QEP Statement:
The QEP will facilitate **integrative learning** demonstrated through reflection by students after participating in high impact experiences characterized by a framework of quality.

Integrative Learning:
Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to novel, complex situations.

Reflection:
A metacognitive act, examining an experience in order to explore its significance and consequence to one’s self.

QEP Tagline:
Learn.Connect.Reflect

Program Goals:
Goal A: Develop a university culture that supports and fosters integrative learning through high-impact practices.
Goal B: Develop the infrastructure to support, facilitate, and enhance students’ integrative learning opportunities.

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 a fair and respectful manner (A)
- Solidify personal core values and sense of self through a broadening of perspectives (RP, E)

Proposal Components:
- Participating HIPs will be imbedded within a for-credit or zero-credit course
  - Instructor of record will review the individual reflection
- High-Impact Practices (HIPs) will not be mandatory for graduation for all students
- Participating students will participate in two HIP-designated courses over the course of their undergraduate enrollment
- Students will write a summative reflection after participating in the two HIP activities
  - A committee will review the summative reflection
  - Summative reflection will be in narrative form (written or Vlog)
  - The summary reflection will occur after the second HIP experience, no earlier than by the next semester.
Framework:

Characteristics of an Enhanced High Impact Course

- The course must align with an AAC&U High Impact Practice and include an active or experiential component.
- The faculty mentor and student work collaboratively to establish and achieve high expectations. Those expectations include reflection on the experience, which is assessed by the faculty mentor.
- The experience involves significant contributions by the student that results in a tangible product, preferably one that has the potential for dissemination (paper, poster, oral presentation, report, etc.).
- There is an investment of time and effort by the student as agreed-upon with the faculty mentor. (Time would depend on the project/course/discipline)
- The student receives frequent, timely, and constructive feedback from the faculty mentor.
- The student works collaboratively with a diverse team or researches diverse perspectives in the chosen area of focus.
- The student integrates concepts, skills, knowledge, or dispositions from other courses.

Student Criteria

- Successful completion of a minimum of two “HIP” courses
  - Successful completion equals C or better in course, determined by assigned faculty
  - Course is designated as part of integrative program
  - Courses cannot occur within the same semester
- Successful completion of summative reflection
  - Successful completion determined by rubric, evaluated by Reflection committee
  - The summative reflection occurs after the second “HIP” experience, no earlier than by the next semester.

Designation

- Graduation cord
- Verbal recognition at graduation ceremony (university or college ceremonies)

Syllabus Statement

KSU’s Quality Enhancement Plan (QEP) committee has designated this course as a High Impact course. These courses are characterized by the qualities below.

- active or experiential learning
- high expectations of students
- frequent feedback on student progress
- a tangible product at the end of the semester that may have the potential for dissemination, such as a paper, poster, oral presentation, or report
- reflection on your experiences

*See Rubric on page 7*
System Requirements

- **Tracking**
  - Designate course as High Impact
    - Utilize course attribute.
      - HIP1 Service Learning, Community-Based Learning
      - HIP2 Learning Communities
      - HIP3 Diversity/Global Learning
      - HIP4 First-Year Seminars and Experiences
      - HIP5 Writing-Intensive Courses
      - HIP6 Collaborative Assignments and Projects
      - HIP7 Undergraduate Research
      - HIP8 Internships
      - HIP9 Capstone Courses and Projects
    - Allows for multiple designations (Honors and HIP)
  - Indicate course availability each semester
  - Assign instructor to course
  - Allow students to register for course
  - Provide grading opportunities
  - Report on students assigned to course
  - Report on students’ completion/grade in course

- **Reflection**
  - Easy to navigate
  - System for students to upload and/or record reflections
    - Files could be in form of video, pictures, documents, etc.
  - System for “instructor” to evaluate reflections and provide status
    - Possibly utilize D2L for initial evaluation
  - Ability for student to allow external users in to view e-portfolio yet not see instructor evaluations
  - Optional: Ability to badge students for completion of reflection
  - Optional: ability to badge instructors for conducting integrative learning courses or activities
  - Notifications
    - Notify faculty or committee of reflection upload
    - Notification to student of reflection status
    - Notification to student that they are able to complete summative reflection

