

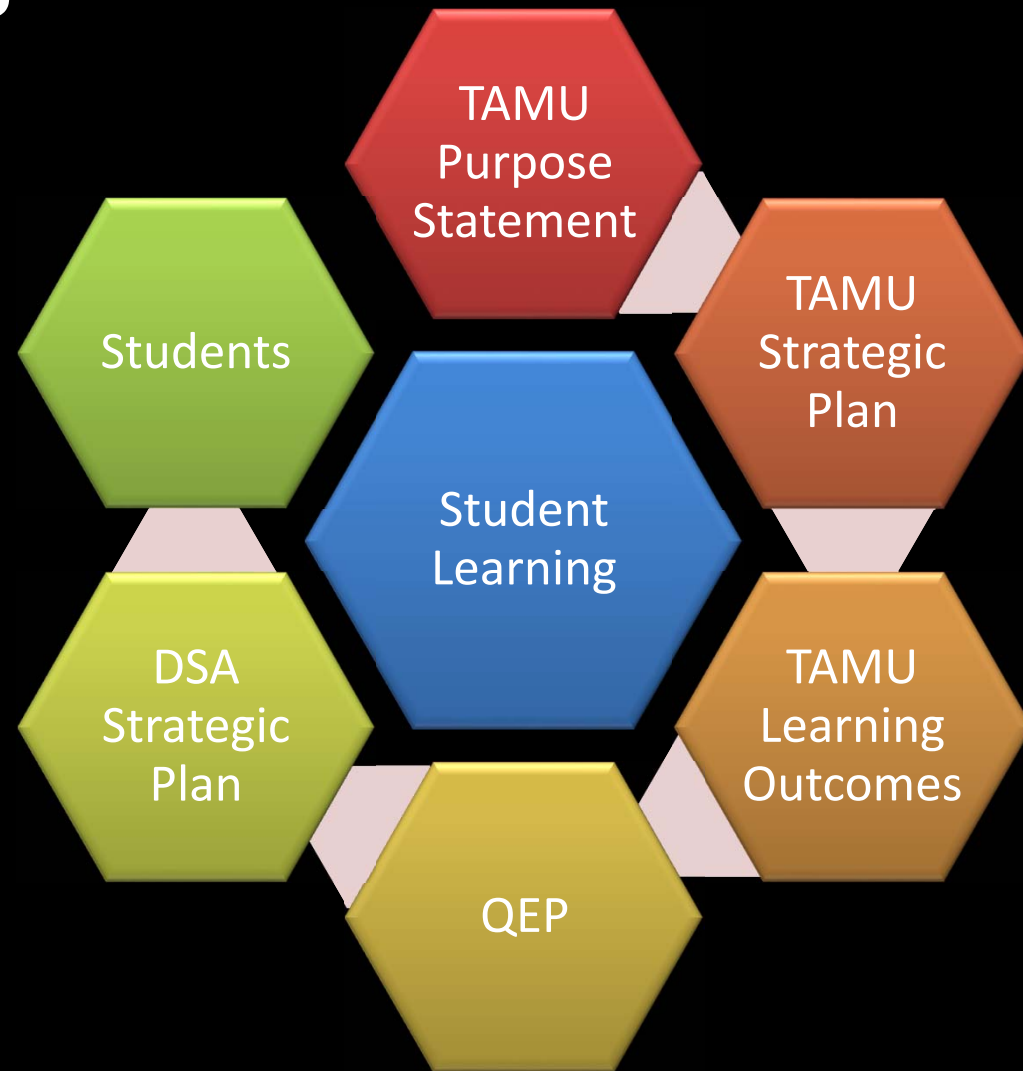


DIVISION OF STUDENT AFFAIRS

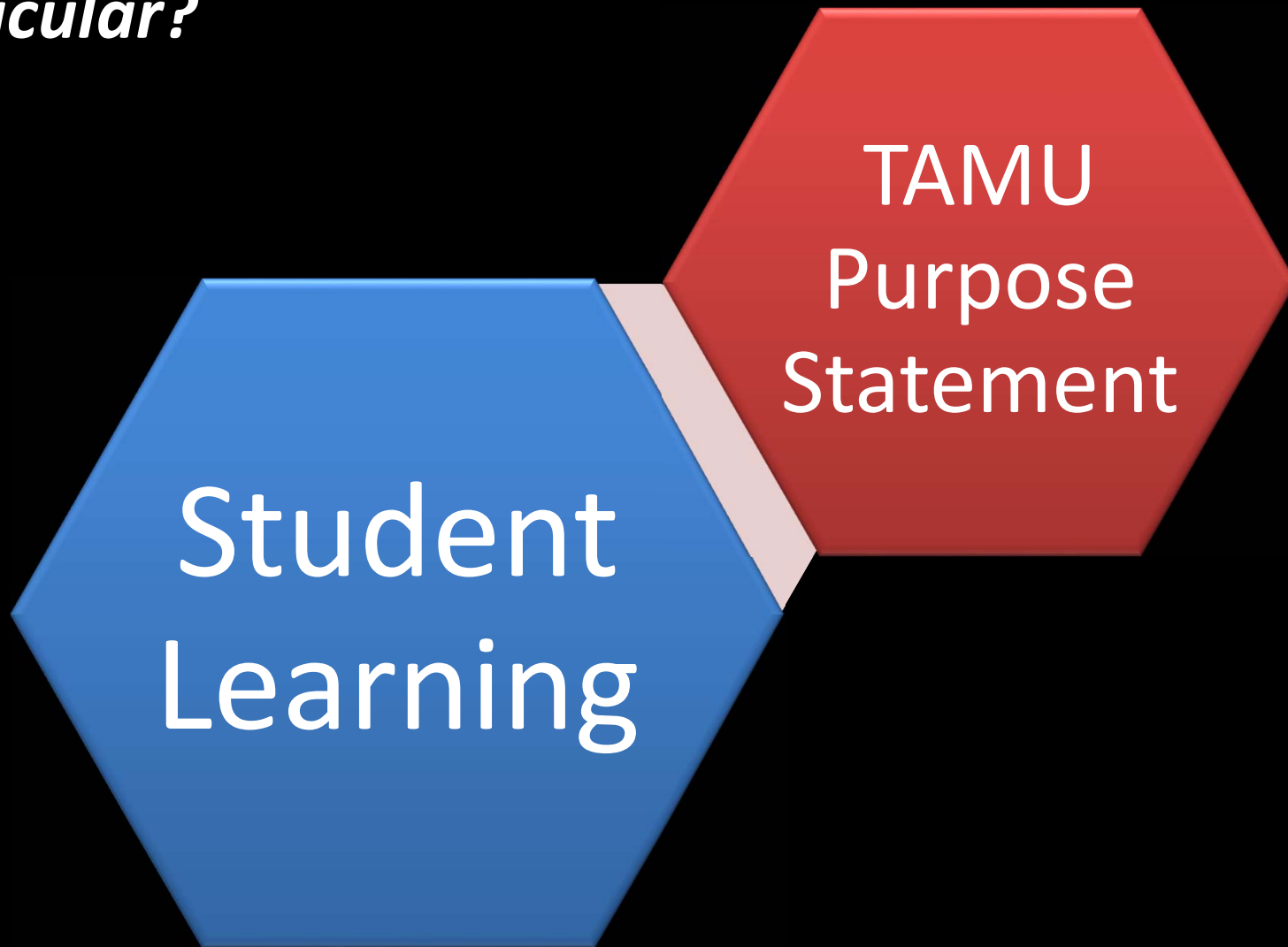
Our Role in Student Learning

Student Voices

What is influencing student learning in the co-curricular?



What is influencing student learning in the co-curricular?

