Quality Enhancement Plan

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

**Transformative Learning:**
Transformative learning is a developmental process that occurs over time and intentionally provides opportunities for **reflection** and **integration**.

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

**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.

**Program Goals:**
Goal A: Develop a university culture that supports and fosters transformative learning.
Goal B: Develop the infrastructure to support, facilitate, and enhance students’ transformative 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 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
- HIPs will not be mandatory for graduation for all students
- Participating students will participate in two HIP activities 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 needs to 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.
- Student will work collaboratively with a diverse team or research 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 transformative 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 needs to occur after the second “HIP” experience, no earlier than by the next semester.

**Designation**

- Designation of “Transformative Learning” (need new term) on Academic Transcript
- Graduation cord
- Verbal recognition at graduation ceremony (university or college ceremonies)

**System Requirements**

- **Tracking**
  - Designate course as High Impact
    - Utilize course attribute.
    - 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 transformative learning courses or activities
  - Notifications

- See rubric on page 3
- 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
    - Position to be hired July 2018
  - 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
  - Outreach and marketing to students to encourage participation
  - Collecting 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
    - Jen Wells
- Ana Baida
- Amy Buddie
- Matthew Robison
- Iyonka Strawn-Valcy
- Scott Reece
- Matt Khoury
- Michael Luther
  - Provide certificate signed by President and Provost
  - Provide SWAG bag to first 40
    - Global Shirts
    - Undergrad research wristband flash drives and pens
    - Enter drawing to get $25.00 gift card to bookstore
- Phase 2 Pilot to begin Fall 2018
  - August 2018—Announce course evaluation process and request form (web based form)
    - Possibly target 2-3 colleges
  - 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
- Need to develop and train reflection committee
Reflection Prompt A:

Dear student,

In the semester after completing your second high-impact experience, consider your experiences, as well as your coursework, and prepare a 3-5 page essay, 10-15 minute vlog (video blog) post, or equivalent presentation on your personal transformation. Please use the following questions to guide your reflection, but do not answer them one by one. Create one thoughtful response that incorporates answers to these questions. Remember that the readers/audience are interested in how you integrate your experiences with your classwork, and reflect on that, noting they may not experts in your major.

In order to get started, consider the model below. Use the questions that resonate with your experience to frame your presentation.
Reflection Prompt B:

Dear student,

In the semester AFTER completing your second high-impact experience, consider your experiences and also your classwork and prepare a 3-5 page essay, 10-15 minute vlog post, or equivalent presentation on your personal transformation. Please use the following questions to guide your reflection, but do not answer them one by one. Create one thoughtful response that incorporates answers to these questions. Remember that the readers/audience are interested in how you integrate your experiences with your classwork, and reflect on that, noting they may not experts in your major.

- What was the most surprising way you applied something learned in your high-impact experience to your classwork? (CE)
- How has your understanding and knowledge of your major changed? From what new perspective are you now able to view your discipline? (CD)
- What was the most surprising way you applied something you learned in class during your high-impact experience? (CD)
- How have you applied your classwork and experiences to your life? (T)
- Identify something you do differently as a result of your previous reflections? (T)
- How will you apply reflection and lifelong learning in your future? (RS)
- What was your greatest “a-ha” moment; how did it come about? (RP)
- What does it mean to be a member of a diverse team? (RP)
- How do you think you have changed since you started college? What experiences or knowledge led to your personal growth? (RP)
- What skills have you learned or need to learn to obtain a job in your career? What have you learned or need to learn to gain the skills of the leaders in the field? (RP, RS, T)
- What experience did you have working or communicating with someone from a different background than yourself; how did that give you new perspective? (E)
- What role did empathy play in your experiences? Discuss a time in your college career when you have experienced empathy or witnessed empathy. How did you react? How did it impact your work? How did impact your own behavior? (E)
- What grounds you when life feels overwhelming? How did your high-impact experiences and classwork help refine your core values? (A)
### Summative Reflection Rubric:

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connections to Experience</strong>&lt;br&gt;Connects relevant experience and academic knowledge (CE)</td>
<td>Meaningfully synthesizes connections among experiences outside of the formal classroom (including 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>Effectively selects and develops 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>
</tr>
<tr>
<td><strong>Connections to Discipline</strong>&lt;br&gt;Makes connections among disciplines, perspectives (CD)</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>
<td>Connects examples, facts, or theories from more than one field of study or perspective.</td>
</tr>
<tr>
<td><strong>Transfer</strong> Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new professional, personal, and civic situations (T)</td>
<td>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.</td>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</td>
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<td><strong>Reflection and Self-Assessment</strong> Builds on prior experiences to respond to new and challenging contexts (RS)</td>
<td>Envisions a future self (and possibly makes plans that build on past experiences) that have occurred 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>
</tr>
<tr>
<td><strong>Reflection and Prior Learning</strong> Need description here (RP)</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>
</tr>
<tr>
<td>Empathy</td>
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<tr>
<td>Empathy is the imaginary participation in another person’s experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person’s position)⁴⁹¹</td>
<td>Interprets experiences from multiple perspectives, demonstrates ability to act in a supportive manner that recognizes the wants and needs of others, and imagines what others see and feel</td>
<td>Recognizes others intellectual and emotional perspectives, sometimes considers others’ wants and needs, and is able to see and feel what others see and feel</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Argumentation</th>
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<tbody>
<tr>
<td>Need description (A)</td>
</tr>
<tr>
<td>The student provides a well-articulated and detailed argument containing no errors in logic.</td>
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