
**Capping Student Success:
Using Capstone Experiences to Enhance Student Learning**

**University of North Carolina at Pembroke
Quality Enhancement Plan**

Executive Summary

The topic of the University's Quality Enhancement Plan is enhancing student learning by improving student engagement in high impact practices, specifically capstone courses. The University's QEP topic arises from and is closely related to the University's strategic planning process. Student success is a major focus of the University's Strategic Plan.

In summer 2016, the Reaffirmation Steering Committee begin the process of identifying a topic for the University's next Quality Enhancement Plan. Surveys of faculty, staff, and students in 2017 were used to help determine the QEP topic. Arising from the University's mission to prepare students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives and the University's strategic goal of maximizing student success, the overarching goal of the University's Quality Enhancement Plan is to increase student learning by increasing student engagement in high impact practices, specifically capstone courses and experiences. With respect to student learning outcomes, students completing a capstone course should be able to:

1. Connect relevant experiences outside of class to academic knowledge from different courses in the university setting;
2. Make connections across disciplines, perspectives, fields of study;
3. Adopt and apply information to new situations; and
4. Engage in meaningful self-reflection.

With thirty-six undergraduate degrees offered at the University, the goal is to involve a maximum of six undergraduate programs per year in the development process (possibly three existing capstone courses and three new ones). This would result in the Quality Enhancement Plan encompassing 83% of all degree programs over five years. The QEP Director will have ultimate responsibility for overseeing the implementation and assessment of the QEP.

Achieving QEP goals with respect to student learning will require a five-year budget commitment. The assessment process will measure the degree to which the QEP is achieving its goals, especially its impact on the improvement of student learning. The assessment plan details the processes for evaluating the student learning outcomes outlined in the QEP. The results of the assessment will be reviewed by the QEP Director and the QEP Advisory Committee and used to make modifications to the QEP as necessary.

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