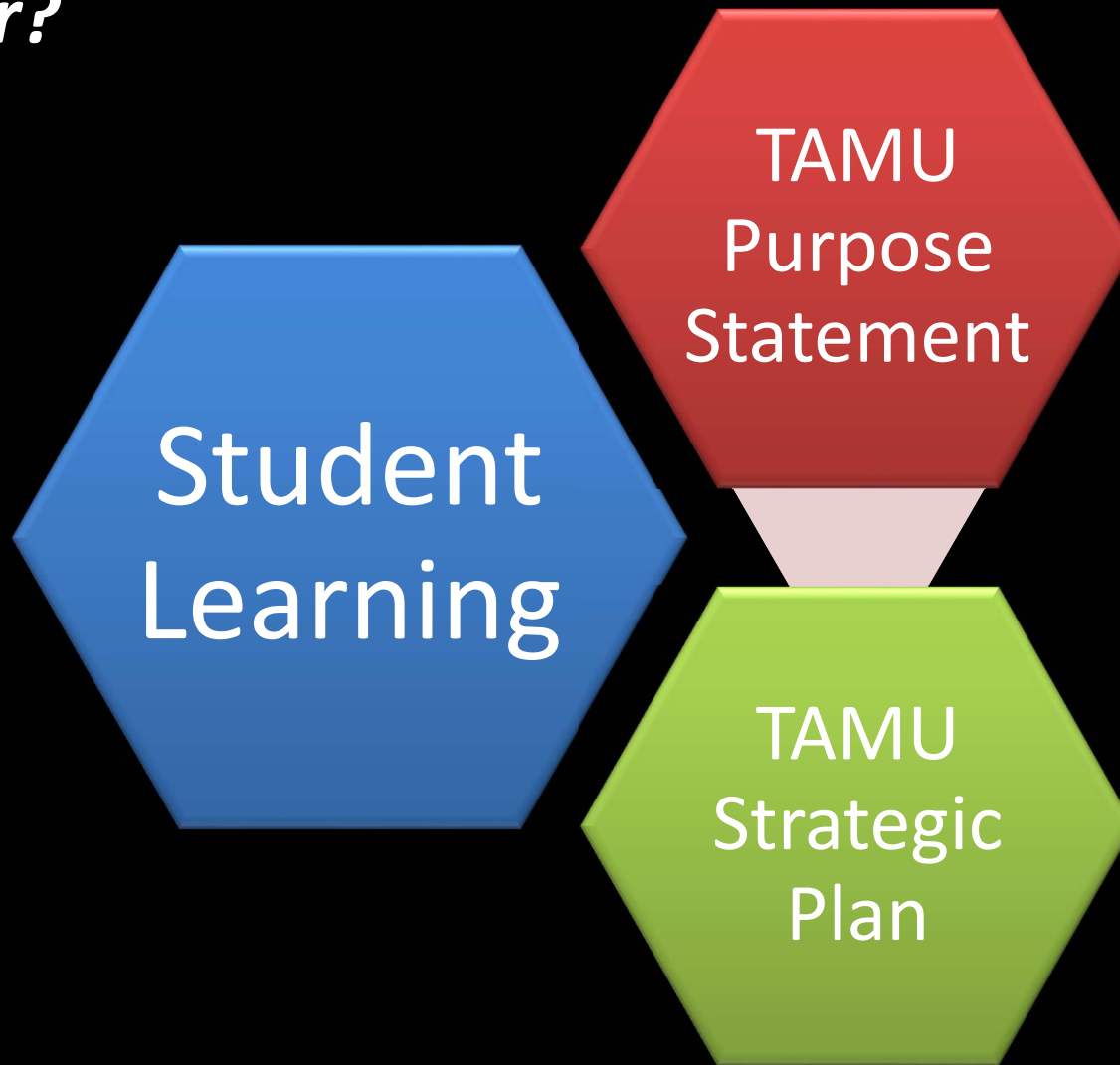


What is Texas A&M University purpose statement?

