Quality Enhancement Plan

- SACS Core Requirement 2.12
  - includes a broad-based institutional process identifying key issues emerging from assessment
  - focuses on learning outcomes and/or the environment supporting student learning and on accomplishing the mission of the institution
  - demonstrates institutional capability for the initiation, implementation, and completion of the QEP
  - includes broad-based involvement of institutional constituencies in the development and proposed implementation
  - identifies goals and a plan to assess their achievement.

How did we meet each of the five areas?

- What were the NSSE and CLA indicators?
- What other data were used in identifying need?
Tarleton's QEP

- Keeping it REAL – Real-world Experiences Applied to Learning
  - designed to enhance undergraduate education by integrating applied learning experiences into the students' baccalaureate experience.
- Focus on applied learning in five areas
  - Undergraduate research
  - Service learning
  - Leadership
  - Internships and practicum experiences
  - Study away

Student Learning Outcomes

- Students will describe how the applied learning experience integrated their program of study across the curriculum.
- Students will apply their holistic curriculum and collegiate learning to a real-world experience.
- Students will analyze how the applied learning experience prepared them to contribute meaningfully to a global society by expanding their view of their academic, political, social, cultural, and/or economic environments.
- Additional impact: university undergraduate outcomes related to diversity, civic engagement, communications, critical thinking, and technology.

Impact

- Compelling the students to think critically and articulate the broader impact of the experience will enhance their overall collegiate experience and better prepare them for life beyond college.
- By successfully completing a number of these experiences, students will be able to graduate with special recognition and will have a strong e-portfolio with which to market themselves to employers and graduate schools.
Oversight

- REAL Council
  - QEP Coordinator
  - Directors from the five applied learning areas
  - One faculty member from each of the five colleges
  - One faculty member and one student representing the off-site programs
  - One faculty member and one student representing Texas A&M University - Central Texas
  - One representative for assessment and rubrics, Writing Intensive Program, and Technology
  - One representative from Staff Council
  - One student government and one student body representative
  - One representative from each administrative division: Enrollment and Information Management, Student Life, and Institutional Advancement.
  - One ex-officio representative from each of the divisions of Academic Affairs and Finance and Administration

Application Process

- The REAL Council maintains the qualifications for the experiences
  - Serves as a resource for faculty, staff, and students
- To qualify, an experience must be submitted to the REAL Council for approval
  - Sample application is included in your handouts.
  - To be completed by the instructor/supervisor for the experience

Questions?
Assessment

- Managed by REAL Council
- Primary assessment tool:
  - Three reflection prompts – one per student learning outcome
  - Evaluated using a rubric
- Additional artifact – to be evaluated by the instructor/supervisor

Prompt #1

- Describe your applied learning experience. Relate essential knowledge acquired in various college classes which enhanced this experience. Provide specific examples of these “lessons learned” and analyze the explicit connections to your experience.
  - SLO: Connecting beyond their discipline: Students will describe how this applied learning experience helped them integrate their program of study across the curriculum.

Prompt #2

- Explain how you made application of your college experience (academic curriculum and extra-curricular experiences) to the real-world. Provide insights gained through your actions/interactions in the applied learning experience.
  - SLO: Connecting to the real world: Students will apply their holistic curriculum/collegiate learning to a real-world experience.
Prompt #3

- Examine the development of your academic, political, social, cultural and economic awareness. Analyze the impact of your applied learning experience on the current state of your global awareness in each of these areas. Articulate the value placed on global awareness.
  - SLO: Shaping their global view: Students will analyze how the applied learning experience broadened their academic, political, social, cultural and economic global view.

Rubric

- Rubric Development
  - Includes examples of each level
- Final Product included in the handouts
- Submitted to Chalk and Wire for assessment

Additional QEP Assessment Tools

- NSSE
  - Compare to peer universities
  - Compare to ourselves at the start of implementation
- CLA
  - Compare to peer universities
  - Compare to ourselves at the start of implementation
- Surveys
  - Impact on alumni
  - Impact on potential students
- Focus interviews
Additional Impact

- Provides data for critical thinking, writing, technology, and diversity
  - University Undergraduate Learning Outcomes (UULOs),
  - THECB outcomes,
  - General Education outcomes, etc

Questions?

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