



**explore  
experience  
excel**

Quality Enhancement Plan (QEP)



# **1 Explore, Experience, Excel Executive Summary**

Austin Peay State University plans to enhance learning by increasing students' participation in transformational learning experiences, high-impact practices that not only transform perspective but additionally engage students in practical application of their learning in nonacademic settings. Successful education often employs high-impact practices, which actively involve students in their own learning, and transformative learning experiences, which develop students' understanding by adding to their fundamental perspective on subject matter. Transformational learning experiences are high-impact transformative learning that, further, offer contextual use of subject matter and reflective examination to prepare for continued and improved use.

The artifacts produced by students as evidence of their learning as a result of engaging in transformational experiences will be linked to Austin Peay State University's BRAVO student learning outcomes utilizing rubrics modeled after the Association of American Colleges and Universities (AAC&U). An e-portfolio system will be identified and subsequently utilized to produce the body of a student's work.

Austin Peay State University currently offers transformational learning experiences including service learning, undergraduate research, study abroad, and others. To formalize the system, a coordinated effort managed through the division of Academic Affairs will facilitate the programs that currently offer these experiences, foster development of new transformational learning experiences, will assist students seeking these experiences, and will oversee an e-portfolio system for students to document their experiences and for advisors and administrators to assess the experiences. This unit will administratively operate with a long-term quality enhancement director, a shorter-term task force, and administrative assistance. These administrators will facilitate the development of training and instructional support for faculty and staff, achievement awards, and informational promotions and activities for students. During the five-year development of this Explore, Experience, Excel plan, the unit coordinating transformational learning experiences and the office that directs quality enhancement will require approximately \$5,000,000.

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## 2 Step One: Developing the Explore, Experience, Excel QEP Topic

During the fall semester of 2012, APSU established a QEP think tank to begin the process of identifying relevant topics that address key student learning issues. In compliance with Comprehensive Standard 3.3.2, broad-based campus involvement was achieved by selecting faculty who represented each of the university's colleges, the library, and several key administrative units (Table 2.1).

Table 2.1: Austin Peay's QEP Think Tank

Name	College <sup>1</sup> and/or Administrative Unit <sup>2</sup>	Department
Pam Gray	COAL	Department of Communications
Dwonna Goldstone	COAL	Department of Languages & Literature
David Major	COAL	Department of Languages & Literature
Timothy Winters	COAL	Department of Languages & Literature
Matthew Kenney	COBHS / PELP	Department of Political Science
McCartney Andrews <sup>3</sup>	COBHS	Department of Psychology
Nicole Knickmeyer	COBHS	Department of Psychology
Dennis Pearson	COB	Department of Economics
Don Nyonna	COB	Department of Finance
Tara Alvey	COE	Department of Teaching & Learning
Joseph Jerles	COE	Department of Teaching & Learning
Rebecca Johansen	COSM	Department of Biology
Christopher Gentry	COSM / OUR	Department of Geosciences
Loretta Griffy	COSM / CTL	Department of Mathematics & Statistics
Chin-Zue Chen	STPM	Department of Engineering Technology
Robyn Hulsart	STPM	Department of Professional Studies
Lori Buchanan	Woodward Library	Research and Instruction
Christina Chester-Fangman	Woodward Library	Research and Instruction

<sup>1</sup>COAL: College of Arts and Letters, COBHS: College of Behavioral and Health Sciences, COB: College of Business, COE: College of Education, COSM: College of Science and Mathematics, STPM: School of Technology and Public Management (Fort Campbell)

<sup>2</sup>PELP: President's Emerging Leaders Program, OUR: Office of Undergraduate Research, CTL: Center for Teaching and Learning

