



THE UNIVERSITY OF TEXAS AT EL PASO
THE 2016 QUALITY ENHANCEMENT PLAN

**The Next Generation of Student Engagement
and Professional Preparation at UTEP**



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PREFACE

The University of Texas at El Paso (UTEP) is deeply committed to fostering accessibility to quality higher education in a public research university setting, especially for those from historically underserved demographic groups. We specifically seek to promote social mobility among our predominantly Hispanic (80%), first-generation (53%) students (Fall 2015); enhance the regional professional workforce through relevant academic programs and a robust scholarly research and creative portfolio; and improve the quality of life of the approximately 2.5 million residents of the El Paso-Juarez border region. This 2016 Quality Enhancement Plan is designed to increase UTEP students' educational and career success and solidify UTEP's role as a national leader in 21st century public higher education.



More than a quarter-century ago, UTEP firmly committed to fulfill our “Access and Excellence” mission. As a first step, we established the El Paso Collaborative for Academic Excellence, a partnership that comprises all El Paso County school districts, the El Paso Community College, and area business and civic leaders. Through systemic reform of the region's PreK-16 education sector, we set out to raise the educational aspirations and attainment of young people from all demographic and socioeconomic backgrounds. The impact of this work has been extraordinary: this region now ranks #1 nationally in the percentage of low-income students enrolled in higher education.

By 2004, UTEP had begun to gain recognition from such sources as the National Survey of Student Engagement (NSSE), George Kuh, and the National Science Foundation (NSF) as one of the top U.S. institutions for creating an educational culture that supports student success—especially for those who have traditionally been denied access to higher education. Currently (Fall 2015), 53% of UTEP's more than 23,000 students are the first in their families to attend college. Nearly 60% of recent graduates received Pell support, and 32% came from households with annual family incomes under \$20,000 (AY2014-15). Nearly 86% are ethnic minorities (Fall 2015). Applying innovative data-driven decision-making models, UTEP has continued to improve student success as measured by increases in the number of degrees awarded; in fact, UTEP ranks in the top 3% of more than 2,500 U.S. bachelor's-degree-granting institutions for growth in degrees awarded between AY02-03 and AY12-13. UTEP is also a prominent national producer of Hispanic graduates, ranking second in awarding baccalaureate degrees to Hispanics, fifth in master's degrees, and second, after UC Berkeley, as the institution of origin for Hispanic doctoral degree recipients. Over the past two decades, UTEP has also overcome many political, financial, and administrative hurdles to develop, grow, and sustain 20 doctoral programs, most of which are designed to address critical issues confronting the bi-national, desert southwest region, and supported by more than \$400 million in external grant funding.

Although we are very proud of the validation of UTEP's national leadership in fulfilling our public research university mission, and welcome the recognition from national organizations and such publications as *Washington Monthly*, our constant focus on institutional performance data reminds us that there is always more work to be done.

UTEP's 2016 QEP recognizes that our students' limited financial means are complemented by huge assets—talent, motivation, and life experiences—which will enable them to succeed on our campus, in the world of work, and in the global community. This plan will create the next generation of student engagement and professional preparation for them, enhance UTEP's role as a national leader in 21st century public higher education, and, most importantly, strive to be fully worthy of our students, their abilities, and their aspirations.

Diana Natalicio

Diana S. Natalicio, President
January 2016

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SECTION 1: EXECUTIVE SUMMARY

UTEP students are talented, asset-rich, and ready to succeed in the classroom, the world of work, and the global community. Our 2016 QEP will capitalize on these strengths to

- create programs and activities that increase student learning and professional development
- nurture students' recognition, development, and articulation of their assets and experiences to prepare for success in dynamic educational, professional, and civic contexts
- implement Integrative and Applied Learning, creating an engaged/experiential learning design as an educational model for all public urban and access universities.



At UTEP, we evaluate our progress using metrics appropriate to our mission and respectful of our students, measuring success by numbers of degrees awarded rather than the Integrated Postsecondary Education Data System metric, which excludes nearly 70% of our graduates. Like the first-generation, post-traditional minority students at other urban public universities, UTEP students are like passengers on a commuter train. They often begin their journeys at different places and may need to modify or stop their educational progress to attend to pressing life challenges, such as working and taking care of family members. Despite these obstacles, of the 3,300 undergraduates who graduated from UTEP in 2014-2015, 80% completed their baccalaureate degrees within six years and 50% within four years.

Life demands and the strategies used to address them are not entirely negative realities that mitigate student success. These everyday realities often have a positive impact on students' maturity, experience, knowledge, and sense of agency, engendering an extraordinary degree of resilience characterized by intense focus, flexibility, and courage. These assets serve our students well as people, learners, future professionals, and citizens.

Internal and external research demonstrates that practices based on our students' assets best support their exceptional achievement. Through the intersection of curricular and co-curricular experiences that can be synthesized, transferred to new situations, and articulated for the student's benefit, the UTEP QEP will enrich student learning and pre-professional achievement. We will use a variety of such practices, commonly called Integrative and Applied Learning experiences, to ensure that students will

- engage in and integrate experiences within and beyond the classroom
- adapt and apply skills, abilities, and theories from these integrative experiences to new situations
- articulate their unique assets and experiences (e.g., bilingualism, biculturalism, management of complex life demands, communication skills, and leadership talents) and apply them to their future aspirations, such as graduate school, careers, civic responsibility, etc.

Curricular and co-curricular experiences intersect in what are known as high-impact practices, eight of which are at the center of our Quality Enhancement Plan:

- First-Year Experience
- Student Employment & Leadership
- Undergraduate Research & Creative Activity
- Learning Communities
- Internship & Practicum
- Study Abroad/Study Away
- Community Engagement & Service Learning
- Capstone Experience

Our QEP will focus on enhancing student access to and participation in these eight practices, with the following student learning outcomes and institutional outcomes guiding our strategies and implementation:

Student Learning Outcomes

- students will engage in and integrate experiences within and beyond the classroom
- students will adapt and apply skills, abilities, and theories from these integrative experiences to new situations
- students will articulate their unique assets and experiences (e.g. bilingualism, biculturalism, management of complex lives, communication skills, and leadership talents) in a context that applies to their future aspirations, such as graduate school, careers, and/or civic responsibility

Institutional Outcomes

- students will increase participation in Integrative and Applied Learning experiences
- faculty and staff will increase engagement in improving and measuring student learning outcomes and holistic student development

To achieve these outcomes for both the students and the institution, we have established the following QEP process goals and objectives:

- increase awareness of and develop common templates for Integrative and Applied Learning practices
- create guiding frameworks for development, implementation, and use of Integrative and Applied Learning practices
- develop a robust data system to track participation and outcomes

We plan with the 2016 QEP to make students aware of their personal assets, each of the high-impact practices, and the importance of curricular and co-curricular participation. Students will come to understand the relationships among their classes and their beyond-class experiences; ultimately, they will be invited to articulate this integrative learning and how it applies to their next step—graduate school or employment. With this QEP, the UTEP community will serve our students in more holistic and deliberate ways than ever before, providing them with the meaningful culture and structure of support they so richly deserve.

The demographics of the United States, and thus higher education, are rapidly evolving. We at UTEP are fortunately ahead of the curve in already serving this changing population. By focusing our 2016 QEP on Integrative and Applied Learning via a culture of structured support, UTEP will further demonstrate that our students will be uniquely prepared to deal with the opportunities and challenges of their disciplines, professions, and their regional and global communities.

SECTION 2: THE UNIVERSITY OF TEXAS AT EL PASO



2.1 Background

Since its founding in 1914 as the State School of Mines and Metallurgy, UTEP has played a major role in providing educational opportunities for the Paso del Norte region. Although the school's original purpose was to prepare mining engineers, that role expanded when the Texas College of Mines and Metallurgy, as it was renamed in 1920, added liberal arts courses and admitted a number of female students in 1927. The college became an accredited four-year institution in 1931 and began to offer both Bachelor of Science and Bachelor of Arts degrees. Renamed Texas Western College in 1949, this institution changed the face of college athletics in 1966 when the Miners, starting five black players for the first time in an NCAA championship game, defeated an all-white and heavily favored Kentucky team.

In 1967, Texas Western College was officially designated The University of Texas at El Paso by the Texas Legislature. UTEP is now a major urban research university in the heart of a thriving international metropolis of nearly 2.5 million inhabitants, 1.7 million in Ciudad Juarez, Mexico, and 800,000 in El Paso, Texas. In Fall 2015, UTEP increased its enrollment for the seventeenth year in a row, registering 23,397 total undergraduate, graduate, and doctoral students. UTEP offers 72 bachelor's degrees, 73 master's degrees, and 20 doctoral degrees.

UTEP is the only major research university in the country whose students are predominantly Mexican American. The University's student population closely mirrors the demographics of the region, from which UTEP draws more than 90% of its students—80% are Hispanic; 4.8% are Mexican Nationals, most of whom commute daily across the international boundary from Cd. Juarez. With the rapid growth of the Hispanic population in the U.S., the University is gaining recognition for its innovative teaching methods and programs designed to help post-traditional students succeed. In 2014, the University was named by *Washington Monthly* magazine as one of the top 10 universities in the nation, together with Stanford, Harvard, and UC Berkeley, among others. For the fourth consecutive year, UTEP was also ranked #1 among all U.S. universities in *Washington Monthly's* social mobility category.

UTEP's faculty members are teachers as well as researchers, mentors, civic leaders, and activists. The University employs more than 1,000 full- and part-time faculty committed to fostering the academic achievement and aspirations of their students. UTEP has one of the highest percentages of minority faculty among major universities in the United States—over 40%.

UTEP has 1,510 non-faculty staff members (professional, technical, clerical, skilled, and service) and 297 administrative and professional staff members (executive, administrative, and managerial). Hispanics comprise 78.5% of non-faculty staff and 56.2% of administrative and professional staff. Women comprise 54% of non-faculty staff and 49.8% of administrative staff.

2.2 Vision

The University of Texas at El Paso commits itself to providing quality higher education to a diverse student population. Classified as a Doctoral/Research-Intensive university, UTEP seeks to extend the greatest possible educational access to a region that has been geographically isolated, with limited economic and educational opportunities for many of its people. The University will ensure that its graduates obtain the best education possible, one that is equal and in some respects superior to that of other institutions, so that UTEP's graduates will be competitive in the global marketplace. UTEP also envisions capitalizing on its bi-national location to create and maintain multicultural, inter-American educational and research collaborations among students, faculty, institutions, and industries, especially in northern Mexico.

The UTEP community—faculty, students, staff, and administrators—commits itself beyond access to the two ideals of excellence and success. In addition, the University accepts a strict standard of accountability for institutional effectiveness as it educates students who will be the leaders of the 21st century. The accomplishment of its mission and goals through continuous improvement of educational process and programs enables UTEP to aspire to be a national leader in a changing economic, technological, and social environment: a new model for American public research universities.

2.3 Mission

The University of Texas at El Paso is dedicated to the advancement of the El Paso region through education; creative and artistic production; the generation, interpretation, application, and commercialization of key discoveries; and the dissemination of knowledge. UTEP embraces its role as an intellectual, cultural, and socioeconomic asset to the region, offering programs to meet human resource needs and contribute to the quality of life.

As a public university, UTEP is committed to providing access and opportunity to the people of the El Paso region and the State of Texas. UTEP's mission of ensuring access is coupled with a commitment to excellence reflected in rigorous programs and processes that prepare students to make significant contributions to their professions, their communities, and the world.

As a research/doctoral institution, UTEP fosters a climate of scholarly inquiry, with a special focus on applying innovative interdisciplinary approaches to explore and address major issues that confront the multicultural, U.S.-Mexico border region.

