Our Role in Student Learning
Student Voices
What is influencing student learning in the co-curricular?
What is influencing student learning in the co-curricular?
What is Texas A&M University purpose statement?

To develop leaders of character dedicated to serving the greater good.
What is influencing student learning in the co-curricular?

Student Learning

TAMU Purpose Statement

TAMU Strategic Plan

DIVISION OF STUDENT AFFAIRS
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

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

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

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

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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.
What is influencing student learning in the co-curricular?
TAMU Bachelor’s Student Learning Outcomes

• Master the depth of knowledge required for a degree
• Demonstrate critical thinking
• Communicate effectively
• Practice personal and social responsibility
• Demonstrate social, cultural, and global competence
• Prepare to engage in lifelong learning
• Work collaboratively
What is influencing student learning in the co-curricular?

TAMU Purpose Statement

TAMU Strategic Plan

Student Learning

TAMU Learning Outcomes

QEP

DIVISION OF STUDENT AFFAIRS
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
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

*Taken from AAC&U VALUE Rubrics (2007)*
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
What is influencing student learning in the co-curricular?

- TAMU Purpose Statement
- TAMU Strategic Plan
- TAMU Learning Outcomes
- DSA Strategic Plan
- QEP

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
<table>
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<th>Step</th>
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<tr>
<td>Benchmark student affairs leadership curricula from peer institutions</td>
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<tr>
<td>Identify and evaluate current leadership programs and activities</td>
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<tr>
<td>Develop goals for leadership curriculum</td>
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<tr>
<td>Create leadership curriculum</td>
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<tr>
<td>Map departmental leadership programs to curriculum</td>
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<td>Conduct gap analysis</td>
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What is influencing student learning in the co-curricular?
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.
• I LEAD Maroon
• Maroon & White Society
• Identify High Impact Practices and engage in solid assessment of these practices.