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



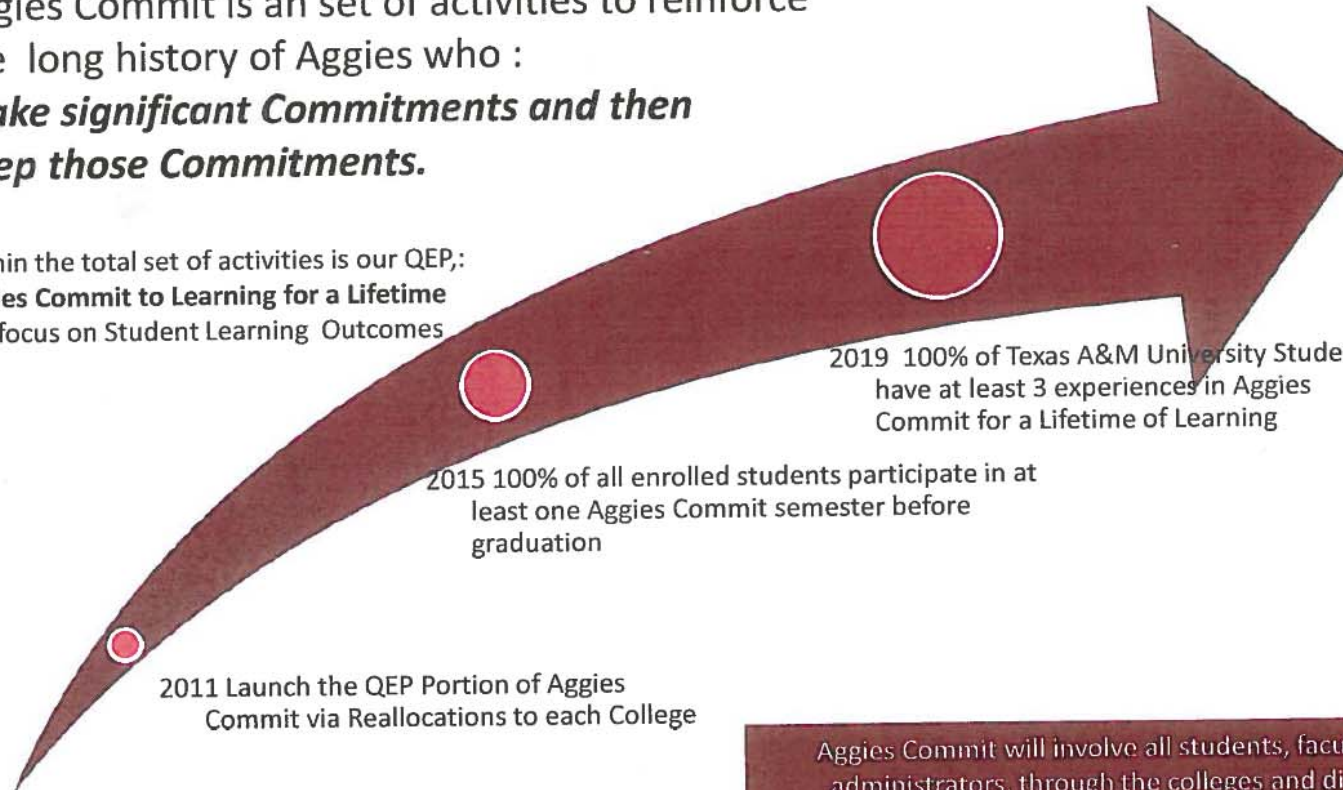
What is influencing student learning in the co-curricular?



Aggies Commit

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

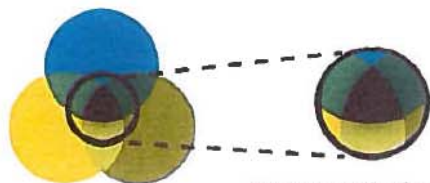
Within the total set of activities is our QEP; **Aggies Commit to Learning for a Lifetime** will focus on Student Learning Outcomes



