Agenda

• SACSCOC Update
• Topic Summary
• Updates from:
  – Concept
  – Capability
  – Assessment
• 2017 NSSE
• Student Feedback Summary
• Pilot Timeline
• Expert Speaker Series
• Marketing and Communication Activity
SACSCOC Update

• Vote held in December to continue QEP as part of reaffirmation
• QEP must come from continuous improvement initiatives and strategic planning
• QEP must focus on SLO and/or student success
• KSU provides resources to initiate, implement, and complete QEP
• QEP includes a plan to assess achievement
Topic Summary

• Our QEP is entitled, “Engaging in Transformative Learning”

• How will students engage in transformative learning?
  – They will participate in at least two High-Impact Practice (HIP) courses
    • Courses will undergo a review process
    • Courses will have a clear designation when students register
  – They will have multiple opportunities to engage in reflection
    • Individually for each HIP
    • Cumulatively across experiences
Topic Summary

• Example Student:
  – Freshman year takes a First-Year Seminar course
    • Reflection evaluated by course instructor
  – Junior year takes an Undergraduate Research course
    • Reflection evaluated by course instructor
  – Senior year creates a summative reflection
    • Describes how their view of the world has been transformed due to participation in HIPs
    • Reflection is evaluated by a committee and results are used to assess the QEP
  – Student graduates
    • Cord provided for graduation
    • Transcript includes designation
Concept Update

• Based on feedback from last Stage Gate
  – All High Impact Practices will now be included
  – We will include all years of undergraduate programs

• Reflection Prompt has been developed
  – During pilot we will test graphical design vs list of questions

• Development
  – Training for the pilot team to evaluate pilot reflections
  – Initial Course Enhancement Training Training December 2018
    • Regular schedule will hold training in May/June
  – Training for committee review of course
Capability Update

• System Evaluations
  – Narrowed vendors to two possibilities
    • One system offers Rubric, ePortfolio, and Badging tools
    • One system offers robust Rubric tool
    • Both tools can be used for purposes outside of QEP
  – Checking references and system integration
  – Look to make a decision this semester

• Budget
  – Committee is meeting to develop budget based on recommendations from other QEP groups
  – Budget is within the average of other comparable QEP budgets
  – Includes new money as well as existing personnel and program funds
  – Conversations are being held to discuss appropriate faculty support
Assessment Update

• Reflection Rubric
• Learning Objectives
  – Connect experiences to academic knowledge (CE)
  – Integrate skills, abilities, theories, or methodologies among disciplines and perspectives (CD, T)
  – Build on prior experiences to respond to new and challenging contexts (RS)
  – Articulate multiple and conflicting perspectives in fair and respectful manner (A)
  – Solidify personal core values and sense of self through a broadening of perspectives (RP, E)

• Work in progress
  – Course Evaluation Rubric
  – Assessment tool for QEP Program Goals
## Engagement Indicators (EIs)

<table>
<thead>
<tr>
<th>Category</th>
<th>KSU compared with Peers</th>
<th>KSU compared with USG</th>
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<tbody>
<tr>
<td>Academic Challenge</td>
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<tr>
<td>Higher-Order Learning</td>
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<td>▼</td>
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<tr>
<td>Reflective &amp; Integrative Learning</td>
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<td>▼ ▼</td>
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<tr>
<td>Learning Strategies</td>
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<tr>
<td>Quantitative Reasoning</td>
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<tr>
<td>Learning with Peers</td>
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<tr>
<td>Collaborative Learning</td>
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<td>▼</td>
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<tr>
<td>Discussions with Diverse Others</td>
<td>△ △</td>
<td>△ -- ▼ ▼</td>
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<tr>
<td>Experiences with Faculty</td>
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<tr>
<td>Student-Faculty Interaction</td>
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<tr>
<td>Effective Teaching Practices</td>
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<tr>
<td>Campus Environment</td>
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<tr>
<td>Quality of Interactions</td>
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<tr>
<td>Supportive Environment</td>
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*KSU stands for Kennesaw State University*
EI Changes 2016-to-2017

First-Years

Student-Faculty Interaction 1.9
Quality of Interactions 1.2
Effective Teaching Practices 0.2
Quantitative Reasoning 0.2
Discussions with Diverse Others 0.1
Supportive Environment 0.1
Learning Strategies -0.1
Collaborative Learning -0.2
Higher-Order Learning -0.7
Reflective & Integrative Learning -0.7

