Title: From These Roots…A Foundation for Life: Scholarship, Leadership and Service
“We come to learn, we depart to serve.”

Overall Goal of the Project:
The overall goal of this Quality Enhancement Plan is to enhance student learning and scholarship by:

- **First**, identifying entry-level skills needed to successfully navigate through academic programs offered at Hampton University;
- **Second**, implementing a university-wide program that focuses on the development and assessment of essential student competencies in general education and discipline-specific courses;
- **Third**, enhancing the learning environment through the integration of technology, excellent instructional delivery and quality assessment; and
- **Fourth**, facilitating the acquisition of real-world knowledge and skills including financial competency, service learning and civic engagement.

Student Learning Outcomes:
At the completion of the project, students will be able to:

- Demonstrate the basic skills necessary for successful transition into and completion of their major.

- Demonstrate essential competencies in general education and discipline specific courses.

- Demonstrate the knowledge, skills and training to actively pursue lifelong learning and to contribute to a global society in a productive manner, which is the pivotal component of Hampton University’s mission.

Plan of Action:

- Through assessment and review of existing institutional data, identify the entry-level skills needed for a student to successfully navigate through academic programs.

- Review and enhance the general education curriculum.

- Adopt university syllabi that include evidence-based strategies for assessing essential and discipline-specific competencies.

- Require each program to designate at least one (1) course that will incorporate experiential or civic engagement activities into expected student learning outcomes.

- Designate at least one (1) course by program that is technology, writing, and communication focused.
• Establish a centralized assessment unit to coordinate assessment practices university-wide.

• Refine university performance evaluation documents to reflect greater emphasis on course development, effective teaching, and assessment of student outcomes.

• Require all senior-level students to complete course work in the basic tools of personal money management to include savings and investment, stocks and bonds, real estate and mortgage, and use of credit.

**Evaluation Plan for Acquisition of Essential Competencies, Scholarship and Civic Engagement:**

• A consultant will assist in formulating an evaluation plan to measure the effectiveness of the QEP with regard to essential skills/competencies, scholarship and civic engagement.

• The university will incorporate a web-based assessment tool that will: (1) enable students to evaluate their course progress online (real-time assessment), (2) enable students to track their progress through the curriculum, and (3) enable academic units to track and monitor student success.

• The university will develop an assessment plan to measure skills acquisition at the freshman and senior years. Major departments/disciplines will use a variety of indices to measure student performance to include ETS major field tests at junior and senior years and post-graduation standardized scores (e.g., GRE, MCAT, NCLEX, NAPLEX, GMAT, LSAT, DAT, PRAXIS, etc.).

• Surveys of student and faculty satisfaction will be conducted.