2.4 UTEP Goals

The following are UTEP's four overriding goals:

- **Learning and Teaching**

To prepare UTEP students to meet lifelong intellectual, ethical, and career challenges and to be the leaders of the 21st century

- **Research, Scholarship, and Artistic Production**

To create, interpret, evaluate, apply, and disseminate knowledge; to encourage the addition of perspectives based on UTEP's geographic and socioeconomic context; and to contribute to the formation of a broader intellectual and artistic foundation for the 21st century

- **Public Service**

To work in partnership with public and private agencies, institutions, and organizations, including business and industry, to improve the quality of life in our region and world by providing appropriate University expertise and leadership

- **Administration**

To support the achievement of UTEP's mission in learning, teaching, research, scholarship, artistic production, and public service through responsive, effective, innovative, and efficient administrative and staff services



2.5 UTEP Context: From National to Local

UTEP operates in a challenging and historically underprivileged region.

Census data (2010-2014 American Community Survey 5-Year Estimates) reports that the median household income in the El Paso metropolitan statistical area (MSA) is \$40,699 and 23.5% of the population falls below the poverty level. Among the five largest metropolitan areas in Texas, the El Paso MSA has the lowest per-capita income.

A large percentage of the population is also under-educated. Among El Paso adults age 25 and older, 25.3% have less than a high school credential, while only 20.7% hold a bachelor's, college, or professional degree, compared to 26.7% of peer adults in the State of Texas.

Most residents in the region are also minorities: of El Paso residents, 81.4% identify themselves as Hispanic, and 72.7% speak a language other than English at home.

Within this unique cultural setting, UTEP has remained committed to providing access and opportunity to students in the region. Over the past eight years, UTEP's enrollment has steadily increased from 20,154 to 23,397. UTEP students reflect the demographics of the surrounding areas: nearly 85% are from El Paso County, approximately 80% identify as Hispanic, and almost 5% are Mexican nationals, reflecting social and economic links that cross borders between El Paso and northern Mexico.

Because income is strongly related to education level, UTEP's commitment extends to providing access for first-generation college students, many of whom come from low-income families. Of UTEP's first-time freshmen, 53% are first-generation college students. Of the undergraduates who earned their UTEP degrees in 2013-14, 37.45% reported family incomes of \$20,000 or less and 73% received Pell Grants.

UTEP's success in serving the region is consistently reflected in results from the institution's New Student Survey each semester and in data from the Texas Higher Education Coordinating Board (THECB). The vast majority of freshman students from the region (94%) report that UTEP was their first or second choice for college. UTEP is also the choice for 62% of the region's top 10% high school graduates, although by state law, they have automatic admission to all state public universities, including the flagships in Austin and College Station.

SECTION 3: PROCESS USED TO DEVELOP THE QEP

In the previous section, we described UTEP's distinctive social, cultural, geographic, linguistic, and economic setting to contextualize the rationale for the QEP. Table 3.1 provides a brief overview of the institutional process, which is elaborated further in the subsequent narrative.

Table 3.1: 2016 QEP Development Process Summary

Summer 2013	Assistant Provost for Accreditation and Assessment is hired to oversee the SACSCOC re-affirmation process
Fall 2013	Administration and faculty constituencies participate in brainstorming sessions about the prospective QEP theme
January 2014	SACSCOC Reaffirmation Steering Committee is formed to provide organizational management for Compliance Certification and QEP development
Spring 2014	Brainstorming sessions are held about the prospective QEP theme with professional staff and student leader constituencies
Spring 2014	Professional staff and student leader constituencies brainstorm about the prospective QEP theme
Summer 2014	Steering Committee summarizes key themes emerging from data and recommends formation of QEP Development Team
Fall 2014	QEP Development Team is formed to further review data, refine and select theme, and gather data and literature
Spring 2015	General topic is selected. QEP Development Team is expanded to include expertise in high-impact practice areas, then subdivided into two teams: Data Collection Team and Literature Review Team
Summer 2015	Faculty lead is appointed
Fall 2015	QEP Leadership retreat is conducted, focusing on the theme of high-impact practices
Fall 2015	Marketing and Communication Team is formed to disseminate the QEP theme broadly on campus; feedback generates need for discussion of student assets
Fall 2015	Writing Team is formed to draft the QEP document
Fall 2015	Qualitative survey is distributed and focus groups are conducted with students, faculty, staff, and administrators about our students' assets, strengths, and attributes

3.1 QEP Brainstorming Sessions (Fall 2013; Spring 2014)

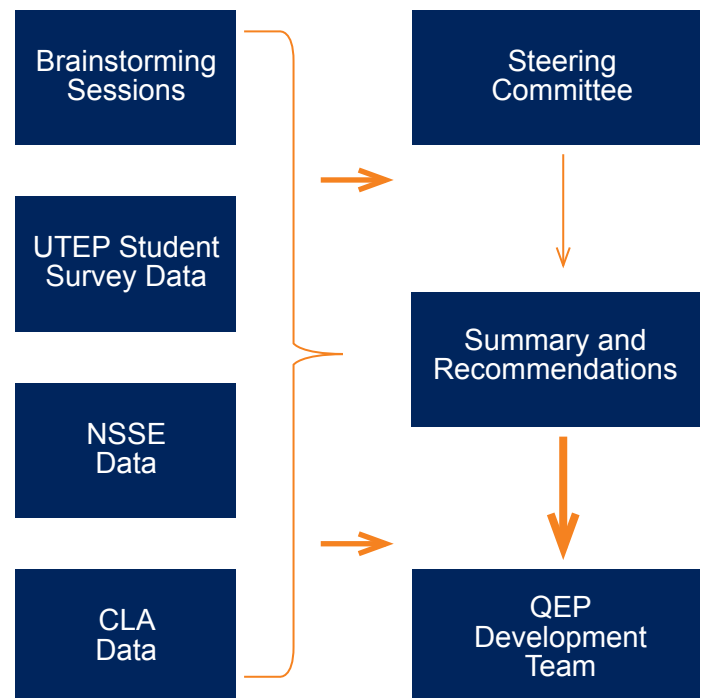
The first steps in soliciting feedback specifically geared toward selecting a QEP theme began with brainstorming sessions (Fall 2013 and early Spring 2014). Each group was asked to list areas they felt needed to be addressed to improve student learning at UTEP, first by identifying their individual areas of focus, then by collaborating and discussing with one another their areas of collective concern.



While Deans and Associate Deans represented academic administrative leadership, Faculty Senate and New Chairs represented current and emerging faculty leadership. Staff Council and Student Affairs leadership groups represented UTEP’s professional staff, while members of the Student Government Association and leaders of student organizations represented student leadership.

3.2 SACSCOC Steering Committee and Quality Enhancement Plan Development Team (2014)

The UTEP SACSCOC Steering Committee was formed (January 2014) to provide organization and management for Compliance Certification and QEP development. Over the course of four months, this committee reviewed both institutional data from UTEP’s regular institutional effectiveness and continuous improvement processes and the new qualitative data elicited from the brainstorming sessions. They generated summary findings and recommendations from these discussions, including recommending the creation of the QEP Development Team. The QEP Development Team, formed in Fall 2014, included faculty representatives from all colleges and schools at UTEP, staff representatives from across the university, and student leaders from both the graduate and undergraduate student communities.

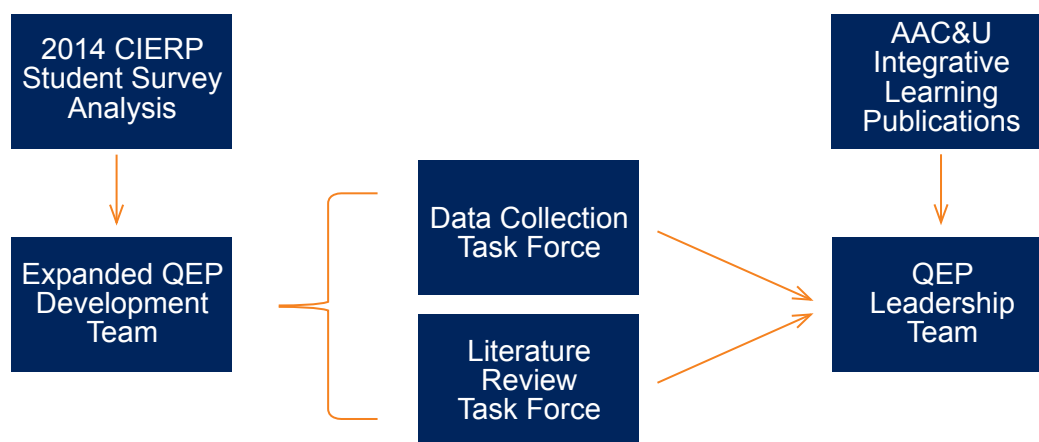


3.3 Expansion and Reorganization of QEP Development Team (Spring 2015)

Once it became clear that experiential learning and professional preparation would be the key focus areas of the QEP, the QEP Development Team was expanded to include faculty and staff experts in critical high-impact practice areas. The Director of CIERP presented an analysis of the 2014 student survey data to this team, highlighting crucial data aligning with this focus on increasing student engagement. Two critical needs prompted the team to subdivide: (1) the need to create a more complete inventory of experiential learning and professional preparation practices for each undergraduate program; and (2) the need to identify best practices for developing and supporting high-impact practices from the literature. The Data Collection Task Force, which included representatives from each college or school, interviewed the Program Directors and Chairs in every college/school at UTEP to identify sources of experiential learning that were already in place. These interviews helped identify existing opportunities that were scalable to larger programs and different fields. The Data Collection Task Force also identified specific issues with tracking participation and outcomes for the existing opportunities. Furthermore, the interviews and data revealed unanticipated new categories of experiential learning and professional preparation. The Literature Review Task Force focused on reviewing literature outlining best practices for supporting the particular high-impact practices of interest, as well as potential assessments for outcomes related to these practices. Members of this team included faculty and staff experts in the areas of undergraduate research, practicum/internship development, study abroad, career development, and civic engagement and service learning. In addition to identifying best practices, the team also focused on highlighting those activities that seemed particularly suited to our population and challenges. The committee provided summaries, recommendations, and an annotated bibliography.

3.4 QEP Leadership Retreat (Fall 2015)

During a retreat, the Faculty Lead; the leaders from the two task forces; the Assistant Provost for Accreditation and Assessment; the Director of the Center for Institutional Evaluation, Research, and Planning (CIERP); and the Associate Provost for Student and Faculty Success reviewed the reports and identified key strategies for developing the QEP. This QEP Leadership Team studied and discussed the reports from the Data Collection Task Force and the Literature Review Team, the new analysis of CIERP student survey data from 2014, and a new set of AAC&U publications regarding Integrative and Applied Learning.



The leadership retreat identified Integrative and Applied Learning as the foundational framework for the QEP and recommended creating the Communication & Marketing and Writing Teams.

3.5 Qualitative Surveys and Focus Groups (Fall 2015)

While the dissemination of the Integrative and Applied Learning theme for impacting student success at UTEP generated excitement among the campus community, it also generated discussion regarding how UTEP can use this QEP to nurture the unique assets, strengths, and attributes our students bring to campus. Through polling, focus groups, lunch discussions, staff meetings, and town hall meetings with students, staff, faculty, and administrators across campus, the QEP Leadership Team discovered an exciting array of student assets, strengths, and attributes. These new findings formed the final piece of the puzzle to be integrated into the Quality Enhancement Plan.

SECTION 4: IDENTIFICATION OF TOPIC

Two prospective themes for the 2016 QEP emerged early in the process:

- helping students identify and capitalize on their assets through mentoring and professional development
- increasing student involvement in, and access to, engagement activities and high-impact practices

UTEP has gained national recognition for fostering student success, with a number of organizations and professional publications identifying it as a model public university for the 21st century. We intend to build on our successes and the lessons we have learned and give greater attention to students' professional preparation throughout their undergraduate academic careers. Our 2006 QEP focused on improving student success in the middle years through curriculum revision and advising reform, which positions us well in 2016 to extend our student success focus by preparing students to move beyond the bachelor's degree and into graduate school and the workplace.