<sup>3</sup>Undergraduate student representative

The initial QEP think tank meeting was held on October 19, 2012, in the Morgan University Center. During subsequent meetings held in the months of October and November, committee members analyzed the National Survey of Student Engagement (NSSE); Faculty Survey of Student Engagement (FSSE); employer surveys; alumni surveys; surveys developed by the QEP think tank for faculty, staff, department chairs; and student responses regarding the campus learning environment. In addition to these surveys, two open forums were held during the fall semester to discuss potential topics for the QEP. Based on committee discussion, faculty response, and analysis of the surveys, the think tank determined that including transformational learning experiences (TLE) will enhance future student success and should be central to the proposed QEP. An example of TLEs that will provide students an opportunity to apply their learning to and engage in the global society, include

- internships
- practicum courses
- undergraduate research
- service learning
- study abroad
- service in student government
- other transformative experiences

During the spring semester of 2013, the QEP think tank developed and approved a draft proposal regarding the incorporation of TLEs and presented their findings to the campus community and administration. The plan was approved by President Timothy Hall and a formal committee (Table 2.2) was established to develop the campus QEP by the fall semester of 2013.

Table 2.2: Austin Peay's QEP Writing Teams

<b>Name</b>	<b>College<sup>1</sup> and/or Administrative Unit<sup>2</sup></b>	<b>Department</b>
Pam Gray	COAL	Department of Communications
Michèle Butts	COAL	Department of History and Philosophy
Mercy Cannon	COAL	Department of Languages and Literature
Jill Eichhorn	COAL	Department of Languages and Literature
David Major	COAL	Department of Languages and Literature
Marcy Maurer	COBHS	Department of Health and Human Performance
Jessi Dillingham <sup>3</sup>	COBHS	Department of Psychology
Stephen Truhon	COBHS	Department of Psychology
Dennis Pearson	COB	Department of Economics
Daniel Anderson <sup>3</sup>	COB	Department of Management
Benita Bruster	COE	Department of Teaching and Learning
Karen Meisch	COSM	Department of Biology
Jack Deibert	COSM	Department of Geosciences
Christopher Gentry	COSM / OUR	Department of Geosciences
Loretta Griffy	COSM / CTL	Department of Mathematics and Statistics
Gray Kane	CTL	Center for Teaching and Learning
Daniel Pitts <sup>3</sup>	COSM	Department of Mathematics and Statistics
Lori Buchanan	Woodward Library	Research and Instruction

<sup>1</sup>COAL: College of Arts and Letters, COBHS: College of Behavioral and Health Sciences, COB: College of Business, COE: College of Education, COSM: College of Science and Mathematics

<sup>2</sup>OUR: Office of Undergraduate Research, CTL: Center for Teaching and Learning

<sup>3</sup>Undergraduate student representative

Throughout 2013, the plan has been discussed in the University community through open forums, Student Government, Faculty Senate, Staff Senate, Deans' Council, President Hall's cabinet, and campus media.

### 3a Equipping Students to Flourish in the 21st Century

While colleges and universities have been focused of late on student engagement, student persistence, and graduation rates, a much more pervasive and critical threat to the future success and personal wellbeing of their students has gone largely unaddressed. Psychologist William Damon and other researchers have expressed concern over the lack of purpose and commitment among the majority of American students and the implications for the nation as a whole. These students wander through college taking courses and completing degrees with no clear life goals in mind, resulting in “limited learning.” Barbara Schneider and David Stevenson characterized the largest group of college students they studied as “drifting dreamers” who had “high ambitions, but no clear life plans for reaching them.” They found “these students ‘have limited knowledge about their chosen occupations, about educational requirements, or about future demand for these occupations.’” Richard Arum and Josipa Roksa worry that students enter college “with attitudes, norms, values, and behaviors that are often at odds with academic commitment,” and declare them “academically adrift.” Sociologist Steven Brint agreed, observing “Current cultural norms among U.S. undergraduates support a conception of schooling as an important, but part-time activity.” Social and leisure activities were at least as important to these students.<sup>1</sup>

