Our Role in Student Learning

Orange Mashed Potatoes
What is Texas A&M University purpose statement?

To develop leaders of character dedicated to serving the greater good.

Division of Student Affairs Strategic Plan

- Goal 3: Prepare students and staff for a future of lifelong learning, contributing to society, and leading in a global environment.

  – Develop a unified Division of Student Affairs leadership curriculum

  – Criteria for success: Unified leadership curriculum in the co-curricular
Strategies for developing a unified DSA leadership curriculum

- Benchmark student affairs leadership curricula from peer institutions
- Identify and evaluate current leadership programs and activities
- Develop goals for leadership curriculum
- Create leadership curriculum
- Map departmental leadership programs to curriculum
- Conduct gap analysis

What is a Quality Enhancement Plan (QEP)?

“describes a course of action for enhancing educational quality...focuses on learning outcomes and/or the environment supporting student learning.”

-SACS guidelines, Core requirement 2.12
Aggies Commit

Aggies Commit is an set of activities to reinforce the long history of Aggies who:
Make significant Commitments and then
Keep those Commitments.

Within the total set of activities is our QEP;
Aggies Commit to Learning for a Lifetime
will focus on Student Learning Outcomes

Aggies Commit at a center for learning; Teaching, staff and
students work together to create learning environments
that emphasize student-centered learning. These courses
will be focused on the critical skills that are valued in
the world through demonstration.

Is there a difference between QEP and Aggies Commit?

Aggies Commit

QEP

Aggies Commit to Learning for a Lifetime

DIVISION OF STUDENT AFFAIRS
The Quality Enhancement Plan calls for:

The students to make a commitment to purposefully engage in high impact learning experiences and thoughtfully reflect on their learning experiences in order to develop the habits and skills for integrative learning and lifelong learning.

The Quality Enhancement Plan calls for:

The institution to create a campus culture with opportunities and support for student engagement and reflection.
QEP Student Learning Goal

develop the skills for **integrative learning** and the dispositions and skills for **lifelong learning**

**Integrative Learning***
- Connections to Experiences
- Connections to Discipline
- Transfer
- Integrated Communication
- Reflection and Self-Assessment

**Life Long Learning***
- Curiosity
- Initiative
- Transfer
- Independence
- Reflection

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Role of Student Affairs

• Provide experiences with the outcomes of lifelong learning and integrative learning in mind.

• Engage in sound **assessment**

• Offer systematic training to prepare staff / advisors to utilize effective means of capturing evidence of learning.
**QEP Institutional Goal**

to create a campus culture that makes **intentional** and **thoughtful** engagement in high impact learning experiences the norm for all students

**Role of Student Affairs**

- **Inventory** current High Impact Practices
- Discuss **collaborations** with internal and external partners to develop new HIPs
- **Track** students engaging in our HIP
Inventory current High Impact Practices in DSA

• invest time and effort to purposeful tasks

• interact with staff, advisors and peers about substantive matters usually over extended periods of time.

• experience diversity through contact with people who are different from themselves

• frequent feedback about their in settings that allow them to respond to that feedback.

• opportunity to integrate, synthesize and apply knowledge gained from their classroom/discipline to their co-curricular experience and vice versa.

• encourages students to become aware of their values and beliefs and thus to better understand themselves in relation to others and the larger world.
Where do we go from here...

• Use the leadership common language.
• Communicate, coordinate, collaborate as we move towards an intentional leadership curriculum. This will look different for different students.
• Identify High Impact Practices and engage in solid assessment of these practices.