Quality Enhancement Plan
Conceptual Framework
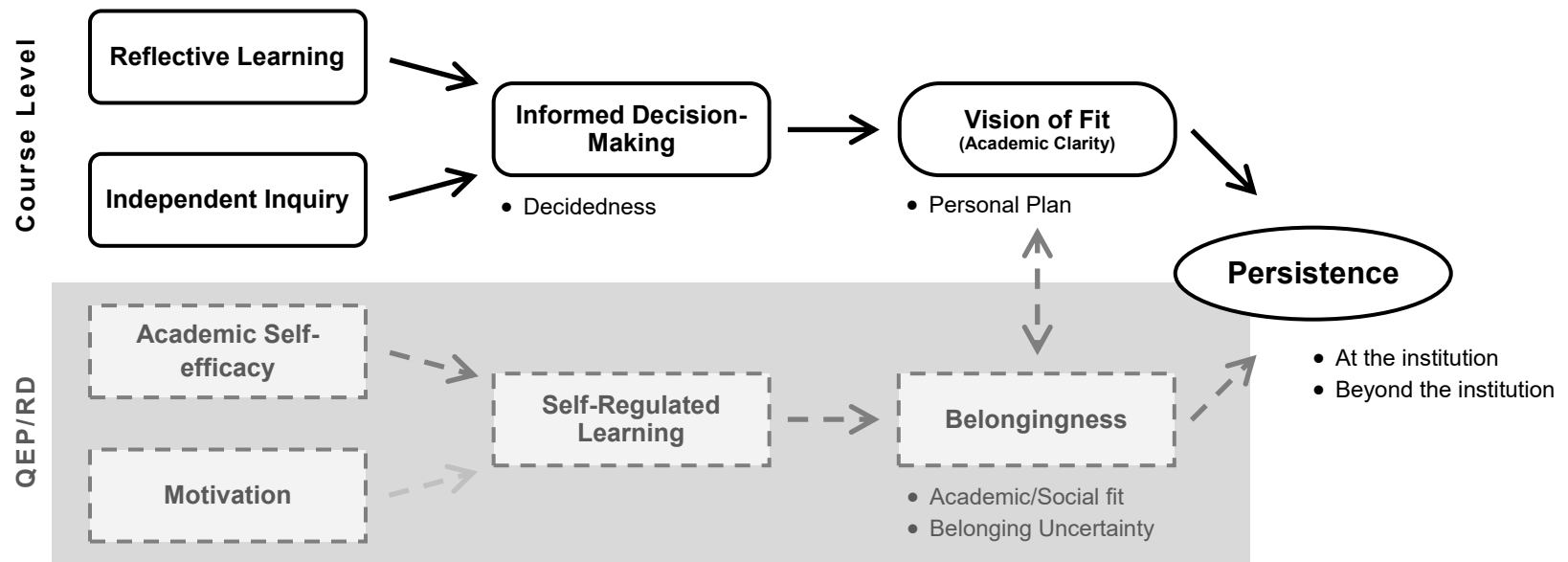February 17, 2017; Updated on August 2, 2017
Draft

What is a Conceptual Framework
"A conceptual framework explains, either graphically or in narrative form, the main things being studies—the key factors, constructs or variables—and the presumed relationships among them. Frameworks can be rudimentary or elaborate, theory-driven or commonsensical, descriptive or casual."
(Miles and Huberman, 1994)

The purpose of this conceptual framework is to provide a graphical representation of the Quality Enhancement Plan's (QEP) major constructs and their relationship with one another. Constructs were developed or identified based on literature review of the second-year experiences of college students. Definitions of each construct are provided on the back of this page.

Below, you will find the primary constructs being that are explicitly being addressed within the QEP course represented on the "primary" row. Secondary constructs, represented in the gray area, were identified based on the literature review and will be measured as part of the QEP evaluation plan. The QEP may or may not address these constructs explicitly or intentionally, but based on prior research students should exhibit or self-report an increased ability or disposition towards these constructs.

References
Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis : An expanded sourcebook* (2nd ed.). Thousand Oaks: Sage Publications.
http://catdir.loc.gov/catdir/enhancements/fy0655/93041204-t.html

Vision of Fit (Academic Clarity): the act of clearly seeing or imagining oneself pursuing and achieving an academic or intellectual endeavor; a sense of meaning and purpose in one's own major and career choice (Schaller, 2005).

Academic Self-efficacy: refers to an individual's belief (conviction) that they can successfully achieve at a designated level on an academic task or attain a specific academic goal (Bandura, 1997; Eccles & Wigfield, 2002; Elias & Loomis, 2002; Gresham, 1988; Linnenbrink & Pintrich, 2002a; Schunk & Pajares, 2002).

Belongingness: the basic human emotional need to be an accepted and valued member of a group.

Independent Inquiry: the self-directed process of exploring, asking questions, making discoveries, and communicating new understandings and perspectives about the world and/or being in the world.

Informed Decision-Making: the act of deciding or making judgments based on one's ability to seek out and explore relevant information, implications, and intended consequences.

Persistence: the act of continuing toward an educational/personal goal in the face of difficulty, opposition, failure, or change.

Reflective Learning: the process of internally examining and exploring an issue of concern, triggered by an experience, which creates and clarifies meaning in terms of self, and which results in a changed conceptual perspective (Boyd and Fales, 1983).

Self-Regulated Learning: the self-directive process by which learners transform their mental abilities into academic skills. Learning is viewed as an activity that students do for themselves in a proactive way rather than as a covert event that happens to them in reaction to teaching (Zimmerman, 2002).

References

Boyd, E. M. & Fales, A.W. (1983). Reflective Learning: Key to Learning from Experience. *Journal of Humanistic Psychology*, 23(2), 99-117. doi: 10.1177/0022167883232011

McGrew, K. Beyond IQ: *A Model of Academic Competence & Motivation.* http://www.iapsych.com/acmcewok/Academicself-efficacy.html

Schaller, M. A. (2005). Wandering and Wondering: Traversing the Uneven Terrain of the Second College Year. *About Campus*, 10(3), 17-24.

Zimmerman, B. J. (2002). Becoming a Self-Regulated Learner: An Overview. *Theory Into Practice*, 41(2), 64-72.