Colleges are failing students by leaving them to figure out for themselves what connections there might be between what they are learning in class and finding careers that will make their lives meaningful. Derek Bok, former president of Harvard University, said it was “one of the lowest priorities” in higher education, “well behind football, celebrity appearances, and new dining halls.” Students are equally “mystified” about the relationship between their academic assignments and the knowledge and skill set that they will actually need to use in life.<sup>2</sup> Their search for meaning in their college experiences leads both traditional and non-traditional students to examine their core values, beliefs, and abilities, and their sense of self evolves in the process. Discovering a sense of purpose draws the student out of self and into enthralling activities of personal meaning that impact people and the world beyond the self. When students approach their life work with a sense of purpose, considering it their calling, they become invigorated and resilient. Students need to wrap their lives around an “ultimate concern” that brings meaning and personal fulfillment as well as the motivation to learn and achieve. Damon maintains everyone can “find and make a sustained commitment to a purpose with rich benefit to themselves and others.”<sup>3</sup> Pursuing a positive purpose leads to happiness and life satisfaction. College faculty and staff can help students find purpose by modeling purpose, presenting possibilities, incorporating experiential learning, and providing encouragement, inspiration, and support.<sup>4</sup>

As students pursue identity and purpose, Anne Colby and William M. Sullivan encourage faculty to help them adopt “positive ideals, concern for the common good, and a strong sense of responsibility.” Colby and her colleagues at the Carnegie Foundation for the Advancement of

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<sup>1</sup> William Damon, *The Path to Purpose: Helping Our Children Find Their Calling in Life* (New York: Free Press, 2008) and Richard Arum and Josipa Roksa, *Academically Adrift: Limited Learning on College Campuses* (Chicago: University of Chicago Press, 2011) pp. 3, 120.

<sup>2</sup> William Damon, *The Path to Purpose*, pp. 113-14.

<sup>3</sup> Anne Colby and William M. Sullivan, “Strengthening the Foundations of Students’ Excellence, Integrity, and Social Contribution,” *Liberal Education* Winter (2009): 24; Anne Colby et al. *Educating Citizens: Preparing America’s Undergraduates for Lives of Moral and Civic Responsibility* (San Francisco: Jossey-Bass Publishers, 2003) pp. 121, 128; and Damon, pp. 41-42, 31-34, 79, 104.

<sup>4</sup> Damon, pp. 8, 28, 96-97, 181 and Colby and Sullivan, pp. 28-29.

Teaching believe colleges and universities perform a “critical role” in shaping their students’ character and “sense of social responsibility.”<sup>5</sup> Melinda Fine argues that educators must teach students “the skills and habits of mind that will help them decide who they are, what they believe, and what they must do as active and responsible participants in the American democracy.”<sup>6</sup> Although one-fourth to one-third of college students have performed community service by the time they arrive on campus, they “don’t believe that they can make a difference, and haven’t thought much about the kind of difference they would make if they could.”<sup>7</sup> Noting the 73 percent of college students who participate in community service, Colby and her colleagues found that “college students are much more likely to participate in community service than in political activities.” Knowing little about the political system, “they tend to be skeptical that they could accomplish anything worthwhile in the political realm.” They fail to see the connection between their charitable work and public policies that could and do affect it. Their lack of interest or valuing of political and civic involvement is a great concern to many educators and leaders. In the Carnegie group’s view, “it is possible for an undergraduate education to act as a powerful pre-expedition, equipping students with critical tools and skills, clearing away some their central confusions, shifting them toward more constructive habits of heart and mind, providing them with new lenses for refracting the many problems and dilemmas they will confront, raising questions about their unexamined assumptions, and connecting them with others who can inspire them and become indelible images of the kind of person they want to become.”<sup>8</sup>