Led by the theoretical underpinnings of Integrative and Applied Learning, UTEP will operationalize its 2016 QEP through a program of experiential learning and high-impact practices that will increase students' preparation for graduate school and the workplace.

4.1 Definitions

Integrative and Applied Learning is defined by the Association of American Colleges & Universities (AAC&U) as “an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus” (2010). Although UTEP students have access to numerous experiential learning opportunities, they do not always seek them. A UTEP education may incorporate a range of high-impact curricular and co-curricular practices, including first-year experience, student employment and leadership, undergraduate research and creative activity, learning communities, internship and practicum, study abroad/study away, community engagement and service learning, and capstone experience; yet, it is also possible to complete a degree program without encountering or taking advantage of these opportunities. Finally, our post-traditional students bring with them many unique abilities and experiences that must be integrated into the curriculum and co-curriculum, in a context that welcomes and nurtures those diverse assets. Thus, for UTEP, Integrative and Applied Learning involves a holistic understanding that a student builds across the curriculum, co-curriculum, and her/his own assets, from making simple connections among ideas and experiences, to synthesizing and transferring learning to new, complex situations within and beyond the campus, to articulating the role of these experiences in enhancing her/his preparation for graduate school, the workplace, and the community.

4.2 Institutional Data: CLA, NSSE, and CIERP Student Surveys

As the institutional process section describes, many UTEP data sources contributed to identifying the QEP theme, including the following recurrent assessment and evaluation processes:

- Collegiate Learning Assessment (CLA) data for 2011, 2012, and 2013
- National Survey of Student Engagement (NSSE) data for 2011, 2012, and 2013
- Key indicators in the 2013 student surveys from our Center for Institutional Evaluation, Research, and Planning (CIERP)

UTEP identifies university-level core curriculum (general education) competencies aligned with those mandated by the Texas Higher Education Coordinating Board; we measure the extent to which students have attained them through several means, including nationally normed instruments and rubric-based reviews of student work. From 2008 to 2014, the primary approach to evaluating these core competencies included a fidelity check of core-course syllabi and the use of the nationally normed Collegiate Learning Assessment (CLA) to review writing, critical thinking, and problem solving. CLA data show that students are skilled in Analytical Writing Tasks (Make an Argument and Critique an Argument) but have weak skills in Performance Tasks (Analytic Reasoning, Writing Mechanics, and Problem Solving). Despite these weaknesses, UTEP students perform above expected

levels in the value-added metrics of the CLA (see Appendix 1). Assessment of these data informed two key elements of our QEP theme. First, we noted that language challenges often mask actual abilities measured by standardized tests, leading to an underestimation of student strengths. Second, we noted that students may be unaware of the analytical abilities they actually possess, and therefore may not have learned to articulate their strengths and abilities in powerful ways.

The National Survey of Student Engagement (NSSE) is an annual survey of first-year and senior students that reports the degree to which students engage in effective educational practices provided by institutions and associated with positive outcomes, including learning, personal development, persistence, and graduation. The NSSE data demonstrate that UTEP's inclusion of high-impact practices (HIPs) in students' first year exceeded that of peer institutions, particularly with regard to community engagement and first-year seminars. Despite increases over time, however, participation in HIPs was not as high as it might be during students' senior years (see Appendix 2). These results indicate a need to create engagement opportunities, such as capstone experiences (which are not currently required in every program), internships, and faculty-student research, and to communicate their value to students throughout their academic careers. Data also suggest the potential value of more intentional exposure to diversity-related experiences and issues, beyond what UTEP students routinely encounter living in a dynamic and unique binational, multicultural region. For example, NSSE findings suggest that faculty should search for ways to expand students' opportunities to have a variety of cosmopolitan (i.e., multicultural, multiethnic, international, broadly diverse) experiences. These NSSE findings further emphasize the need to increase challenges and engagement throughout the curriculum and co-curriculum, from freshman year through to senior year, particularly given that a significant transfer population joins UTEP in the junior year (see Appendix 2).

To further explore these identified strengths and weaknesses of the UTEP student experience, we reviewed quantitative and qualitative data from the following sources: 2014 Campus Experience Survey for Undergraduate Students, 2014 Campus Experience Survey for Graduate Students, 2014 Office of Undergraduate Studies Customer Service Survey, 2014 UTEP Enrollment Services Customer Service Survey, Fall 2013 New Student Survey—All Students, and the 2012-13 Graduating Senior Survey.

Several issues were identified by the surveys and the data analytics completed by UTEP's Center for Institutional Evaluation, Research, and Planning (CIERP). Students indicated a desire for a stronger sense of community and a more engaged college experience. A careful review of questions about participation in internships, research, and study abroad programs revealed that students often did not participate in the high-impact practices that would be most beneficial to their educational and professional development (see Appendix 3). Interestingly, many students who did not participate indicated that they were not aware of such programs or were not advised about them. Clearly, these data indicate a need for more deliberate communication about opportunities and relevant resources, as even those students who knew about these programs may have seen these experiences as outside the realm of possibility.

4.3 Brainstorming Data

The brainstorming process asked constituents to identify challenges to student learning at UTEP. Faculty, administrators, students, and staff groups identified the need to extend advising and mentoring to help students prepare for graduate school and the workplace and to provide clear and consistent information about experiences within and beyond the classroom that would enhance students' learning and increase the likelihood of future professional success.

4.4 SACSCOC Steering Committee Summary and Recommendations

Reflecting upon the findings from across these sources, the Steering Committee recommended that the QEP theme could take two potential directions: (1) a focus on mentoring and professional development to help students think beyond their degree completion; or (2) a focus on increasing student engagement in high-impact practices to better prepare them for life beyond degree completion. The Steering Committee provided a comprehensive summary of the data and a detailed outline of each general topic's strengths and weaknesses to the QEP Development Team (see Appendix 4).

4.5 Development Team Discussions

Members of the QEP Development Team realized the two themes had a common focus on preparing students for life after the bachelor's degree. The QEP Data Collection Work Group's inventory analysis also revealed a surprising discovery: UTEP's colleges and schools engage in a wealth of high-impact practices (see Appendix 5). The lack of student engagement was clearly not due to a dearth of opportunities. The team now recognized goals to be addressed by the QEP:

- inform students about, and encourage participation in, the experiences and activities that drive professional preparation
- design these experiences to be more accessible to our students from freshman to senior year
- drive, document, and track active reflection and assessment of these experiences throughout a student's academic career

4.6 New CIERP Analysis of Student Surveys

The Center for Institutional Evaluation, Research, and Planning (CIERP) completed a new analysis of the 2014 Graduating Senior Survey, studying the survey data in greater detail to generate empirically based strategies for addressing student concerns. For example, CIERP found that many students felt less than adequately prepared for graduate or professional school. Notably, those respondents who indicated inadequate preparation had lower participation rates in high-impact practices than students who indicated adequate preparation. Campus-wide, we saw enthusiasm for increasing student engagement, and we began discussing the theme in a new way, not as one of simply increasing activities, but of communicating, expanding, and integrating the opportunities for engagement.

To what extent has UTEP contributed to your ability to do each of the following?

	More Than Adequately	Adequately	Less Than Adequately	Not Applicable	Total Responses
a. Think critically and analytically	22.3%	65.2%	11.7%	0.8%	264
b. Write clearly and effectively	18.0%	61.3%	20.3%	0.4%	266
c. Speak clearly and effectively	19.2%	60.5%	18.4%	1.9%	266
y. Prepare for graduate or professional school	0.0%	0.0%	100.0%*	0.0%	266
z. Learn about existing & emerging career options	2.6%	25.6%	69.9%	1.9%	266
aa. Conduct an effective job search	1.5%	22.6%	73.2%	2.6%	265

*Data filtered on this response to the question.

** Source: 2013-14 Graduating Senior Survey, filtered for the respondents who indicated "less than adequate" preparation for graduate school

4.7 UTEP Assets Focus Groups

UTEP students present a unique profile among higher education institutions in the United States. Our population features the following characteristics: 80% Hispanic, 53% first generation, 32% with family income under \$20,000, nearly 60% Pell supported, and 67% employed. As opposed to more traditional profiles of American students (high percentage Caucasian, parents with college degrees, living on campus, and higher family incomes), our students represent the post-traditional demographics of the future for many public institutions across the country.

These students have a particular set of strengths that contribute to their current and future success. Through polling, focus groups, lunch discussions, and staff and town hall meetings, students, staff, faculty, and administrators across

campus described UTEP students in terms of an exciting array of assets and attributes, including

- bilingual
- diverse
- hardworking
- persistent
- experienced
- driven
- leaders
- community-oriented
- collaborative
- creative

Building on this set of descriptors, the Provost initiated additional small group meetings to gain further insights about our students. Meetings brought together chairs from all campus departments and programs and convened groups of students, staff, faculty, and administrators to ensure that we captured all of our students' most salient assets.

Many conversations focused on the strong social, familial, economic, and professional motivations for success that have fostered our students' abilities to multitask, engage in group learning activities, and solve problems. UTEP students possess a clear maturity that may not be typical of other more affluent student populations. This maturity is demonstrated by strong relational and social skills, openness to learning and mentoring, and a powerful sense of cultural identity and border consciousness. Our research confirms that our students are not only talented but also adaptable to life in a multicultural, multi-ethnic, international region. Our findings reveal that most students have strong priorities, serious educational aspirations, and the strength to realize their academic and career goals.

In short, our students come to UTEP with attributes that prepare them for work and success in the global community.

4.8 Process Goals

While considering the challenge of making high-impact practices more accessible and important to UTEP students, campus committees and focus groups revealed that many students do not understand how course-based experiences connect with co-curricular activities that enhance professional preparation. In addition, some well-intentioned mentors and academic advisors perceive high-impact practices and activities as a burden for students who must cope with competing time commitments; in fact, it is precisely these students who can benefit most from such participation.

Beyond promoting high-impact practices, the University must also invite students to articulate their unique assets and experiences. This significant, complementary theme is explained in the Desired Learning Outcomes (5.3). The following process goals work towards this and the other outcomes (Section 5) by increasing awareness, creating guiding frameworks, and developing a robust data system for tracking.

