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. The process’ intention is for students to locate one’s self within their community of learning and practice and experience a shift in worldview that informs future action.

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.

Learning Objectives:
- Connect experiences to academic knowledge
- Integrate skills, abilities, theories, or methodologies among disciplines and perspectives
- Build on prior experiences to respond to new and challenging contexts
- Articulate . . . multiple perspectives, fair (needs further development)

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
- Students will participate in two HIP activities over the course of their program
- 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 a “High Impact” Experience
- The faculty mentor has set high expectations for the student.
- The experience involves substantive contributions by the student. (further define; possibly provide examples)
- There is a significant investment of time and effort by the student over an agreed-upon timeframe.
  - Course based experiences should follow policies related to course credit hours
  - Non course based experiences should require 20-30 hours of time
- The experiences involves working collaboratively with others that are different from self.
- The student and mentor have had interactions, in which the student has received frequent, timely, and constructive feedback.
- The student is required to integrate what he/she has learned in multiple courses.
There is a tangible product at the end of the experience (paper, poster, oral presentation, report, etc.).
  o It is desirable that the product has the potential for dissemination.

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

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

System Requirements
  - Tracking
    o Designate course as Transformative Learning (HIP) qualified
      ▪ Utilize course attribute.
      ▪ Allows for multiple designations (Honors and HIP)
    o Indicate course availability each semester
    o Assign instructor to course
    o Allow students to register for course
    o Provide grading opportunities
    o Report on students assigned to course
    o Report on students completion/grade in course
  - Reflection
    o Easy to navigate
    o System for students to upload and/or record reflections
      ▪ Files could be in form of video, pictures, documents, etc.
    o System for “instructor” to evaluate reflections and provide status
      ▪ Possibly utilize D2L for initial evaluation
    o Ability for student to allow external users in to view e-portfolio yet not see instructor evaluations
    o Optional: Ability to badge students for completion of reflection
    o Optional: ability to badge instructors for conducting transformative 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
    o 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
  - Potentially 2 year commitment
  - Need to request in fall to include in FPA
  - College representation
- Outreach and marketing to students to encourage participation
- Collecting and analyzing results of program
- Write annual report and present to key stakeholders

Pilot:
- Phase 1 Pilot begin Spring 2018
  - 50 Students who have participated in at least 2 HIP courses
  - Students asked to write summative reflection based on rubric
  - Committee made up of pilot and assessment committee will review reflections
  - Possibly offer retroactive transcript designation and/or coupon to bookstore or Panda Express
- Phase 2 Pilot to begin Fall 2018
  - Begin marketing
  - Utilize attributes in Banner to tag courses as HIP
  - Courses need to be identified by February 2018
  - Will need to train associated faculty prior to Fall 2018
- Need to develop and train reflection committee
Reflection Prompt:

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>Connections to Experience</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Benchmark 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connects relevant experience and academic knowledge</strong></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>
<td>Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.</td>
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<table>
<thead>
<tr>
<th>Connections to Discipline</th>
<th>Benchmark 1</th>
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<tbody>
<tr>
<td><strong>Makes connections among disciplines, perspectives</strong></td>
<td>Independently 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>
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<tr>
<td>Transfer</td>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new professional, personal, and civic situations</td>
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<td>-------------------------------------------------</td>
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<tr>
<td>Reflection and Self-Assessment</td>
<td>Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.</td>
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<tr>
<td>Reflection and Prior Learning</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>
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<tr>
<td><strong>Argumentation</strong></td>
<td>The student provides a well-articulated and detailed argument containing no errors in logic.</td>
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<tr>
<td></td>
<td>The student provides a well-articulated but not detailed argument containing no errors in logic.</td>
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<tr>
<td></td>
<td>The student presents an argument that is not well articulated or contains some significant errors in logic.</td>
</tr>
<tr>
<td></td>
<td>The student presents an argument that is not well articulated and contains some significant errors in logic.</td>
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</tbody>
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<tr>
<th><strong>Empathy</strong></th>
<th><strong>Values</strong> Develops thoughts and feelings of one’s reaction in response to the observed reaction of another.</th>
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<td></td>
<td>Conveying this taking in other perspectives.</td>
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<tr>
<td></td>
<td><strong>Accept/Respect</strong> what others see and feel</td>
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<td></td>
<td>Thinks of a few perspectives but not those far outside his/her own experience.</td>
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<td>Acknowledges that others see and feel differently; perspectives are limited does not often consider others’ wants/needs.</td>
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<td></td>
<td>Sees things through own ideas and feelings; ignores or is threatened or puzzled by different feelings, attitudes, views.</td>
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