Personal and social responsibility is one of the four overarching learning goals recommended in 2007 by the Association of American Colleges and Universities’ Liberal Education and America’s Promise (LEAP) initiative. The Core Commitments initiative lent greater focus upon personal and social responsibility outcomes, but the other three goals also were deemed essential for all college students in the 21<sup>st</sup> Century. They are knowledge of human cultures and the physical and natural world, intellectual and practical skills, and integrative and applied learning. A sense of identity and purpose helps students connect their intellectual development with responsible action, the ability William Sullivan and Matthew Rosin call “practical reasoning.” They maintain that college students “need to develop a life of the mind for practice.” “Practical reasoning” carries the student beyond critical and higher order thinking “toward questioning and criticizing for the sake of more informed and responsible engagement. What critical thinking pulls apart, responsible judgment must re-connect.” In order to prepare for the decisions they will make and the actions they will take in the real world, students need to develop “judgment about real situations in all their particularity, ambiguity, uncertainty, and complexity.”<sup>9</sup>

Although modern liberal education attempts to impart “the ability to use knowledge and reflection to inform their judgment in complex worlds of practice and to shape their own lives for critical engagement in the world,” students on today’s campuses demonstrate little evidence.<sup>10</sup>

<sup>5</sup> Colby and Sullivan p. 24; Colby et al., *Educating Citizens*, p. xii

<sup>6</sup> Melinda Fine, *Habits of Mind: Struggling Over Values in America’s Classrooms* (San Francisco: Jossey-Bass Publishers, 1995) p. 6.

<sup>7</sup> William Damon, p. 174.

<sup>8</sup> Colby et al., *Educating Citizens*, pp. 7-8, 21.

<sup>9</sup> The National Leadership Council for Liberal Education and America’s Promise, *College Learning for the New Global Century* (Washington, D.C.: Association of American Colleges and Universities, 2007), pp. 2-6; Colby and Sullivan, pp. 22-28; and William M. Sullivan and Matthew S. Rosin, *A New Agenda for Higher Education: Shaping A Life of the Mind for Practice* (San Francisco: Jossey-Bass Publications, 2008), pp. xv-xvii, 143.

<sup>10</sup> Colby and Sullivan, pp. 24-25



While students can recall knowledge when prompted on a test, research reveals that they either don't think to use it or don't know how to use the information, when confronted with a new, only slightly different situation.<sup>11</sup> In their study of student development in critical thinking, complex reasoning, and writing, Arum and Roksa found that many students showed "either exceedingly small or empirically nonexistent" improvement during their college careers. Regrettably, the researchers also discovered that university programs touted for success in achieving student persistence, engagement, and degree completion had little impact upon students' actual learning. Learning is a "distinct outcome," they insist, that must be facilitated in its own right. "Education is not a process of simply accumulating 'facts, concepts, and skills,' but one that facilitates students' 'ever-increasing grasp of the world.'"<sup>12</sup>

Consequences of these facts can be devastating for the nation as a whole. Other nations "are now educating more of their citizens to more advanced levels than we are," the federal government proclaimed in 2006, and American companies began looking overseas for people meeting their "skilled-intelligence" needs in the highly competitive 21<sup>st</sup> Century global economy. Corporate leaders consider the quality of U.S. undergraduate education "unacceptable," complaining that the skills and abilities their companies need should be taught in American colleges and universities. "More than 90 percent of employers rate written communication, critical thinking, and problem solving as 'very important'" in meeting today's work requirements, but only a small percentage of bachelor's degree holders have mastered these skills. According to that 2006 business report, only 16 percent of college graduates excelled in written communication and only 28 percent excelled in critical thinking and problem solving. An Association of American Colleges and Universities' employer survey reported that 26 percent of college graduates were "very well prepared in writing," but only 22 percent were "very well prepared to think critically." According to the LEAP report, "less than 10 percent of today's college graduates have the knowledge and experience to make them globally prepared."<sup>13</sup>