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

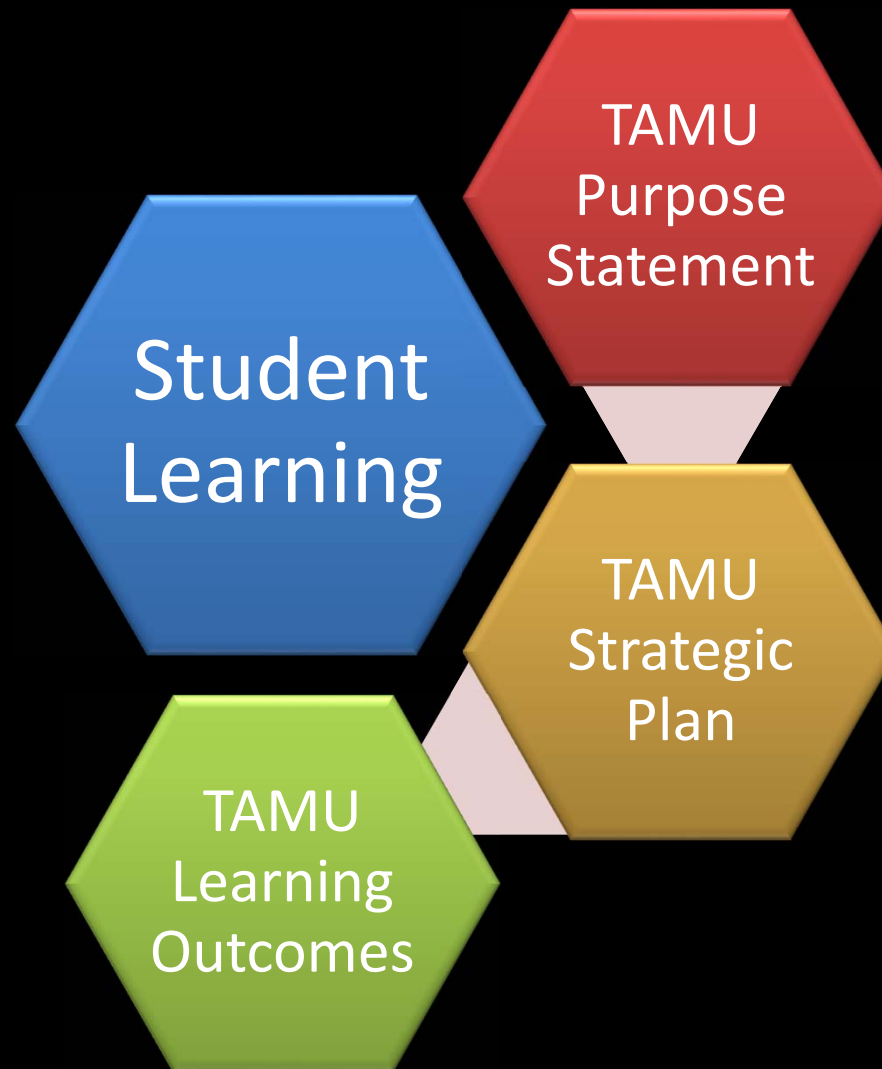
2011 Launch the QEP Portion of Aggies Commit via Reallocations to each College



EDUCATION FIRST
Teaching Research Service

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?