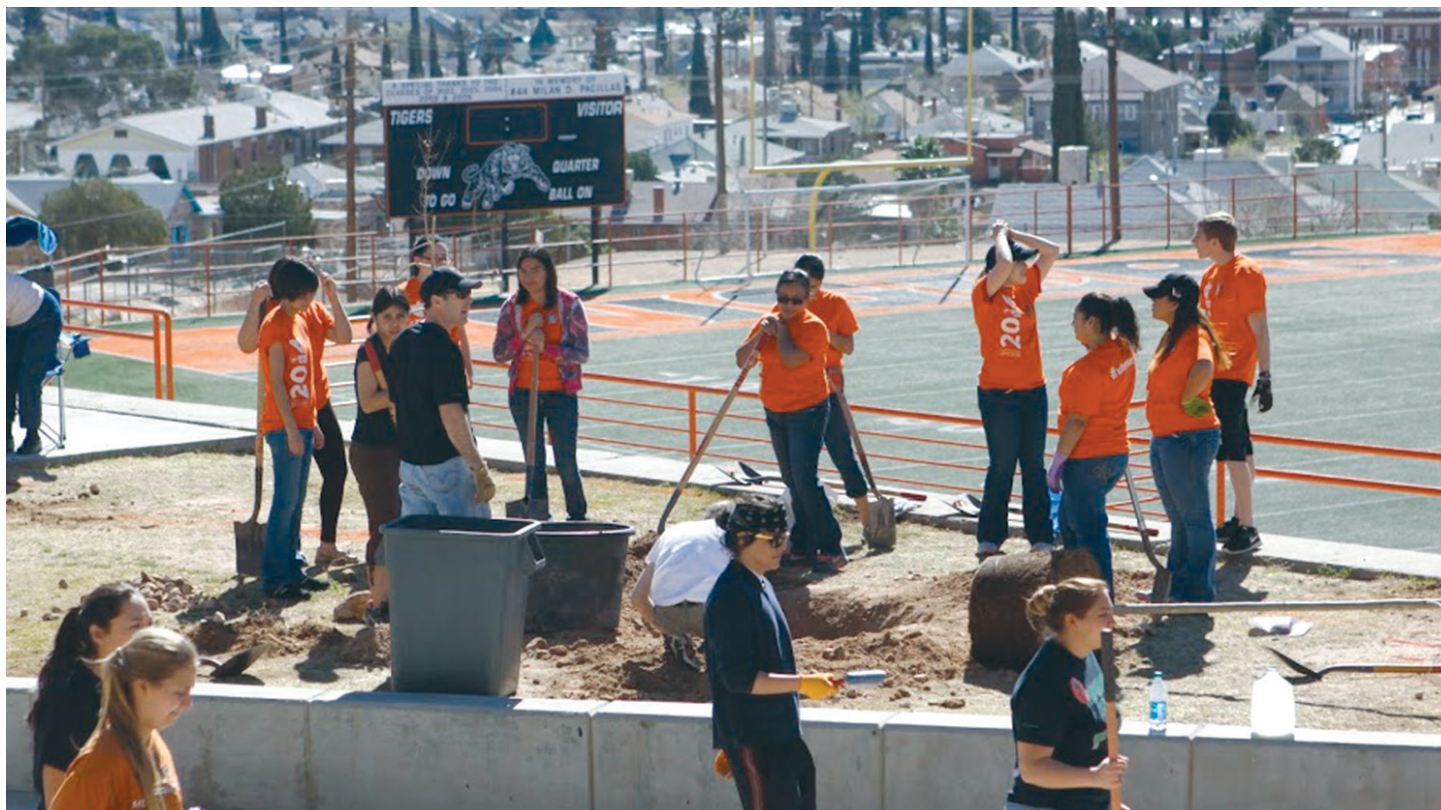
4.9 Implementing QEP Process Goals

Goal 1: Increase awareness and develop common templates for Integrative and Applied Learning

The QEP Committee, building upon NSSE data on high-impact practices and AAC&U discussions of signature work, has begun the development of promotional materials emphasizing the eight primary engagement activities:

- First-Year Experience
- Student Employment & Leadership
- Undergraduate Research & Creative Activity
- Learning Communities
- Internship & Practicum
- Study Abroad/Study Away
- Community Engagement & Service Learning
- Capstone Experiences

We are broadly circulating this plan to students, faculty, and staff.



Goal 2: Create guiding frameworks for development, implementation, and use of Integrative and Applied Learning

The QEP Committee identified AAC&U's Integrative and Applied Learning framework as a means of defining students' educational experiences, and we have modeled our framework on theirs. Our framework will focus on integrating and applying in- and out-of-class activities to students' futures in graduate school, careers, and communities. This framework is similar to the Integrative Learning Value Rubric supported by AAC&U and is consistent with the research-based principles associated with teaching and learning (Ambrose et al., 2010).

The QEP Committee also recognizes that high-impact programs, services, and experiences affect other outcomes, including retention, timely graduation, and timely employment after graduation. UTEP's Center for Institutional Evaluation, Research, and Planning will develop a QEP initiative protocol that advisors can use to increase the likelihood of retention and graduation.

Student focus groups revealed that many students do not recognize the long-term value of their assets and skills, and most students have never been invited to articulate and value their unique strengths. The QEP's emphasis on integrating personal assets with curricular and co-curricular advising will enable students to assess their level of professional development from the first year of college through graduation.

Goal 3: Develop a robust data system to track participation and outcomes

UTEP uses multiple student surveys to solicit information. The New Student Survey is administered to all new students; campus experience surveys are administered to all students each year; and the Graduating Senior Survey is administered to all students when they file for graduation. The responses elicited by these surveys are immediately available and can be used for advising and planning. In addition, we administer the National Survey for Student Engagement (NSSE) to a representative sample of first-year students and seniors each year. UTEP's Center for Institutional Evaluation, Research, and Planning will modify existing institutional surveys to track participation and outcomes, allowing for cross-sectional (e.g., graduating class) and longitudinal (e.g., cohort) analysis. Additionally, the Data Collection Work Group's inventory will form the basis of a more complete data set that identifies opportunities by program. We will mine multiple sources to contribute to the database, including enrollment figures from the Banner Student Information System and attendance logs from student and professional organizations.

SECTION 5: DESIRED LEARNING OUTCOMES

UTEP's Quality Enhancement Plan will increase student awareness, facilitate access to and engagement in high-impact practices, and guide students to integrate those experiences within and beyond the classroom. UTEP faculty and staff will use the guiding frameworks to help students achieve the following outcomes.

5.1 Students will engage in and integrate experiences within and beyond the classroom

The engagement experiences for this first learning outcome include the following curricular and co-curricular practices: First-Year Experience, Learning Communities, Student Employment & Leadership, Internship & Practicum, Study Abroad/Study Away, Undergraduate Research & Creative Activity, Community Engagement & Service Learning, and Capstone Experiences.



Integration will be guided primarily through reflective assignments embedded within the curricular and co-curricular engagement activities. Faculty and staff development will also lead to common templates for reflective assignments within each of the eight types of practices, as appropriate for each discipline.

5.2 Students will adapt and apply skills, abilities, and theories from these integrative experiences to new situations

The ability to adapt and apply knowledge gained through educational experiences is fundamental to professional preparation for life beyond the bachelor's degree. Portfolio assignments developed throughout a student's academic enrollment will illustrate the transfer of skills, abilities, and theories to new situations.

5.3 Students will articulate their unique assets and experiences (e.g., bilingualism, biculturalism, management of complex lives, communication skills, and leadership talents) in a context that applies to their future aspirations, such as graduate school, careers, and civic responsibility.

Integration of the academic and engagement experiences gained at UTEP is not sufficient for holistic student development. In addition, students must identify and reflect upon the unique assets, talents, and attributes they bring to the educational process, integrating them with those gained through the curriculum and co-curriculum. Capstone experiences developed through the QEP will guide students to articulate these qualities within pre-professional contexts, such as résumés, cover letters, personal statements, professional interviews, and other documents and experiences relevant to their future aspirations.

SECTION 6: LITERATURE REVIEW AND BEST PRACTICES

The mission of public higher education institutions has historically been shaped by environmental influences and conditions. American Land Grant institutions were created in the nineteenth century to provide broad educational opportunity to the 95% of the population who did not otherwise have access to higher education. In less than a century after the original Land Grant legislation, the demand for broader educational opportunity for returning World War II veterans resulted in a new wave of legislation (GI Bill), which led to another surge in enrollment in public universities. The true democratization of higher education began in the 1960s and 1970s as new federal financial aid policies were put into effect following the adoption of the Higher Education Act of 1965. The counterweight to this access movement began in the early 1980s, in the context of conservative public policies and a declining economic environment, when higher education institutions were pushed into narrowing their focus on access to address accountability mandates. By the 2000s, higher education institutions were confronted by financial policies that included the proportional reduction in state funding for higher education and mandates to limit the size of curricula.

Public institutions have responded to these larger social demands by making adjustments to whom we teach, what we teach, and how we teach. Specifically, many public universities adjusted their mission by becoming selective, and then highly selective, to optimize student success for the better prepared and more advantaged (i.e., increase retention and graduation rates). The resulting impact has been a widening gap in educational participation and attainment for low-income students. While the attainment gap between the lowest quartile and highest quartile students was around 30 percentage points in the 1970s, it is nearly 70 percentage points now, with less than 10% of low-income students earning a baccalaureate degree. Meanwhile, in response to the call for more efficient curricula, many general education programs have moved away from a liberal arts core, and state agencies have limited the number of courses or credits required for graduation (e.g., THECB 120 rule).

At the same time, in order to optimize declining state resources for higher education, the Texas Higher Education Coordinating Board created barriers to developing doctoral programs, barriers that limited the development of both research activity and a highly trained workforce to address chronic social, cultural, and economic problems confronting our region. The most profound symptom of this distorted educational environment, however, is our graduates' inability to fully value the talents and skills they have developed through their academic, work, and community experiences.

In this context, UTEP has taken a national lead in using education to facilitate social mobility and regional transformation. As noted in the Preface, more than 25 years ago, under the leadership of President Diana Natalicio, UTEP reestablished its mission to advance the El Paso region through teaching, research, and service. By any measure, we have been successful. Still, our evaluation of institutional data shows that more work remains to be done.

Despite policy makers' narrow focus on limited dimensions of success (e.g., time to degree, salary), UTEP has focused on all dimensions of development through internal metrics. UTEP's Graduating Senior Survey, which has been administered for more than a decade, assesses the institution's contribution to the development of students' cultural, social, and human capital. In addition, the survey also gathers information about students' educational experiences, aspirations, and plans. From this survey and other internal research, we have come to understand the need for students to comprehend, value, and articulate the relationship among their personal assets, educational experiences, and plans. By making use of the fundamentals of Integrative and Applied Learning, our 2016 QEP aims to provide students with programming and opportunities to realize this interconnectivity through enhanced in- and out-of-class learning and participation.

Integrative and Applied Learning and UTEP's Mission

Integrative and Applied Learning is defined by the Association of American Colleges & Universities (AAC&U) as "an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus" (2010). This type of learning aligns closely with UTEP's student-



centered mission of creating, interpreting, applying, and disseminating knowledge through, among other means, innovative student programs and services (UTEP Mission Statement). Furthermore, it provides a valuable opportunity for UTEP to more fully appreciate and enrich the unique talents and resources of its diverse, largely bilingual and transnational, student population. By systematically identifying, enhancing, and building on the Integrative and Applied Learning activities already in place, UTEP aims to modernize its tradition of access and excellence by applying these 21st-century educational concepts to a 21st-century student demographic.

Today's constantly evolving, increasingly global society poses unique educational challenges and responsibilities, particularly for an institution intent on transforming traditional models of educational success to best serve the post-traditional talent pool and socioeconomic conditions of its border region. In implementing Integrative and Applied Learning, UTEP must foster "students' abilities to integrate learning—across courses, over time, and between campus and community life" (AAC&U, 2010). While disciplinary knowledge plays an important role in this process, "integrative and applied learning goes beyond academic boundaries" and often involves grappling with complex, unscripted, real-world problems (AAC&U, 2010). Thus, preparation for such situations depends not just on adequate curricular and co-curricular activities and programs, but also on the lasting impressions these activities make on students through their continued growth as confident, adaptable, and purposeful lifelong learners (AAC&U, 2010).

Importantly, the AAC&U poses Integrative and Applied Learning not as a worthwhile benefit or privilege, but as a universal necessity (2010). In a 2015 report, the AAC&U elaborates on the modern necessity of Integrative and Applied Learning as a means of providing "coherence, intentionality, and integration in a student's coursework" (p. 1). This goal is connected to the need for liberal education to assume its necessary role alongside arts and sciences departments in "promoting skills and capacities for lifelong learning" and rejecting the traditionally sharp division between general education and specialized study (p. 1). The AAC&U calls for liberal education "to expand students' understanding of the meaning and application of their developing knowledge and skills" (p. 1). UTEP's QEP, "The Next Generation of Student Engagement and Professional Preparation at UTEP," will therefore present a coherent, cross-campus plan for organizing and enhancing relevant programs for student success.

Historically, this approach finds a robust legacy in John Dewey's "theory of experience," an educational philosophy involving "a *continuum of learning* in which experiences that promote or inhibit learning are

arrayed” (Kolb & Kolb, 2005, p. 205). The central challenge, and the university’s central responsibility in this scheme, becomes the selection of those activities likely to foster creativity and growth in students’ subsequent experiences (p. 207); not coincidentally, identifying and promoting such activities are precisely the goal of UTEP’s QEP. Drawing on Dewey’s experiential philosophy and a raft of more recent scholarship, Alice and David Kolb (2005) recommend the following educational principles:

- respect learners and their experiences
- value learner’s experience of the subject matter
- create hospitable spaces for learning
- advance learner self-efficacy (pp. 207-209)

These principles coincide at various points with UTEP’s QEP framework. They also provide a valuable basis for examining the role of institutional support in promoting Integrative and Applied Learning experiences for students.