Organization Structure:

- The office will be staffed by two employees and report up through the Provost office
  - QEP Director – Faculty member
  - Office staff
- Roles of office staff will include:
  - Evaluate HIP activities to qualify for program
  - Partner with CETL to train faculty and program directors to develop high quality HIP activities
  - Coordinate the evaluation of reflections utilizing volunteer faculty
  - Train faculty volunteers evaluate HIP reflections

*See Rubric on page 7*
Outreach and marketing to students to encourage participation
Collect and analyzing results of program
Write annual report and present to key stakeholders

- Review Committee Structure
  - 15 members (10 faculty, 5 staff)
    - Non-faculty members will need to hold advanced academic credentials
    - 1-2 members need to have Instructional Design experience
    - Potentially 2-year commitment
    - Need to request each fall to include in Faculty Participation Agreement (FPA)
  - Committee will evaluate possible course inclusion
  - Committee will evaluate summative reflections
    - Due date given each semester to students to submit their reflection
    - Committee has 1 month to review reflections
      - Reviews could be done by committee in two half-day sessions
      - Each reflection will be evaluated by two to three committee members

Pilot:
- Phase 1 Pilot begin Spring 2018
  - 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
    - Ana Baida
    - Amy Buddie
    - Matthew Robison
    - Scott Reece
    - Matt Khoury
    - Michael Luther
  - Use Norming session to train reflection review committee
  - Provide certificate signed by President and Provost
  - Provide SWAG bag to first 40
- Phase 2 Pilot to begin Fall 2018
  - May – Invite Identified faculty to participate in pilot
  - September 2018– Announce course request form (web-based form)
    - HIP Categories included for Pilot:
      - Undergraduate Research
      - Internships

*See Rubric on page 7*
• First-Year Seminar
  o September - Online based training available
  o November – Decisions made regarding courses
    ▪ Utilize FIS to identify faculty participating in program
  o Possibly test utilizing University level group vs College level groups to evaluate course and faculty participation
    ▪ University Level Committee:
      • Director of QEP
      • Ana Baida
      • Amy Buddie
      • Iyonka Strawn-Valcy
      • Nirmal Trivedi
      • Mary Lou Odom
      • Faculty Senate Rep Marietta
      • Faculty Senate Rep Kennesaw
  o December 2018 – Additional Training available for faculty to enhance course
  o February 2019 – Utilize attributes in Banner to designate HIP courses
### QEP Summative Reflection Rubric

<table>
<thead>
<tr>
<th>Connections to Experience</th>
<th>Connections to Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capstone</strong> 4</td>
<td>Makes connections among disciplines, perspectives (CD)</td>
</tr>
<tr>
<td>Meaningfully synthesizes connections among experiences outside of the formal classroom (including specific examples of life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.</td>
<td>Creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.</td>
</tr>
<tr>
<td>Effectively selects and develops specific examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.</td>
<td>Connects examples, facts, or theories from more than one field of study or perspective.</td>
</tr>
<tr>
<td>Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own, but does not provide specific examples.</td>
<td>Presents examples, facts, or theories from more than one field of study or perspective.</td>
</tr>
<tr>
<td>Identifies general connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.</td>
<td>Presents examples, facts, or theories from one field of study or perspective.</td>
</tr>
</tbody>
</table>

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*See Rubric on page 7*  
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<table>
<thead>
<tr>
<th><strong>Transfer</strong></th>
<th>Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</th>
<th>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</th>
<th>Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.</th>
<th>Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reflection and Self-Assessment</strong></td>
<td>Evaluates changes in own learning over time, recognizes complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks), and envisions a future self across multiple and diverse contexts.</td>
<td>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</td>
<td>Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).</td>
<td>Describes own performances with general descriptors of success and failure.</td>
</tr>
<tr>
<td><strong>Reflection and Prior Learning</strong></td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.</td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.</td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspective about educational or life events.</td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.</td>
</tr>
</tbody>
</table>