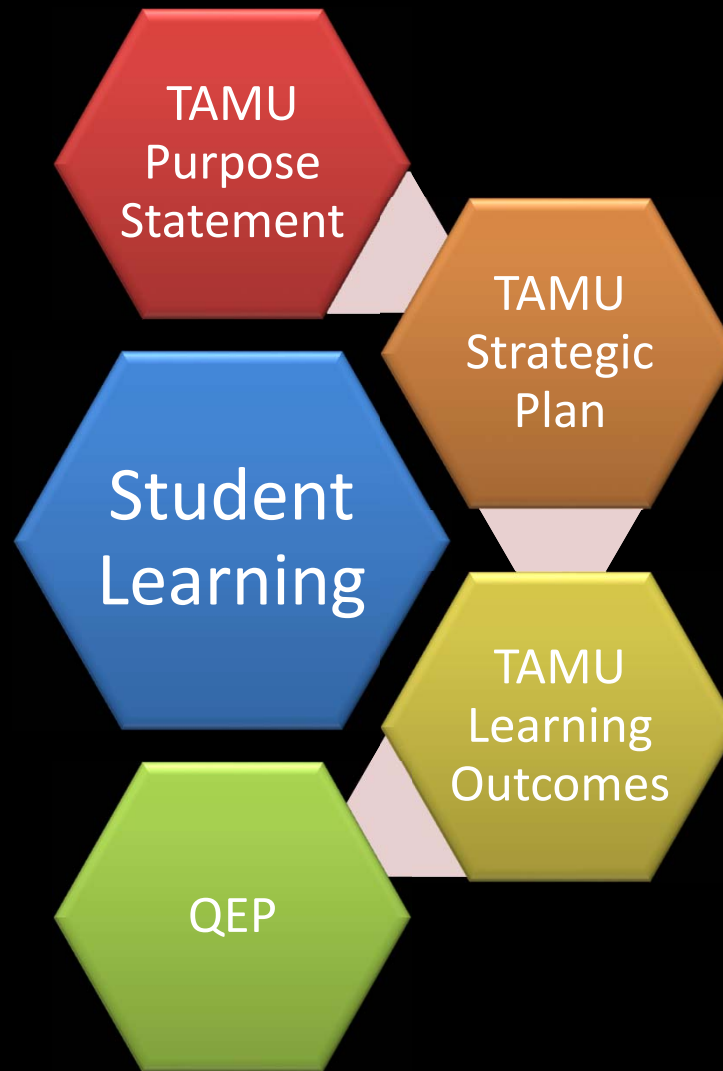


TAMU Bachelor's Student Learning Outcomes

- 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?



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



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

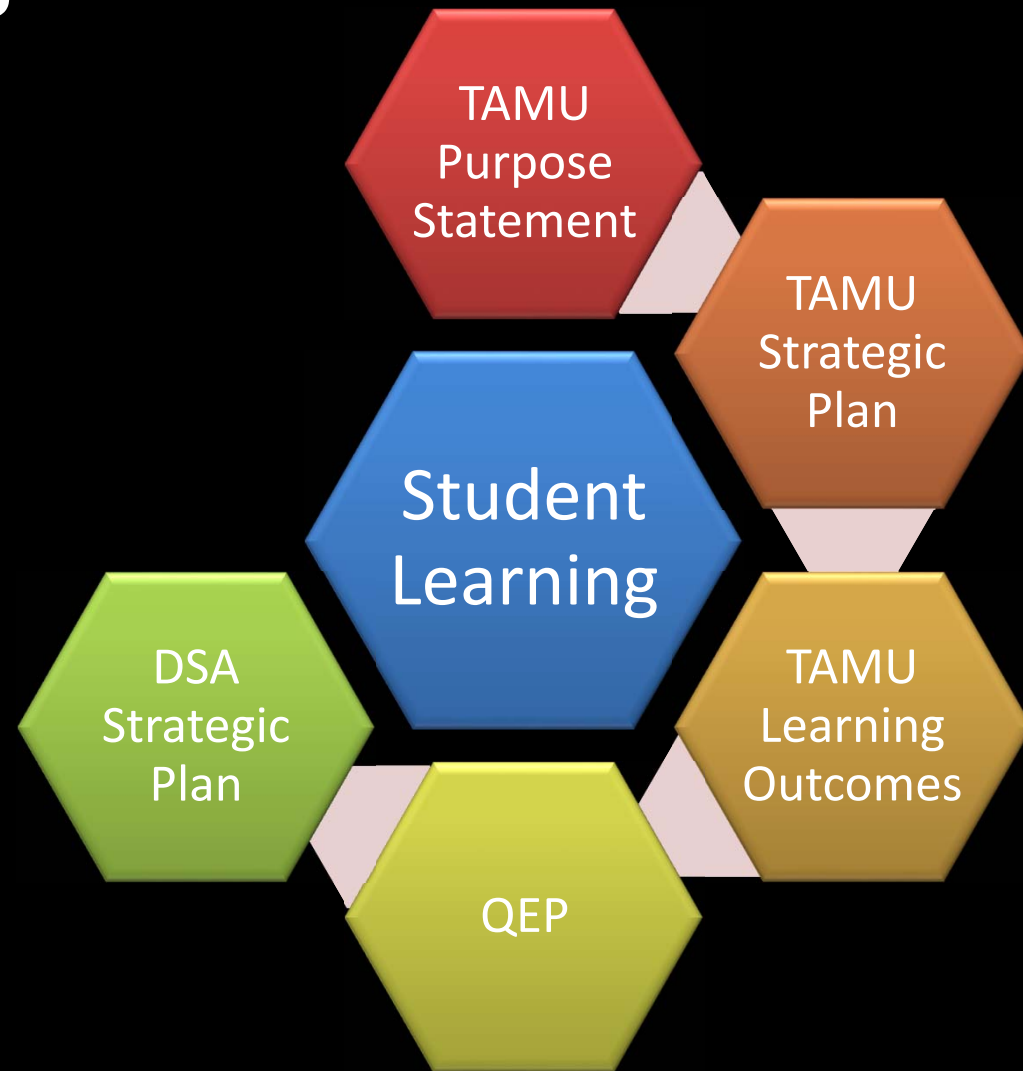
experiences the norm for all students



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?