Alice and David Kolb (2005) argue that this undertaking requires comprehensive institutional involvement, including “curriculum development, faculty development, student development, administrative and staff development, and resource development” (p. 209). Dee Fink (2013) echoes this call, arguing that in order to facilitate significant learning and achieve integrated instructional design, “teachers will need strong support for changing how they teach, stronger support than most have at the present time.” Similarly, the AAC&U (2010) stresses the importance of faculty involvement in searching for evidence that students are connecting “the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work.” Furthermore, the AAC&U’s (2015) “work across all types of campuses” suggests that developing and sustaining Integrative and Applied Learning programs requires not only faculty involvement and “careful design of learning experiences, but also a reshaping of institutional relationships and infrastructure” (p. 11). In order to break down artificial barriers between theory and practice, the AAC&U (2010) specifically emphasizes the need for structures promoting critical self-reflection, which will form a key element of UTEP’s plan.

Successful institutional involvement in this plan will require a strong cross-sectional understanding of the Integrative and Applied Learning opportunities currently in place, their utilization rates, and the areas in which improvement is needed. On these points, the National Survey of Student Engagement (NSSE) provides useful data in its 2015 survey of students who participated in high-impact practices. NSSE found that 73% of UTEP students participated in at least one high-impact practice—by way of learning communities, service-learning, or research with faculty—while 18% participated in two or more high-impact practices. The majority of first-year students participated in service learning (68%), followed by learning communities (19%), and research with faculty (8%). Of the senior UTEP students who were surveyed, 78% participated in at least one high-impact practice, while 44% participated in two or more. Students participated in the following high-impact practices:

- learning communities (20%)
- service-learning (62%)
- research with faculty (21%)
- internship or field experience (31%)
- study abroad (7%)
- culminating senior experience (23%)

First-year UTEP students participated in more high-impact practices than average for the University of Texas System (UTS); 73% of UTEP freshmen participated in at least one high-impact learning practice, as compared to 62% in the UTS, and 18% of UTEP students participated in two or more practices, as compared to 11% of students in the UTS. However, UTEP seniors participated in fewer high-impact practices than average for the UTS, pointing to a need for more sustained opportunities and engagement as students near graduation. The QEP aims to correct this disparity in its seniors’ participation rates while increasing student participation in high-impact practices across the board.

SECTION 7: THE PLAN

With the 2016 QEP, we plan to make students aware of their personal assets, each of the high-impact practices, and the importance of curricular and co-curricular participation. Students will come to understand the relationships among their classes and their beyond-class experiences; ultimately, they will be invited to articulate this integrative learning and how it applies to their next step—graduate school or employment. With this QEP, the UTEP community will serve our students in more holistic and deliberate ways than ever before, providing them with the meaningful culture and structure of support they so richly deserve.

As a first step in the plan, we will create an administrative structure that provides coherence among the eight high-impact practices. Subsequently, we will design a communication plan that

- ensures students, faculty, and staff value these practices
- integrates these practices with curricular requirements
- culminates in professional portfolios that apply educational experiences to future possibilities and aspirations.

Departments, programs, and all academic advising units will communicate this plan to students and encourage them to work towards graduating with a “Professionally Prepared” designation. In order to do so, students will create portfolios based on the criteria contained in the following chart.

“Professionally Prepared” Portfolio Criteria

- Reflections on two of the eight high-impact practices (minimum)
- Attendance at six professional preparation workshops (minimum)
- Résumé or *curriculum vitae*
- Cover letter
- “Professionally Prepared” Reflective Essay: signature piece in the portfolio, describing how the **integration** of student assets with in-class, among-classes, and beyond-class experiences **applies** to their graduate school or employment goals
- Presentation of portfolio in a campus forum showcasing student achievement

Actions to Implement the Plan

The UTEP QEP will embed high-impact learning and professional development activities throughout the curriculum and co-curriculum; through this means, we will help students understand their educational experiences holistically and provide them with mechanisms for applying that knowledge in graduate school, professional employment, and civic life. For this enterprise, we have identified three actions the University will take to better serve students through improved engagement and professional preparation. We will work to accomplish the following:

- increase awareness of and develop common templates for Integrative and Applied Learning practices
- create guiding frameworks for development, implementation, and use of Integrative and Applied Learning practices
- develop a robust data system to track participation and outcomes

Below, we propose specific action items with the intent that most students at UTEP will participate in a program of professional preparation throughout their undergraduate years.

7.1 Increase Awareness and Develop Common Templates

UTEP currently offers each of the eight high-impact practices identified by NSSE and AAC&U: first-year experience, student employment & leadership, undergraduate research & creative activity, learning communities, internships & practicums, study abroad/study away, community engagement & service learning, and capstone experiences. We must better integrate these eight practices with students' coursework, thus increasing student success at UTEP and beyond.

We will conduct a full review of each high-impact practice. While the QEP development phase discovered much of this information, a thorough review of data will enable us to organize a coherent, well-structured program for student engagement and professional preparation at UTEP.

The program will be overseen by an Associate or Vice Provost for Student Success, who will coordinate with deans, chairs, program directors, staff, and students to create an organizational structure agile enough to allow for program individuality and strong enough to establish a coherent set of goals that will help UTEP students accomplish the following:

- build on their personal assets
- enhance their holistic understanding of the curriculum and co-curriculum
- prepare for graduate school and professional success

We will create a Steering Committee to work collaboratively with the Associate/Vice Provost to ensure that we

- understand best practices in each of these eight areas
- communicate the eight high-impact practices more robustly to students
- increase opportunities for participation
- make these practices accessible to all students interested in pursuing them
- design a template for students to better articulate how their integration of these practices applies to their future endeavors
- offer relevant faculty and staff development opportunities
- reform academic advising standards and procedures, at all levels, to be an integral part of students' professional preparation.

Action item: Communicate these programs more robustly and coherently to students. The Associate/Vice Provost and the Steering Committee will engage in conversations with University Communications and other campus constituencies to develop and execute a plan to communicate program options to students.

Action item: Because of our students' complicated lives and numerous responsibilities, some of the high-impact practices may be beyond their reach. The Associate/Vice Provost and appropriate collaborators (e.g., Financial Aid, Institutional Advancement, the Development Office, the Scholarship Office, and others) will explore ways to ensure that interested students are given adequate opportunity to participate in these practices.

Action item: Design a flexible, common template for use by all students participating in high-impact practices. The Associate/Vice Provost and the Steering Committee will collaborate on this effort, so that students can better integrate their curricular and co-curricular experiences and understand them in the context of graduate school and careers.

Action item: Provide faculty development opportunities. The University will restructure and coordinate current centers that promote faculty development to include a more effective Integrative and Applied Learning and Technology platform. The Provost's Office will lead this redesign.

Action item: Work across colleges to build and disseminate appropriate goals and outcomes for capstone experiences. The Associate/Vice Provost will work with university deans and chairs to facilitate the development of these goals and outcomes.

Action item: Reform academic advising philosophies and practices at all levels. The University will restructure and coordinate current advising practices to include a more effective Integrative and Applied Learning and Technology platform. The Provost's Office will lead this redesign.

7.2 Create guiding frameworks for development, implementation, and use of Integrative and Applied Learning practices

This program will reflect the tapestry of undergraduate assets and experiences and involve students from matriculation to graduation. It will require on-going advising to help students select the combination of high-impact practices that will enable them to best prepare for the careers they envision. Over the course of their undergraduate lives, students will fill a portfolio with artifacts, including a résumé and reflective pieces that integrate their experiences and apply them to their professional aspirations.

Action item: Develop the infrastructure to nurture student development and encourage students to articulate their assets and experiences in preparation for success in educational, professional, and civic contexts.

Action item: The Provost will identify a faculty leader to oversee and coordinate the implementation of the QEP goals and to provide leadership for UTEP's program for undergraduate student engagement and professional preparation. This individual, an Associate Provost or Vice Provost for Student Success, will orchestrate the implementation of the QEP in consultation with the faculty, staff, students, deans, and the Provost. S/he will also work collaboratively with leaders in each of the eight high-impact areas.

Action item: The Provost will appoint an Executive QEP Committee consisting of the Associate/Vice Provost for Student Success, the Associate Vice President of Student Affairs, the Associate Vice President of IR, and two Provost-appointed faculty leaders (potentially the Faculty Senate President and one more). This committee will make substantive decisions on direction, implementation, expansion, assessment, and improvement.

Action item: The Associate/Vice Provost will identify membership for a Steering Committee. The membership of this committee will include the following:

- 8 Leaders of the High-Impact Areas
- Faculty Senate Representative
- Faculty Representatives (2)
- Student Representatives (2)
- Faculty Development and Technology Leader
- Advising Leader
- Institutional Research Leader
- Student Affairs Leader

This committee will provide feedback regarding the development and implementation of UTEP's program for undergraduate student engagement and professional preparation. It will also be commissioned to strengthen the program through improved coherence, efficiency, and impact.

Action item: The Associate/Vice Provost and the Executive Committee will establish a schedule and protocol for surveying practices currently available to students, an assessment of their use, and a design for the long-term development and implementation of the program for undergraduate student engagement and professional preparation.

Action item: In collaboration with all undergraduate advising entities, the Associate/Vice Provost and the Executive Committee will work to integrate professional preparation experiences into student advising and mentoring protocols.

Action item: The Associate/Vice Provost, along with the Executive Committee, will work with colleges to encourage, develop, and enhance professional preparation capstone courses and project options for students.



Action item: In collaboration with CETaL and Creative Studios, the Associate/Vice Provost will create and offer a set of professional development opportunities for faculty and staff, which will be made available on a regular basis. These opportunities will support faculty efforts to deliver Integrative and Applied Learning.

7.3 Develop a robust technology system for participation and outcomes

To be effective over the long-term, a plan for transforming students' educational experiences and preparation requires systems that track students' participation and success. Assessment, both formative and summative, qualitative and quantitative, will be a fundamental piece of the program for undergraduate student engagement and professional preparation.

Action item: The Associate/Vice Provost will work with the Center for Institutional Evaluation, Research, and Planning to develop a robust data collection system for tracking student participation in each of the high-impact practices.

Action item: The Associate/Vice Provost will work with the deans, chairs, and directors to develop a system for identifying courses that qualify as part of the professional preparation program.

Action item: The Associate/Vice Provost will work with the Center for Institutional Evaluation, Research, and Planning; Student Affairs; and all levels of academic advising to develop an electronic portal for faculty, advisor, and student use as students collect and inventory their high-impact practice experiences into a portfolio.

SECTION 8: QEP IMPLEMENTATION PLAN– TIMELINE AND PEOPLE RESPONSIBLE

For each objective or set of objectives (identified in Section 7: Actions to be Implemented), the implementation table below identifies a timeframe and key individual or individuals responsible.