As American college graduates are relegated to routine positions and questions arise about the impact of "limited learning" and civic and political disengagement on the future of American democracy, educators offer promising solutions. The LEAP National Leadership Council's essential aims and learning outcomes can be a road map for colleges and universities to shift from focusing on "accumulating course credits to building real-world capabilities." To prepare for work, life, and citizenship, students should work on open-ended problems, practice being effective team members, develop practical judgment and problem solving skills "in the field," and "engage in collaborative interaction with people whose assumptions and life experiences are different from their own." Service learning and diversity experiences enhance both "students' civic commitments and their overall cognitive development."<sup>14</sup> Active learning that gives students the opportunity to work alongside peers and faculty augments their learning of content, development of critical thinking skills, and transfer of prior learning to new situations as well as development of moral and civic responsibility. Students must practice and be emotionally engaged in what they are learning. While collaborative learning, use of simulations, internships, and problem-based learning provide direct, somewhat authentic practice, experiential learning experiences, including service learning, most closely resemble the real-world situations students will one day face. Learning to operate in such different contexts involving complex social issues, perceptions, and emotions while having to connect ideas and

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<sup>11</sup> Colby et al., *Educating Citizens*, p. 133.

<sup>12</sup> Arum and Roksa, *Academically Adrift*, pp. 121, 2, 132-136, 131 and LEAP, *College Learning*, p. 10.

<sup>13</sup> Arum and Roksa, pp. 123-24, 143 and LEAP, *College Learning*, pp. 8, 16.

<sup>14</sup> LEAP, *College Learning*, pp. 5, 36-38 and Colby et al., *Educating Citizens*, p. 136.

principles across academic lines and varied settings can deepen and extend the student's learning. Reflective writing and discussions that follow experiential learning encourage greater transfer of learning to new situations.<sup>15</sup>

Colby and Sullivan call for colleges and universities to respond to the LEAP initiative by incorporating high-quality experiential learning throughout both the curriculum and the co-curriculum. Using “active, hands-on, collaborative, inquiry-based pedagogies” will enable students to blend theory and classroom knowledge with practice and achieve deeper, transformative learning. Adding even greater power to their experience, students find themselves working closely with inspiring people, which may generate new images of who and what they want to be like. As students “become engaged in activities that broaden their horizons and connect them with people they respect and can learn from, some will undergo what [the Carnegie group] have called a ‘transformation of goals.’ They may form relationships with people they admire who push them toward new ways of thinking about what they are doing or new commitments.” Colby and Damon found “participation in pro-social activities [such as leadership programs and community service] can lead to a gradual transformation in a person’s moral values and goals.”<sup>16</sup>

This type of transformative learning effectively addresses the needs of today’s college students. Facilitating development of identity and discovery of purpose anchors the student’s learning in personal meaning and generates a high level of motivation and resilience. Encouraging character development and social responsibility prepares students to be active participants in American democratic society. Fostering “practical reasoning” equips students to use responsible judgment in their future actions and decision-making. Engaging students in experiential learning experiences enables them to work on open-ended problems, learn team collaboration, develop practical judgment, work with diverse people, and develop the “skilled-intelligence” required in the 21st Century marketplace. Active learning “in the field” of real life deepens and extends student learning and facilitates its transfer to new situations. Educating for identity, purpose, and “practical reasoning” as well as analytical abilities will equip students to flourish in the 21st Century global economy, to “be positive forces” actively engaged in society, and to achieve life satisfaction.<sup>17</sup>

### **3b Connecting the Plan to Campus Needs**

In developing the QEP, various lines of evidence were used to assure compliance with Core Requirement 2.12, an institutional process for identifying key issues, and connection to the campus mission and key learning outcomes. These included the NSSE and FSSE surveys, employer and alumni surveys, and campus surveys targeting student learning. The think tank determined that the most common negative responses in these surveys related to key student learning deficiencies which will be addressed through the incorporation of TLEs discussed in the proposed QEP.