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



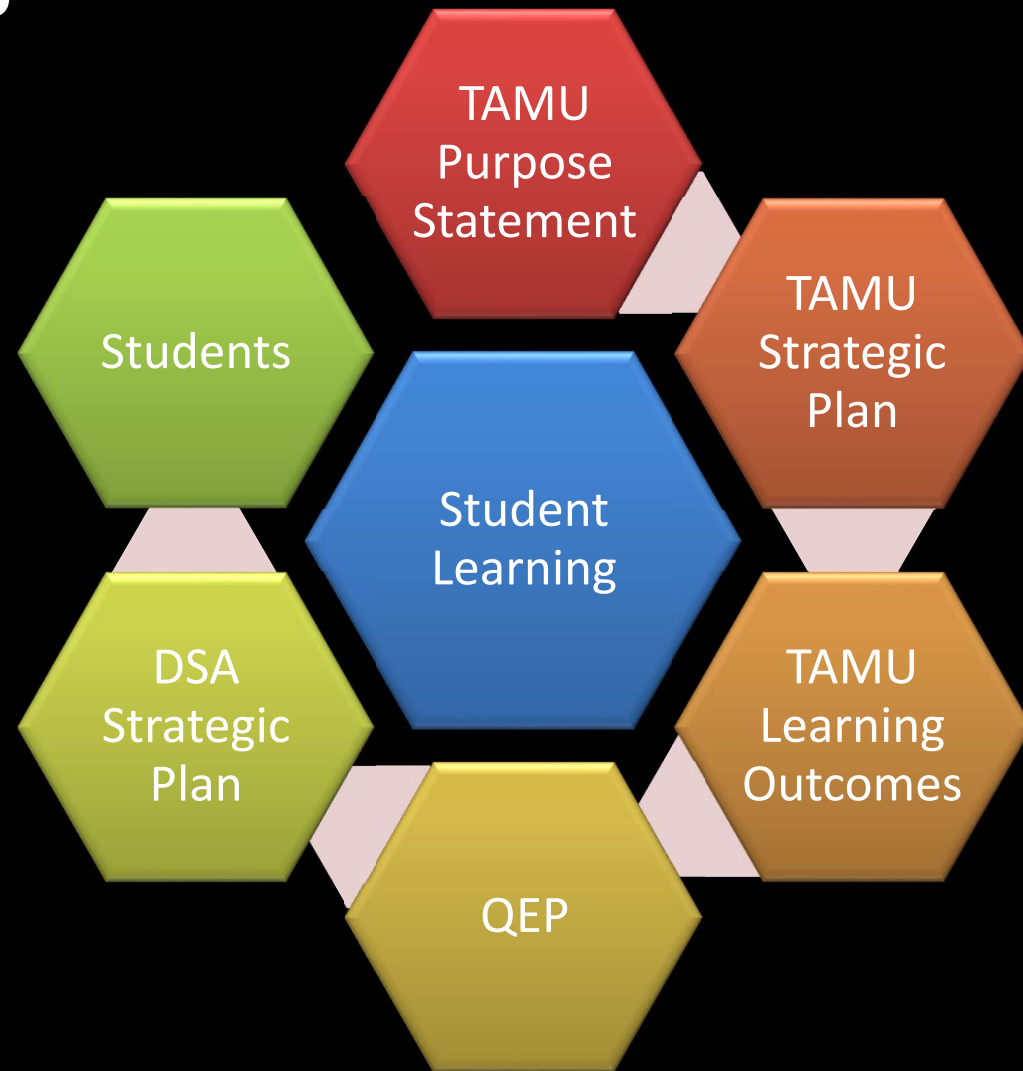
Map departmental leadership programs to curriculum



Conduct gap analysis



What is 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.