Table 8.1 Timeline for Process Goals and Objectives

Process Goal	Objective	Year 1	Year 2	Year 3	Year 4	Year 5	Responsible Party
1. Increase awareness of and develop common templates for Integrative and Applied Learning practices	1.1 (a) Develop and execute a communication plan	X	X	X	X	X	Associate/Vice Provost; Steering Committee
	(b) Market the available engagement opportunities to students	X	X	X	X	X	
	1.2 Explore ways to ensure that interested students are given adequate opportunity to participate in these practices	X	X	X			Associate/Vice Provost; others as needed (e.g., Institutional Advancement, the Development Office, Scholarships, Financial Aid)
	1.3 Design a flexible, common template for student use	X	X				Associate/Vice Provost; Steering Committee
	1.4 (a) Restructure and coordinate current centers of faculty development to include a more effective Integrative and Applied Learning and Technology platform	X					Provost; Associate/Vice Provost; Creative Studios; CETaL
	(b) Provide faculty development opportunities	X	X	X	X	X	
	1.5 Work across colleges to build and disseminate appropriate goals and outcomes for capstone experiences	X	X	X			Associate/Vice Provost; Deans; Chairs; Directors
	1.6 Restructure and coordinate current advising practices to include a more effective Integrative and Applied Learning and Technology platform	X	X				Provost

Process Goal	Objective	Year 1	Year 2	Year 3	Year 4	Year 5	Responsible Party
2. Create guiding frameworks for development, implementation, and use of Integrative and Applied Learning practices	2.1 Develop infrastructure and faculty and staff capacity to deliver Integrative and Applied Learning practices (including high-impact practices)	X					Provost
	2.2 Identify faculty leader to oversee and coordinate the implementation of the QEP goals	X					President & Provost
	2.3 Create an Executive Council of leaders to make substantive decisions and provide leadership for UTEP's program for undergraduate student engagement and professional preparation	X					Provost; Associate/Vice Provost
	2.4 Create a Steering Committee for program development and implementation	X					Associate/Vice Provost
	2.5 (a) Establish a schedule and a protocol for surveying practices currently available to students and an assessment of their use	X					Associate/Vice Provost; Steering Committee
	(b) Create a design for the long-term development and implementation of the program	X	X				
	2.6 Integrate professional preparation experiences into student advising and mentoring	X	X	X	X	X	Associate/Vice Provost; Executive Committee; all academic advising entities
	2.7 Work with colleges to encourage, develop, and enhance professional preparation capstone courses and project options for students	X	X	X			Associate/Vice Provost
2.8 Create and offer a set of professional development opportunities for faculty and staff, which will be made available on a regular and ongoing basis	X	X				Associate/Vice Provost; CETaL; Creative Studios	



Process Goal	Objective	Year 1	Year 2	Year 3	Year 4	Year 5	Responsible Party
3. Develop a robust technology system for participation and outcomes	3.1 Develop a robust data collection system for tracking student participation in each of the high-impact practices	X					Associate/Vice Provost; CIERP
	3.2 Develop a system for identifying courses that qualify as part of UTEP's program for undergraduate student engagement and professional preparation	X					Associate/Vice Provost; Deans; Chairs; Directors
	3.3 Develop an electronic portal for faculty, advisor, and student use as they collect and inventory high-impact practice experiences	X	X				Associate/Vice Provost; CIERP; Assistant VP for Student Affairs; all academic advising entities

SECTION 9: ORGANIZATIONAL STRUCTURE

For the 2016 QEP, the organizational structure will be as follows:

University Provost: the Provost will continue to lead the QEP process and work in full collaboration with the Vice President for Student Affairs to implement, improve, and achieve student access to and participation in a highly networked plan for student engagement and professional preparation.

Associate/Vice Provost for Student Success: the Provost will appoint an Associate/Vice Provost as the QEP faculty lead, responsible for communicating, implementing, improving, and assessing the plan and its outcomes.

QEP Executive Committee: the Associate/Vice Provost for Student Success will chair this committee, which will include the following:

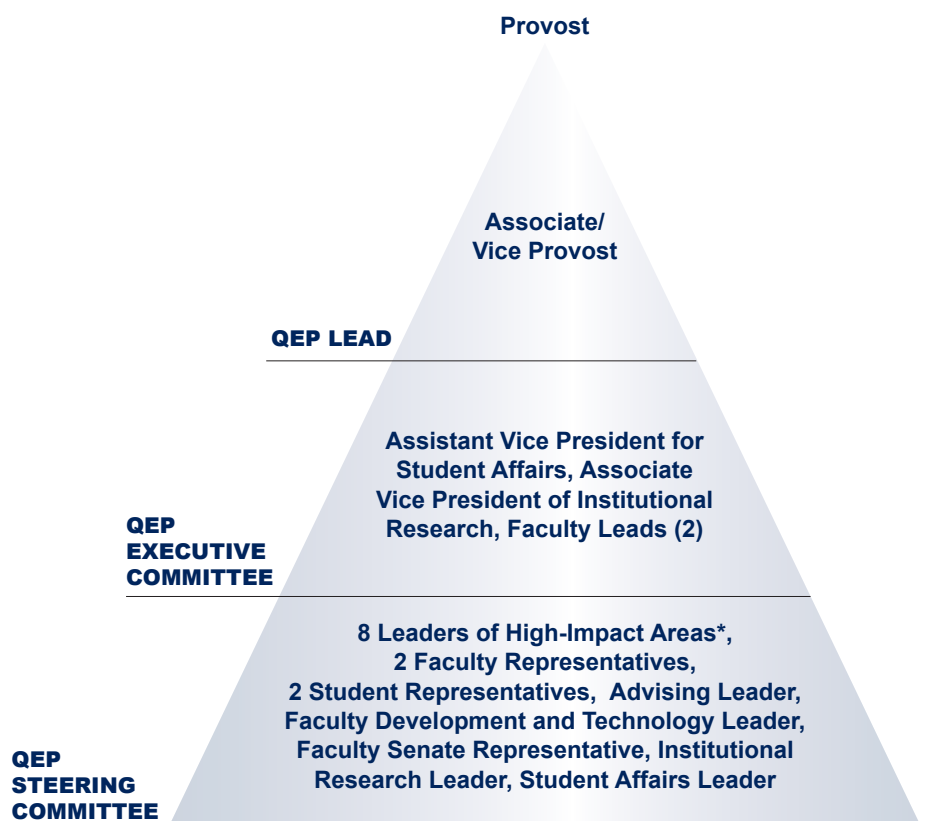
- Assistant Vice President for Student Affairs
- Associate Vice President and Director of the Center for Institutional Evaluation, Research, and Planning
- Faculty Leads (2)

The Executive Committee will set the agenda and schedule for the implementation of the 2016 QEP. The formation of this committee will ensure the appropriate synergy for the overall plan, as faculty, staff, and administration collaborate on effective curricular, co-curricular, and assessment practice, process, and policy.

QEP Steering Committee: the Associate/Vice Provost for Student Success will chair this committee, which will include

- 8 Leaders of the High-Impact Areas
- Faculty Senate Representative
- Faculty Representatives (2)
- Student Representatives (2)
- Faculty Development and Technology Leader
- Advising Leader
- Institutional Research Leader
- Student Affairs Leader.

The Steering Committee will, in effect, be the implementation and assessment group. This committee will consist of stakeholders from all key impact groups, and their charge will be to communicate, evaluate, expand, improve, and assess the QEP student engagement and professional preparation goals. In this process, they will collaborate in the development of common templates, share best practices, facilitate cross-unit student participation, and champion the QEP goals to their respective constituencies.



*First-Year Experience, Student Employment & Leadership, Undergraduate Research & Creative Activity, Learning & Professional Communities, Internship & Practicum, Study Abroad/Study Away, Community Engagement & Service Learning, Capstone Experience

SECTION 10: PROJECTED RESOURCE REQUIREMENTS FOR 2016 QEP

The University of Texas at El Paso commits to providing the resources necessary to execute the 2016 Quality Enhancement Plan, “The Next Generation of Student Engagement and Professional Preparation at UTEP.” As testimony to this, UTEP President Diana Natalicio has designated her recent \$500,000 Carnegie Foundation Award for Excellence in Leadership in Higher Education to spark QEP implementation in the first eighteen months. Also in support of the QEP, we will soon kick off the planning phase of the Mellon Foundation “Hispanic Serving Institutions: Pathways to the Professoriate” initiative, which provides student support and creates integrative professional development activities to prepare undergraduates for doctoral studies and success in the humanities.

Understanding that the 2016 QEP will expand and optimize our eight high-impact practices, we will provide new resources and reallocate existing resources to initiate, implement, and complete the QEP. We will immediately appoint a new Vice Provost for Student Success, Engagement, and Professional Preparation who will lead the QEP effort and execution. In addition, UTEP will redistribute the workload of at least two faculty leaders who will support the Vice Provost with the day-to-day development and delivery of program components. We will hire and reassign other faculty and staff as needed, redistribute or reallocate existing resources, assign new resources, and develop and contribute external funds.

Because this effort will bring coherence among the eight high-impact areas, we will also become more effective and efficient in deploying our current resources (human, financial, and space). The eight areas forming the core of the 2016 QEP are

1. First-Year Experience
2. Student Employment & Leadership
3. Undergraduate Research & Creative Activity
4. Learning Communities
5. Internship & Practicum
6. Study Abroad/Study Away
7. Community Engagement & Service Learning
8. Capstone Experience.

Creating greater synchronicity of mission and vision for these eight areas is a necessary priority for the QEP, allowing us to provide students with a coherent suite of academic and career-enhancing activities.

Table 10.1 details the projected fiscal resources needed for the initiation, implementation, and completion of the QEP. In planning for the QEP’s human, financial, and physical resource needs, we assessed our current use of resources, especially those related to the high-impact practices. The University will allocate new monies as needed to underwrite QEP activities, especially as we remain mindful of our students’ economic realities. Importantly, we cannot anticipate significant increases in legislative appropriations for our academic programs; therefore, we will aggressively pursue grant funding and other extramural support from a variety of sources, drawing on our history of successfully developing new funding streams to support our “access and excellence” mission. As stated, the leadership and implementation positions will be funded through new and reallocated administrative resources and responsibilities. Our faculty will find a variety of resources to support their efforts to integrate high-impact practices into their courses. Also, faculty will benefit from professional development activities that will include opportunities with UTEP’s Center for Excellence in Teaching and Learning (CETaL) and Creative Studios, as well as travel to conferences and other universities. Tracking software will be critical for the implementation, assessment, and ongoing delivery of the program. In addition, we are prepared to allocate funds for space renovation should it be needed for program development or a one-stop shop for faculty development and technical support.

In Table 10.1, funds are budgeted in ten categories. Salaries and operational expenses will be used to support both new and existing leadership positions, professional staff, and student employment.

Table 10.1 2016 QEP Projected Budgetary Requirements

	Year 1	Year 2	Year 3	Year 4	Year 5	
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	TOTAL
High Impact Practice (HIP) Integration & Assessment Team	\$287,000	\$295,610	\$304,478	\$313,613	\$323,021	\$1,523,722
HIP Implementation Leadership	\$315,000	\$324,450	\$334,184	\$344,209	\$354,535	\$1,672,378
Faculty Release Time	\$300,000	\$309,000	\$318,270	\$327,818	\$337,653	\$1,592,741
Consultants	\$ 50,000	\$ 35,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 160,000
M&O (meeting costs, etc.)	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 125,000
Travel and Specialized Training	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 250,000
Mini-Grants	\$125,000	\$125,000	\$ 75,000	\$ 75,000	\$ 50,000	\$ 450,000
Space and Facilities	\$300,000	\$100,000	\$100,000	\$ 75,000	\$ 50,000	\$ 625,000
Faculty & Staff Development	\$125,000	\$125,000	\$ 75,000	\$ 75,000	\$ 50,000	\$ 450,000
Student Portal & Assessment Software Development & Maintenance	\$200,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 400,000
TOTAL	\$1,777,000	\$1,439,060	\$1,356,932	\$1,360,640	\$1,315,209	\$7,248,841

SECTION 11: ASSESSMENT

11.1 Student Learning Outcomes

We will review student Integrative and Applied Learning experiences using rubrics informed by the Association of American Colleges & Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) rubric. Faculty will develop the assignments, experiences, and rubrics. Leaders of the Integrative and Applied Learning areas will evaluate student work on an annual basis.

11.1.1 Students will engage in and integrate experiences within and beyond the classroom

- measure: Rubric-based evaluation of reflective assignments throughout the eight Integrative and Applied practice areas; while these assignments will vary across disciplines, faculty and staff development will lead to common templates, so that they may be reviewed using shared rubrics

11.1.2 Students will adapt and apply skills, abilities, and theories from these integrative experiences to new situations

- measure: Rubric-based evaluation of portfolio assignments, designed to illustrate transfer of knowledge

11.1.3 Students will articulate their unique assets and experiences (e.g. bilingualism, biculturalism, management of complex lives, communication skills, and leadership talents) in a context that applies to their future aspirations, such as graduate school, careers, and civic responsibility

- measure: Review of professional preparation portfolios, which may include (but are not limited to) items such as résumés, cover letters, personal statements, professional interviews, and other artifacts relevant to students' future aspirations

11.2 Institutional Outcomes

These measures will include both those that are already tracked on a regular basis by UTEP and those that are developed through Process Goal 3.