#### ***National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE)***

In 2012, APSU faculty, first-year students, and senior students participated in national surveys for student engagement. A total of 342 faculty members were invited to participate in

<sup>15</sup> Colby et al., *Educating Citizens*, pp. 136-39.

<sup>16</sup> Colby and Sullivan, p.29; LEAP, *College Learning*; Colby et al., *Educating Citizens*, pp. 140, 241, 115

<sup>17</sup> Colby et al., p. 7.

the FSSE survey (a 70% response rate). Of the 238 respondents, 50% primarily taught courses for first-year students and 40% taught senior-level courses. A maximum of 717 senior level and 631 first-year students responded to questions reported on the NSSE survey. Of the 85 common questions on each survey, twelve questions have a relationship to the proposed QEP with four questions directly targeting purposed TLEs. A comparison of those four specific questions revealed that faculty considers many of the core concepts of the QEP as an important experience for all levels of education. When examining those same questions on the NSSE survey, an overwhelming majority of students had no plan to or were undecided in their need to engage in specific TLEs (Table 3.1).

Table 3.1: Questions on Transformational Learning Experiences in Surveys of Student Engagement

<b>Questions</b>		<b>Faculty Response Very Important or Important</b>	<b>Student Response Not Planned or Undecided</b>
<b>Percentage of respondents indicating importance (faculty) or plan to complete (student) the following:</b>	<b>Student Class</b>		
Practicum, internship, field experience, co-op experience, or clinical assignment	First Year	87%	25%
	Senior	84%	32%
Work on a research project with a faculty member outside of course or program requirements	First Year	62%	66%
	Senior	69%	71%
Study abroad	First Year	51%	65%
	Senior	45%	81%
Culminating senior experience (for example, capstone course, thesis, project, comprehensive exam)	First Year	86%	58%
	Senior	84%	41%

The remaining twelve questions relate to the emphasis on students' application of critical thinking skills, solving complex real world problems, quantitative analysis, and considering diverse global issues. On average, 40% of first-year students rarely or never engage or apply these skills during their educational experience. The survey of senior students demonstrates only slight more application at 30%. The faculty perception of first-year students (69%) and seniors (41%) also reveals a lack of applying or engaging in these higher-order thinking skills. Student deficiency in these areas can be addressed through the incorporation of TLEs related to the proposed QEP.

### *Employer Satisfaction Survey*

In addition to faculty and student surveys, APSU administered an Employer Satisfaction Survey in 2012 with a total of 86 total responding companies. The majority of these organizations (75%) describe their employment category as education, business, government, manufacturing, civil service, or healthcare. When asked what college degrees they look for when filling positions the responses were somewhat evenly divided among the colleges (Table 3.2)

Table 3.2: Distribution of Employment Pools

<b>Desired Degree: College/School</b>	<b>Percentage</b>
College of Science and Mathematics	26%
College of Arts and Letters	23%
College of Behavioral and Health Sciences	20%
School of Technology and Public Management	12%
College of Education	11%
College of Business	8%

Although the employers were overwhelmingly satisfied with the APSU alumni they have hired, several companies listed key skills our graduates could improve upon. Of those responses, 37% stated our students should engage in some sort of internship, research, or practical application of knowledge during the course of their education. The remaining responses were split between work ethic and a number of other statements (praise, administration, discipline specific advice not related to TLEs, etc.) (Table 3.3).

Table 3.3: Employers' Recommendations for Improvement

<b>Improvement Category</b>	<b>Percentage</b>
Internship, Research, and Practical Application	37%
Work Ethic	13%
Other	50%

The proposed QEP will not only address the specific response for students to obtain practical application, but involvement in QEP related TLEs will also help build the fundamental values consistent with a strong work ethic.

### *Alumni Survey*

To complement the Employer Satisfaction Survey, APSU also provided alumni with an opportunity to complete a satisfaction survey regarding their education. Although it appears that the 233 respondents were evenly divided among the university's colleges (Table 3.4), 90% of individuals were enrolled in the teacher licensure program indicated some relationship.

