



## Learning to Bloom Quality Enhancement Plan (QEP) for Texas Southmost College

### QEP Goal

**Learning to Bloom** is a five-year plan designed to increase student metacognitive awareness through instruction of Bloom's taxonomy and growth mindset as well as implementation of Tanner's Plan, Monitor, and Evaluate framework. According to Dr. Sandra McGuire, teaching growth mindset, Bloom's Taxonomy, and metacognition is expected to help increase students' awareness of higher order thinking. This project focuses on providing faculty and students with the tools necessary to grow their metacognitive awareness.

To educate faculty on best practices and implementation strategies related to metacognition, English and Mathematics faculty will participate in a Metacognitive Faculty Academy (MFA). In the MFA, English and Mathematics faculty will be exposed to instructional design and metacognition concepts including learning how to implement a Growth Mindset culture in their classrooms. In addition, faculty will enhance courses with instruction on Bloom's Taxonomy, metacognitive knowledge, and metacognitive self-regulation (metacognitive awareness).

### Expected Student Learning Outcomes

The successful student will be able to apply their metacognitive skills and transfer their metacognitive knowledge to other coursework. While participating in their scheduled metacognitively enhanced course, students will implement the Plan, Monitor, and Evaluate (PME) metacognitive framework with the guidance of their course faculty member and alongside their classmates. The PME worksheet, which will be used in English and Mathematics courses initially, will be provided to students in order to guide their use of the PME metacognitive framework. The PME rubric will be utilized in conjunction with the PME worksheet to measure student learning. The PME metacognitive framework will be integrated into course Signature Assignments.

The **specific measurable Student Learning Outcomes (SLOs)** for the QEP are:

1. SLO 1: Students will apply metacognitive skills to **plan** for all stages of assignments.
2. SLO 2: Students will apply metacognitive skills to **monitor** comprehension of learning and task completion.
3. SLO 3: Students will apply metacognitive skills to **evaluate** task performance.

For the QEP student learning outcomes, the initial **student achievement targets** for all courses are:

- Achievement Goal: 50% of the students will perform at an exemplary level (4) on the three QEP SLOs
- Threshold of Acceptability: 40% of the students will perform at an exemplary level (4) on the three QEP SLOs

Baseline data does not currently exist for the QEP student learning outcomes. Thus, the institution realizes that after implementation of metacognitively enhanced courses, it would be prudent for faculty to convene, analyze the baseline data collected for each QEP SLO and determine if targets should be revised.

For additional information on the development or implementation of TSC's QEP, please contact Dr. Daniel E. González, QEP Director and instructor of English, at [daniel.gonzalez@tsc.edu](mailto:daniel.gonzalez@tsc.edu).