11.2.1 UTEP students will increase participation in Integrative and Applied Learning experiences

Institutional and College Level Metrics

- NSSE High-Impact Participation Measures
- Graduating Senior Survey Institutional Contribution Measures

Student Level Metrics

- enrollment in curricular areas
- attendance numbers in co-curricular areas (Student Affairs tracks these through Campus Labs)
- hours of participation, where relevant (internship, community engagement, research)

Institutional Impact Measures

- term-to-term retention
- % students at risk of departure

11.2.2 UTEP faculty and staff will ensure improvement and measurement of student learning outcomes and holistic student development

Institutional and College Level Metrics

- NSSE questions regarding higher order learning, collaborative learning, and reflective learning
- NSSE questions regarding writing, speaking, critical thinking, and job skills
- Personal, Social, and Cultural Capital questions in Graduating Senior Survey

Institutional Impact Measures

- number of degrees awarded
- % employed or enrolling in graduate school immediately after graduation

11.3 Assessment Reporting at the University of Texas at El Paso

Assessment reporting at UTEP is an annual, systematic process. Both Student Affairs and Academic Affairs upload assessment plans and reports to the Planning Module of Compliance Assist on a regular basis; thus, reporting on the QEP outcomes will be integrated into the regular reporting structure. Learning Outcome Reports include the following sections: a learning outcome statement, start and end dates, the providing department or program, the means of assessment, the results, a departmental/program review of those results, recommendations and action plans for the program, recommendations for future assessments, and follow-up from previous years. Program outcome reports include the following sections: the providing department or administrative unit, program outcomes and metrics, activities or means (for meeting outcomes), results (of metrics), and follow-up. These reports are submitted annually and reviewed by the Center for Institutional Evaluation, Research, and Planning (CIERP), appropriate chairs and directors, the relevant vice president or dean, and the Assistant Provost for Accreditation and Assessment.

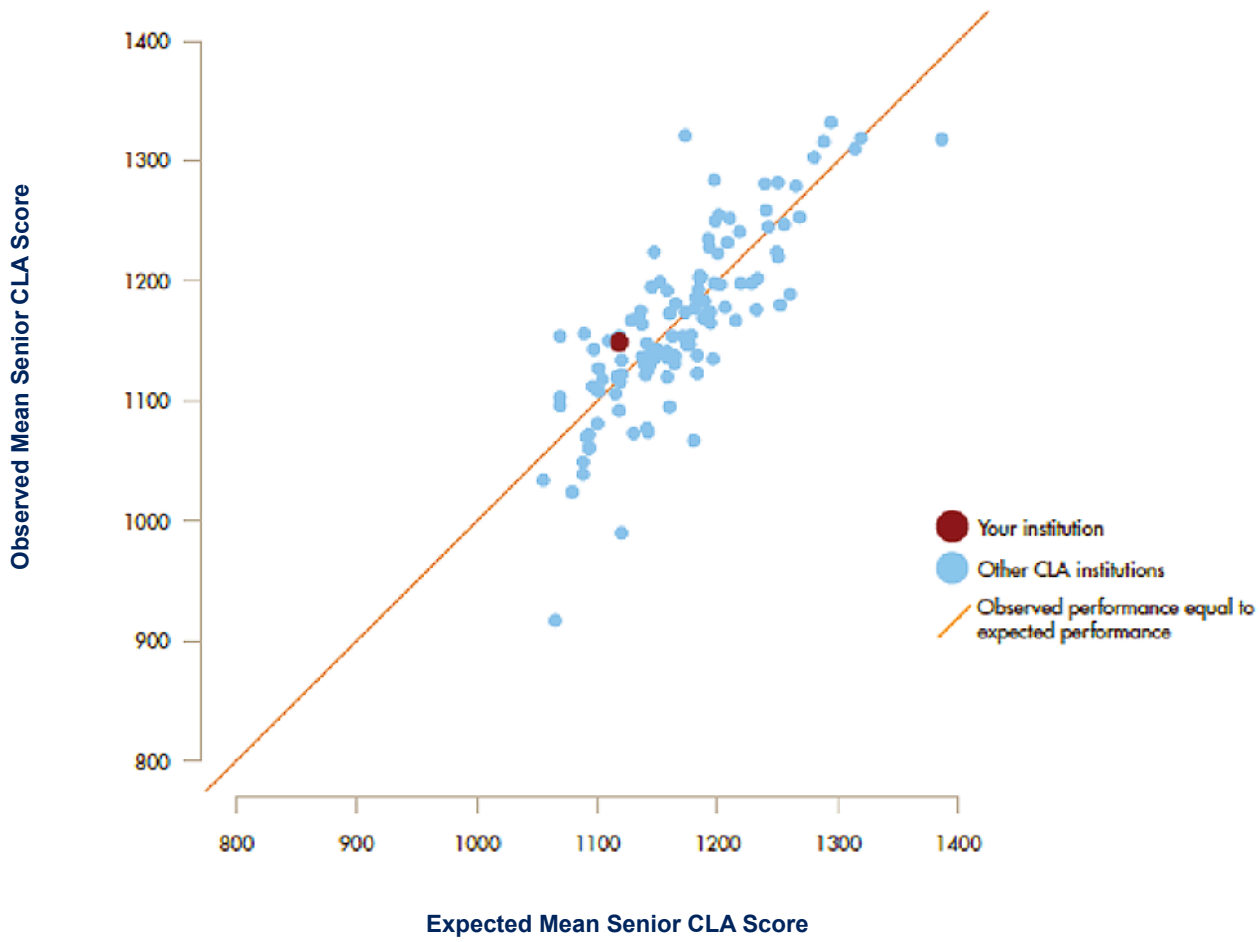


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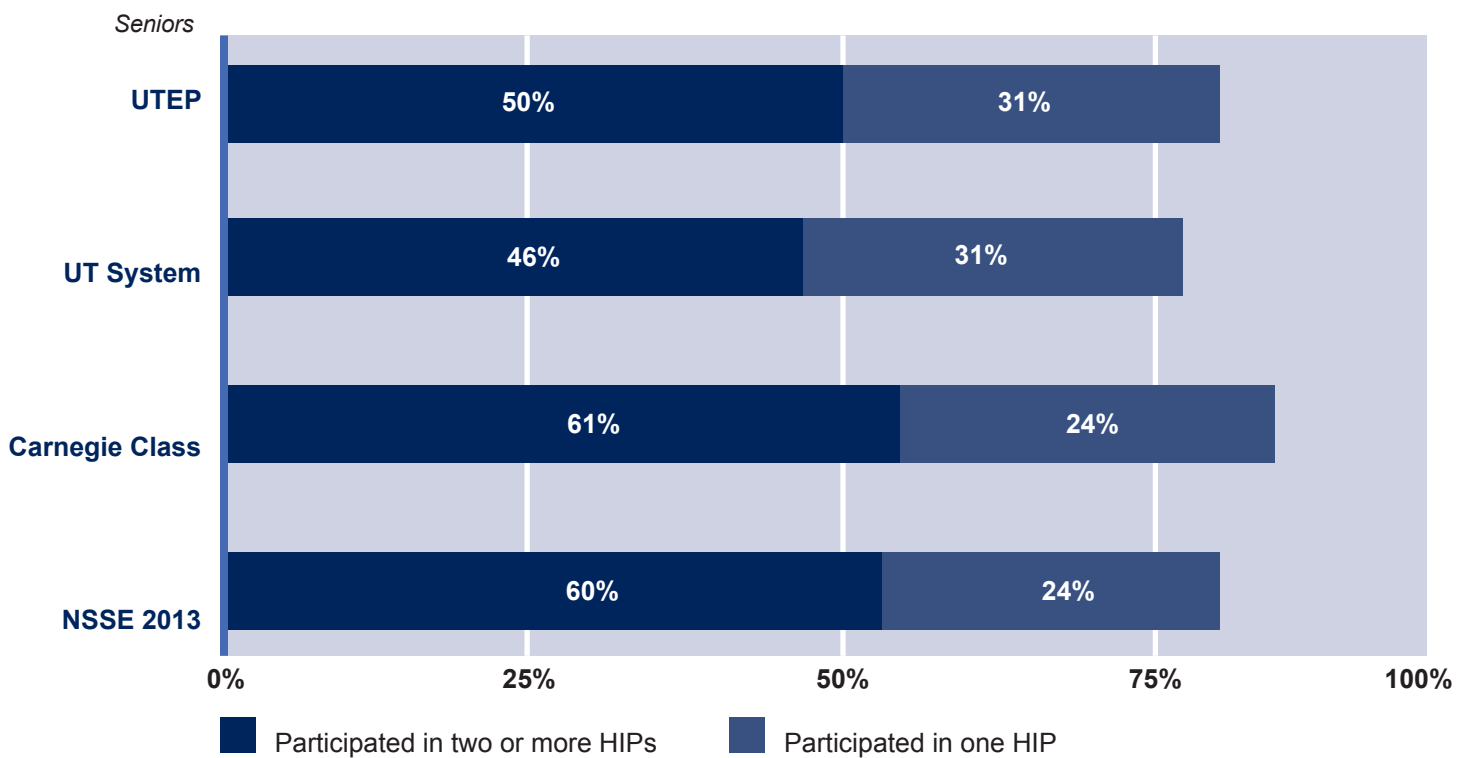
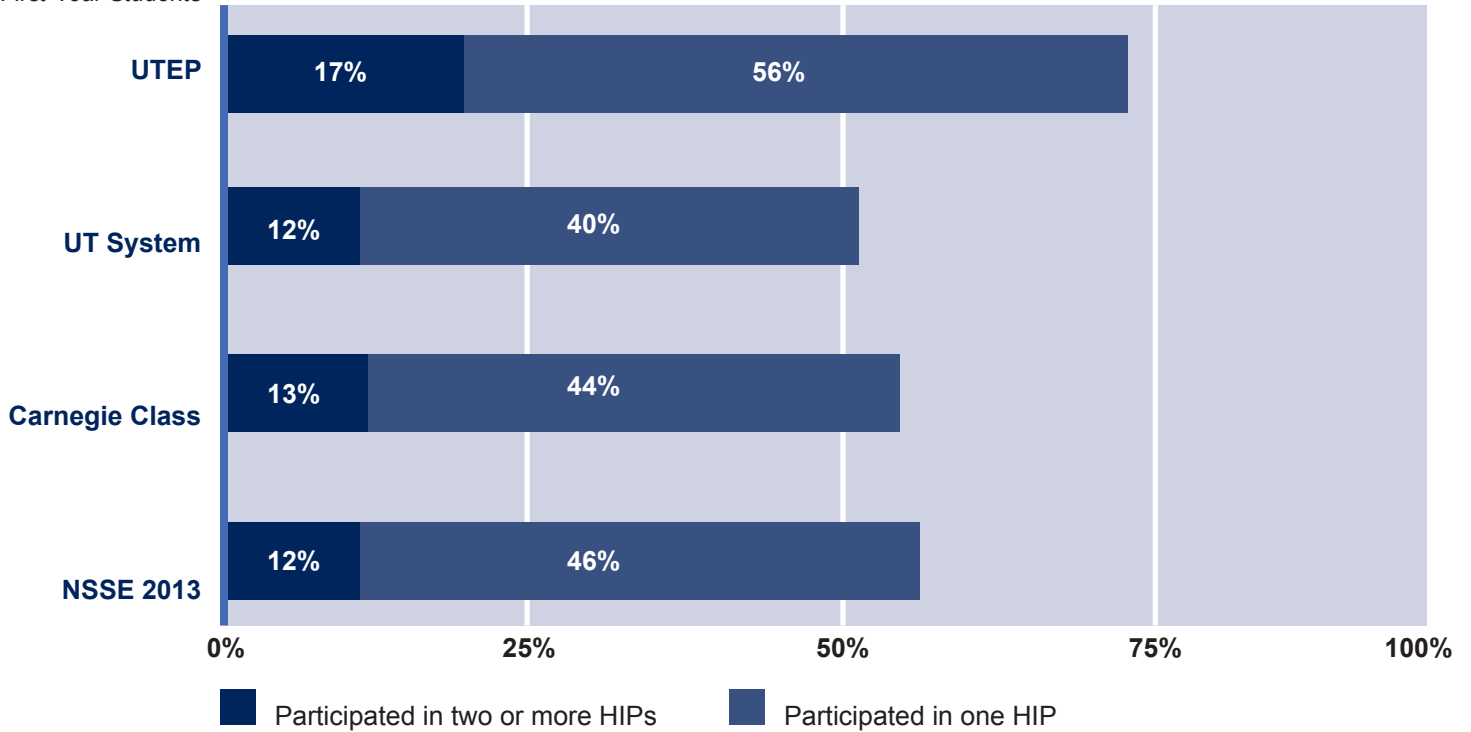
APPENDIX 1: COLLEGIATE LEARNING ASSESSMENT 2012-13

