



## 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**

*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

 **DIVISION OF STUDENT AFFAIRS**

## *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

2011 Launch the QEP Portion of Aggies Commit via Reallocations to each College

2015 100% of all enrolled students participate in at least one Aggies Commit semester before graduation

2019 100% of Texas A&M University Students have at least 3 experiences in Aggies Commit for a Lifetime of Learning

Aggies Commit will involve all students, faculty, staff, and administrators, through the colleges and divisions, and through campus clubs and organizations, in making commitments and then reflecting on the personal and University growth manifested in keeping those commitments. These commitments will focus on enhancing the University learning outcomes or on strengthening the University core values.

**EDUCATION FIRST**  
 Teaching Research Service

**VISION 2020**

## Is there a difference between QEP and Aggies Commit?

**Aggies Commit**

**QEP**  
*Aggies Commit to Learning for a Lifetime*

**ATM** | **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



DIVISION OF STUDENT AFFAIRS

## *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.**



DIVISION OF STUDENT AFFAIRS

## *QEP Institutional Goal*

to create a campus culture that makes

**intentional** and **thoughtful**

**engagement** in high impact learning experiences the norm for all students

 | DIVISION OF STUDENT AFFAIRS

## *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

 | DIVISION OF STUDENT AFFAIRS

### *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

### *Inventory current High Impact Practices in DSA*

- 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.