVICE

## RESOURCES AND SUPPORT

- Significant funding to academic colleges and support units, through the Academic Master Plan's reallocation process, to support Aggies Commit, high-impact learning, interdisciplinary experiences, and advising.
- Academic support units provide professional development for faculty, advisors, and others responsible for implementation.
- Blackboard Learn provides digital infrastructure to facilitate students' documentation of their commitments and experiences and to guide their reflections.
  - ★ Enables university-level assessment of student learning outcomes
  - ★ Facilitates academic and co-curricular unit-level monitoring and support of student commitments and progress (Courses, Communities, ePortfolio, and Outcomes modules).

Through the Academic Master Plan's reallocation process, significant funding is allocated to individual colleges to support our QEP effort.

## ASSESSMENT

- Evaluate progress toward student learning goal primarily by collecting student reflections on learning and assessing them using two VALUE rubrics: Integrative Learning and Foundations for Lifelong Learning.
  - ★ Habits and skills for lifelong learning — Curiosity, Initiative, Independence, Transfer, Reflection
  - ★ Skills for integrative learning — Connections to experience, Connections to discipline, Transfer, Integrated communication, Reflection and self-assessment
- Evaluate progress toward institutional goal based on availability, diversity and quality of high-impact learning experiences and participation of students across demographics.
  - ★ Develop process to designate courses and co-curricular programs with significant high-impact learning experiences and make the information readily available.
  - ★ Targets over the five-year period for QEP implementation:
    1. increase availability of high-impact learning experiences,
    2. increase diversity of high-impact learning experiences
    3. provide training for at least 500 faculty and staff in facilitating high-impact learning experiences, and
    4. facilitate student commitment to participate in at least two high-impact learning experiences (that are not currently required) during their study.
- QEP implementation will be an adaptive process driven by feedback from assessment.

## HIGH-IMPACT LEARNING EXPERIENCES

High-impact Educational Practices (Association of American Colleges and Universities)

- first-year seminars and experiences;
- common intellectual experiences;
- learning communities;
- writing intensive courses;
- collaborative assignments and projects;
- undergraduate research;
- diversity/global learning;
- service learning, community-based learning;
- internships; and
- capstone courses and projects.

High-impact learning experiences share common characteristics: 1) demand substantial and sustained effort on purposeful tasks that deepen students' commitment; 2) put students in circumstances that demand extended interactions with faculty and peers about substantive matters; 3) increase likelihood that students experience diversity through interactions with people who are different from themselves; 4) require frequent feedback to student performance; 5) help students applications of learning in different settings; and 6) often are life-changing experiences.