Observed CLA Scores vs. Expected CLA Scores



APPENDIX 2: NATIONAL SURVEY OF STUDENT ENGAGEMENT (2013) PARTICIPATION IN HIGH-IMPACT PRACTICES

First-Year Students



APPENDIX 3: NATIONAL SURVEY OF STUDENT ENGAGEMENT (2013) ENGAGEMENT INDICATORS

Engagement Indicators	Theme	Engagement Indicator	Your students compared with UT SYSTEM		
			First Year	Senior	
<p>Sets of items are grouped into ten Engagement Indicators, which fit within four themes of engagement. At right are summary results for your institution. For details, see your <i>Engagement Indicators</i> report.</p> <p>Key:</p> <ul style="list-style-type: none">  Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.  Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.  No significant difference.  Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.  Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude. 					
			Higher-Order Learning (HO)	--	
		<i>Academic Challenge</i>	Reflective & Integrative Learning (RI)		--
			Learning Strategies (LS)		--
			Quantitative Reasoning (QR)	--	--
		<i>Learning with Peers</i>	Collaborative Learning (CL)		
			Discussions with Diverse Others (DD)		
		<i>Experiences with Faculty</i>	Student-Faculty Interaction (SF)		
			Effective Teaching Practices (ET)	--	
		<i>Campus Environment</i>	Quality of Interactions (QI)	--	
	Supportive Environment (SE)		--	--	

APPENDIX 4: CIERP STUDENT SURVEY SUMMARY HIGH-IMPACT PRACTICES

High-Impact Practices

Study Abroad

A minute proportion of UTEP students participated in study abroad (3.9%). Of the 96.1% of students who did not participate in study abroad programs, 14.3% reported that they were not aware of study abroad opportunities, and 44.9% reported they could not afford to participate in study abroad. Of the 202 qualitative responses pertaining to study abroad programs, 36 of them mentioned that study abroad is not publicized enough, and many students who are aware of study abroad feel that it is too expensive to participate. Some students commented that the study abroad office should publicize that study abroad is not overly expensive. The primary reason that students do not participate in study abroad is competing demands (n = 107). Some demands include having children, having a significant other as part of the military with a deployment schedule that does not allow them to study abroad, and having part-time and full-time jobs. Seventeen students mentioned that studying abroad would create a financial hardship. Four students reported that they wanted study abroad resources sooner in their college career, and six students reported they did not participate in study abroad because no program was offered in their field of study. Other students reported they were not eligible to participate in study abroad because they were first-year or international students (n = 2).

Internships

A small proportion of undergraduate students participated in off-campus research, co-op, internship, or practicum (27.1%). One reason students do not participate in internship opportunities may be a lack of knowledge about these programs, as 15.8% of undergraduates reported they did not know about off-campus research, co-op, internship, or practicum opportunities. When students participated in internship opportunities, 89.2% of undergraduates rated their experience as excellent, good, or acceptable.

Compared to those who answered the undergraduate survey, a larger proportion of those answering the graduating senior survey participated in internship opportunities (40.5%), although this was still not a majority of graduating seniors. When graduating seniors participated in internship opportunities, the majority were satisfied (92.4%). Of the 13 qualitative comments concerning internship opportunities, all 13 were negative. Students reported that UTEP needs to increase internship opportunities for all majors and help students be aware of and find internships.

Independent Research Project or Research with Faculty

As many as 40.7% of undergraduate students reported participating in on-campus research. One reason students do not participate in on-campus research may be a lack of awareness, as 18.5% reported they did not know about on-campus research opportunities. The majority of students who participated in on-campus research were satisfied with their experience (93.3%).

Similar to those who answered the undergraduate survey, 39.9% of graduating seniors reported participating in on-campus research. The lack of knowledge about opportunities to participate in on-campus research was seen in graduating seniors, as well (16.4%). Again, the majority of graduating seniors reported that when they participated in on-campus research, they were satisfied with their experience (89.3%).

Of the seven students who made qualitative comments concerning on-campus research, three students reported not knowing about honor theses/undergraduate research opportunities. Specifically, a student reported that “there needs to be more opportunities for students to be involved in research.” Some students had positive experiences with independent research projects (n = 4) and reported that they “[liked] how there are research opportunities for undergrads.”

Community Engagement or Service Learning

Approximately half of undergraduate students reported that they participated in off-campus volunteer work or community service (50.1%). Much like the other high-impact practices, one reason undergraduates may not be participating is that they are unaware of these opportunities (9.9%). The majority of students who did participate in off-campus volunteer work or community service were satisfied with their experience (95.6%).

A little over half of graduating seniors reported participating in off-campus volunteer work or community service (50.7%). Of the graduating seniors who participated, the majority were satisfied with their experience (94.2%). There were no qualitative responses available for community engagement or service learning.

APPENDIX 5: QEP THEMES—NARROWING IT DOWN

Summaries of the top issues that emerged from each of our data sources are provided below.

1. QEP Brainstorming Sessions:
 - a. Advising issues (especially clarifying information across multiple advisers).
 - b. Time and resource management of students (balancing life and school).
 - c. Difficulty enrolling in correct classes, availability of classes (schedule planning).
2. NSSE Data:
 - a. Strong on High-Impact Practices (HIPs) in the first year (esp. community engagement and first-year seminars), weaker on HIPs in the senior year (could use more focus on research, capstones, internships, and study abroad opportunities as students progress).
 - b. Weak on staff interactions, support for student success (communication about resources).
 - c. Weak on exposure to diversity (Is this relevant for UTEP's population?).
 - d. Level of Academic Challenge good in first year, weak in the senior year (Some HIPs are related to this—research and capstone experiences, esp.).
3. CLA Data:
 - a. Strong on Analytical Writing Task (Make an Argument, Critique an Argument).
 - b. Weak on Performance Task (Analytic Reasoning, Writing Mechanics, Problem Solving).
4. Student Survey Data:
 - a. Desire for a stronger sense of community and more of a “college experience” (challenge of a post-traditional campus).
 - b. Not enough participation in HIPs (awareness and opportunities should be increased). Desire for more information about internships, research, and study abroad.
 - c. Need for more coherent communication about resources, events, and opportunities (cross-training, better centralization of communication, greater marketing of resources).
 - d. Concern that needed courses are not available, both in the core and in the majors.
5. Impact Report from previous QEP:
 - a. Majority of 49 action items were initiated and most have been fully implemented. The findings from initial implementation were analyzed, and results have been incorporated into revised activity in many areas, but institutionalization of these changes varies across items.
 - b. In the area of “Pre-Program to Degree Program Transitions,” we have not analyzed results of implementation and incorporated them into revised activity. None of the 15 process steps has been institutionalized. Integrated tracking of students has not been accomplished, as multiple tools are being used across different programs.
 - c. Other areas that have been evaluated and incorporated into new processes but not yet institutionalized include 8 of the 12 process steps for Curriculum Review and Redesign and 6 of the 7 process steps for Improved Communication.
 - d. Overall, enrollment, retention, degrees awarded, and time to degree have improved. Both student satisfaction surveys and CLA scores showed steady improvements throughout the time frame of implementation. It is difficult, however, to link some of these measures to specific initiatives within the previous QEP.

Themes that may attack multiple issues:

I. Mentoring and Professional Development

- a. Broad-based Input:
 - i. Could address items: 1a, 1b, 2b, 4c, 5b, parts of 5c.
 - ii. Input from all constituents would be included.
- b. Institutional Capacity:
 - i. Could leverage EAB and Advisor-Track tools being piloted in 2014 and lead to scale-up of this project.
 - ii. Could utilize proposed team-based advising process being recommended by Advising Task Force (an outgrowth of previous QEP and Academic Affairs). May possibly be funded by Title V

grant, in early stages—if we get that grant.

c. Focus on Student Learning:

- i. Rather amorphous, at this point. We would need to clearly define process outcomes and learning outcomes in a measurable way. If we emphasize only the centralization of communication and resources, we are really just doing a subset of the items in the previous QEP. Thus, we would need to have some clear goals and outcomes beyond that.
- ii. We would have to make the case, but if expanded beyond course-advisement to professional development, career readiness, etcetera, it would have greater impact.

d. Broad-based Involvement:

- i. Could include faculty, staff, and student mentors.
- ii. Could impact both undergraduate and graduate students.
- iii. Could address both transitions into the university and transitions from the university into careers, grad school, etc.
- iv. There is a risk that it would remain centered on Academic Advising Center and College Advising offices, without involving other faculty and students, unless we are very deliberate in including these constituents throughout the process.

II. GET HIP: Increasing engagement in High-Impact Practices

a. Broad-based Input:

- i. Could address: 1a, 2a, 2c, 2d, 3a, 3b, 4b, 5d.
- ii. Input from across many constituents and data sources, but does not address some concerns in brainstorming sessions.
- iii. Could be combined with the mentoring idea or become the focus of mentoring efforts, as long as we don't expand it too broadly.

b. Institutional Capacity:

- i. We already have clear strength in Community Engagement/Service Learning area and have a structure in place that could be enhanced.
- ii. The BUILD Grant will support efforts toward enhancing the Undergraduate Research aspect of HIPs. The new curricular option (0-credit course on transcript) will also support this aspect.
- iii. Many Colleges and programs have established internships, practicums, and field placements, but could benefit from better communication about these options and enhancement of available options. Information and planning could be tailored to each College or even to each program—customizable and flexible!
- iv. Expansion of capstones could be expensive, but might be best practice in certain fields. We would need careful research.
- v. Expansion of study abroad options and communication about process may or may not be viable. Our population may need more short-term options, due to outside obligations (family, jobs). On the other hand, if financial resource obstacles could be addressed, more students could participate.

c. Focus on Student Learning:

- i. There is a great deal of solid research supporting the value of HIPs to enhance many aspects of student learning, including Critical Thinking, Writing, Oral Communication, Teamwork, Intercultural Communication, Integration of Learning, and Higher-Order Learning.
- ii. Assessment of many of these outcomes is already in place across programs. Many rubrics and measures are easily available for these purposes. Goals, outcomes, and measures would be easy to identify and evaluate. We have baseline data for many of the potential outcome areas already available!

d. Broad-based Involvement:

- i. Each College could customize the plan to increase availability of and awareness of HIPs. Each program within the College could contribute to the effort.
- ii. Students at both the Undergraduate and Graduate levels could benefit.
- iii. Faculty, staff, and students could be involved at different levels, including the development of new HIP ideas, the acquisition of resources to support them, and the communication plan to increase awareness and involvement.



THE UNIVERSITY OF TEXAS AT EL PASO