

PROSPECT for SUCCESS  
UNC CHARLOTTE – QEP

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Designed to proactively foster both the extent and depth of students' engagement, UNC Charlotte's *Prospect for Success* QEP will provide all first-time full-time freshmen with the opportunity to participate in a formal engagement curriculum during their first year of enrollment. Recognizing the diverse needs of students in the University's seven academic colleges, this engagement curriculum takes different forms in different colleges, but all versions of the curriculum have common elements to make manifest to students both aspirational 'ways of being' (the value of engagement) and practical 'things to do' (how to be engaged).

The *Prospect for Success* QEP was developed by means of a comprehensive planning process involving a broad range of stakeholders including faculty, administration, students, and staff. Their analysis of institutional needs led the University to define students' engagement in terms of three interconnected goals—what might be thought of as the underlying DNA of education: Intentionality, Curiosity, and Awareness

For purposes of assessment, however, the *Prospect for Success* QEP will operationalize these overarching goals in terms of three student learning outcomes.

1. Commitment to success: Students will identify comprehensive, realistic, and meaningful goals for their collegiate experience, develop intentional strategies for achieving those goals, and revise their goals in light of experience.
2. Inquiry: Students will understand inquiry as an open-ended pursuit of knowledge, driven by curiosity, which builds a foundation for future learning.
3. Self and cultural awareness: Students will demonstrate an understanding of themselves, and of others, as individuals whose world view and capacities are shaped by culture and experience as well as an understanding of the need to navigate difference in order to take advantage of opportunities and resolve conflicts.

Regardless of the college in which they are enrolled, first-time full-time freshmen will have experiences, activities, and assignments in their *Prospect for Success* course(s) that are designed to develop their competencies with regard to each of these three outcomes.

The *Prospect for Success* curriculum will benefit both individual students and the institution as a whole. The benefits to a student who achieves these three learning outcomes are self-evident. A student who can set realistic goals and pursue strategies to achieve those goals has the intentionality needed for success in her personal and professional life. A student who understands inquiry as an open-ended process has the capacity for curiosity that is the foundation for life-long learning. And the student who can appreciate the trajectories that have helped shape both himself and others has the awareness needed to navigate social and cultural difference. In addition, the *Prospect for Success* curriculum will have indirect benefits because students who master these competencies should be better positioned for academic success and timely graduation.

The assessment plan for the *Prospect for Success* QEP will monitor the realization of these benefits both by direct and indirect assessment of students' mastery of the three learning outcomes and by indirect assessment of program outcomes measuring students' academic success and timely graduation.