Seniors

Effective Teaching Practices -0.8
Supportive Environment -1.2
Collaborative Learning -1.4
Discussions with Diverse Others -1.5
Student-Faculty Interaction -1.6
Learning Strategies -1.6
Quantitative Reasoning -1.7
Quality of Interactions -1.8
Reflective & Integrative Learning -2.7
Higher-Order Learning -3.3

Kennesaw State University
High Impact Practices (HIPS)

**First-year**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Participated in two or more HIPS</th>
<th>Participated in one HIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>KSU</td>
<td>13%</td>
<td>49%</td>
</tr>
<tr>
<td>Comp-Peers-2017</td>
<td>10%</td>
<td>49%</td>
</tr>
<tr>
<td>USG-Comps-2017</td>
<td>12%</td>
<td>45%</td>
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**Overall first-year HIP participation**

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPS. The figure is limited to participation in a learning community, service-learning, and research with faculty.

**Senior**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Participated in two or more HIPS</th>
<th>Participated in one HIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>KSU</td>
<td>52%</td>
<td>29%</td>
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<tr>
<td>Comp-Peers-2017</td>
<td>56%</td>
<td>29%</td>
</tr>
<tr>
<td>USG-Comps-2017</td>
<td>61%</td>
<td>24%</td>
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</table>

**Overall senior HIP participation**

The figure below displays the percentages of seniors who participated in one, and two or more, HIPS. The figure includes all six HIPS.
HIP Participation Ranked

First-Years

1. Service- Learning (53%)
2. Learning Community (21%)
3. Research with Faculty (2%)

Seniors

1. Service Learning (53%)
2. Internship/ Field Exp. (44%)
3. Culminating Senior Exp. (38%)
4. Research with Faculty (19%)
5. Learning Community (18%)
6. Study Abroad (10%)
HIP Changes 2016-to-2017

High Impact Practices ranked by magnitude of participation percentage point change across administrations.

**First-Years**
- Service-Learning: -3
- Research with Faculty: -5
- Learning Community: -6

**Seniors**
- Service-Learning: -3
- Study Abroad: -4
- Research with Faculty: -6
- Learning Community: -9
- Internship/Field Exp: -16
- Culminating Senior Exp: -32
Student Focus Group Highlights

• A cord for graduation is the most popular incentive
• Students show the greatest amount of interest in the courses and did not seem to mind the final reflection piece
• There are differences in the opinions of the Kennesaw and Marietta campus students
Pilot Phase 1

- **Timeline**
  - February – send invitation to students (124 students)
    - Student confirmations by February 9th
  - February 20th – Meet with students Marietta campus
  - February 21st – Meet with students Kennesaw campus
  - March 16th – students submit summative reflection
  - Week of March 19th – Hold focus groups with participants
  - April 13th – One day committee training and norming session
  - May 1st – Stage Gate to update QEP Committee

- **Assessing Rubric only**

- **Use e-mail to collect reflections**

- **Review Committee**
  - Jen Wells
  - Ana Baida
  - Amy Buddie
  - Matthew Robison
  - Iyonka Strawn-Valcy
  - Scott Reese
  - Matt Khoury
  - Michael Luther

- **Provide certificate signed by President and Provost**

- **Provide SWAG bag to first 40**
Pilot Phase 2

- August 2018 – Announce course evaluation process and request form (web based form)
  - Possibly target 2-3 colleges
- September 2018 – Committee review of course requests
  - Possibly test utilizing university level group vs college level groups to evaluate course and faculty participation
- December 2018 – Training for faculty to enhance course
  - Utilize FIS to identify faculty participating in program
- February 2019 – Utilize attributes in Banner to designate HIP courses
Expert Speaker Series

• Bringing two experts to campus this semester
  – One TL expert and one HIPs expert
• Conducted a literature review and general research on scholar/experts.
• Criteria for Selection:
  – Deep background in, knowledge of, and scholarship in: TL and HIPs.
  – Working with TL and HIPs in the context of improving the student learning experience.
  – Understanding of the importance of reflection over time as a means to deepen, improve, enhance student learning.
  – Ability to relate and connect TL and HIPs to both the curricular and co-curricular experiences.
Marketing Update

• Student engagement – 3 classes
  – Public Relations and Marketing Class
    • Develop two separate plans for review
    • Include theme (transcript and campaign)
    • Plan reviewed by Marketing Communications Committee
  – Design Class
    • Develop logo and collateral based on approved plan

• Timeline:
  – Plans: End of February
  – Design concepts: End of Semester

• Implementation: Fall 2018
QUESTIONS?
Next Meetings

Expert Speaker: March 2nd, 11:00 – 12:30, Carmichael Student Center University Room A&B

Stage Gate: May 1st, 2:00 – 4:00 Ksu Center 300