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).

**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.