

Discover, Enhance, and Explore: Engaging in Transformative Learning at KSU

QEP Proposal Presentation

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HIPs and Experiential Learning



- **First-year seminars and experiences**
- Common intellectual experiences
- **Learning communities**
- Writing-intensive courses
- Collaborative assignments and projects
- **Undergraduate research**
- **Diversity/global learning**
- **Service-learning, community-based learning**
- **Internships**
- Capstone projects

HIPs Movement at KSU

- In 2013, KSU HIPs team formed; participated in the Association of American Colleges and Universities' (AAC&U) Institute on High-Impact Practices and Student Success [Campus Inventory]
- Fall 2013, team presents plan to groups on campus and concurrently conducts faculty and staff survey of HIPs
- Fall 2014, team convenes lunch to vet draft quality characteristics of HIPs and share survey data
- 2014-15, "HIP7 Faculty Learning Community" formed (CETL)
- Spring 2015, CETL faculty fellowship for HIPs created



2013 Campus Inventory

- We are doing many HIPs but we lack a HIPs institutional strategy
- We need more integration of existing HIPs
- We need institutional metrics for determining quality HIPs
- We need direct assessment of the impact of KSU's HIPs on student learning

Transformative Learning Process

First-Year: Participation in enhanced first-year seminar or learning community

Middle Years (Sophomore and Junior): Participation in at least one major HIP (e.g., internship, service/community-based learning, study abroad, or undergraduate research) and a university-level high-impact experience or a second major HIP

Senior Year: Complete and present portfolio describing transformative learning experiences

Potential Impact on Learning

Table 1
Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains: General	Gains: Personal	Gains: Practical
<i>First-Year</i>				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	+++
<i>Senior</i>				
Study Abroad	++	+	+	++
Student-Faculty Research	+++	++	++	++
Internships	++	++	++	++
Service Learning	+++	++	+++	+++
Senior Culminating Experience	+++	++	++	++

Table 2
Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student-Faculty Interaction	Supportive Campus Environment
<i>First-Year</i>				
Learning Communities	+++	+++	+++	++
Service Learning	+++	+++	+++	+++
<i>Senior</i>				
Study Abroad	++	++	++	++
Student-Faculty Research	+++	+++	+++	++
Internships	++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior Culminating Experience	++	+++	+++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30



High-Impact Educational Practices (n.d.). Retrieved from https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf



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Student Learning Outcomes

Student Learning Outcomes (SLOs)	Method(s) of Assessment
SLO 1: Students will identify personal goals for improving critical thinking and integrative learning through HIPs. [Discover]	An engagement plan completed in the first-year seminar and/or learning community and evaluated using a common rubric
SLO 2: Students will apply new knowledge and skills to coursework in the academic major. [Experience]	Personal reflection completed as part of the required culminating portfolio and evaluated using a common rubric
SLO 3: Students will evaluate personal transformative learning experiences, document learning and development outcomes, and integrative learning. [Explore]	Personal portfolio and presentation, which will be evaluated using a common rubric, adapted from the AAC&U VALUE Rubrics on critical thinking and integrative learning.

Portfolios will be sampled and each will be evaluated by at least two trained faculty evaluators.

Implementation and Budget

- Collaboration with faculty and staff across university, establishment of an implementation team, and identification of a QEP director *
- Enhancement of first-year seminars and learning communities (mini-HIPs) and development of student engagement plan
- Identification of “middle” HIPs, in consultation with departments, colleges, and HIP leads for various academic programs/majors
- Adoption of portfolio submission system (D2L), evaluation rubric, and process by which to identify and track student participation in HIPs (in consultation with OIE)
- Development of faculty portfolio evaluators
- Creation /enhancement of student funding awards to augment participation in internships, study abroad, community engagement/service learning, and undergraduate research *

* Approximately \$205,000 total funding needed to support the QEP annually