Table 3.4: Distribution of Alumni Responding to Satisfaction Survey

<b>Respondents College/School</b>	<b>Percentage</b>
College of Arts and Letters	23%
College of Behavioral and Health Sciences	21%
School of Technology and Public Management	18%
College of Science and Mathematics	17%
College of Business	14%
College of Education	7%

Many of the questions on the alumni survey mirror those asked of respondents to the NSSE survey. Among in these questions were inquiries regarding critical thinking skills, solving complex real world problems, quantitative analysis, and considering diverse global issues as well as questions directly addressing the proposed plans TLEs such as service learning, internships, and research opportunities. When compared to responses given on the NSSE

surveys, the alumni survey respondents shared many similar concerns with current students (Table 3.5).

Table 3.5: Participation in Transformative Learning Experiences

Questions	Alumni Survey	NSSE <sup>1</sup> Survey
Percentage of respondents rarely practiced/not completed (alumni/student) or plan to complete (student) following:	Rarely / Did not complete	Not planned / Undecided
Practicum, internship, field experience, co-op experience, or clinical assignment	40%	28%
Work on a research project with a faculty member outside of course or program requirements	72%	68%
Study abroad, service learning, diversity projects	85%	73%
Critical thinking skills, solving complex real world problems, quantitative analysis, application of theory, etc	35%	40%

<sup>1</sup>Values of first-year and senior surveys averaged

Using quantitative and qualitative responses given to questions from the NSSE, FSSE, alumni, and employer surveys, we find an obvious need to expand the availability of TLEs such as the ones proposed in our QEP. In addition to providing these opportunities, it is also imperative that the university encourage students to take advantage of the TLEs made available to them through the creation of our campus QEP.

### *Connection with APSU's Mission, BRAVO and Learning Outcomes*

In developing the proposed QEP, APSU established a meaningful connection with the university campus mission and our campus wide BRAVO student learning outcomes (Core Requirement 2.12). The campus mission statement states that

Austin Peay State University is a comprehensive university committed to raising the educational attainment of the citizenry, developing programs and services that address regional needs, and providing collaborative opportunities that connect university expertise with private and public resources. Collectively, these endeavors contribute significantly to the intellectual, economic, social, physical, and cultural development of the region. APSU prepares students to be **engaged and productive citizens**, while recognizing that society and the marketplace require **global awareness** and continuous learning. This mission will be accomplished by

- Offering undergraduate, graduate, and student support programs designed to **promote critical thinking, communication skills, creativity, and leadership**;
- Expanding access opportunities and services to traditional and nontraditional students, including the use of multiple delivery systems, flexible scheduling, and satellite locations;
- Promoting equal access, **diversity, an appreciation of all cultures**, and respect for all persons;
- Serving the military community at Fort Campbell through complete

- academic programs;
- Providing academic services that support student persistence to graduation;
- Fostering a positive campus environment that encourages active participation in university life; and
- Developing programs (credit and noncredit), **conducting research**, and providing services that contribute significantly to the quality of life, learning, and workforce development needs of the region.

The TLEs identified in the QEP plan (such as internships, practicum courses, undergraduate research, service learning, or study abroad) specifically address APSU's mission to encourage critical thinking, appreciation of different cultures, research, development of communication skills, and global awareness within our student body.

As the designated Tennessee Board of Regent's liberal arts institution, APSU adopted a series of recognized student learning outcomes titled BRAVO. A campus-wide team of faculty and students developed BRAVO to focus student learning outcomes needed for students to be successful, productive citizens based on the Liberal Education & America's Promise (LEAP) initiative set forth by the Association of American Colleges and Universities. LEAP's National Leadership Council recommended that every student participate in some form of service learning courses, internships, cooperative education, and community-based research. The campus' commitment to BRAVO states that

Thorough knowledge of your content area (a.k.a. major) is important, but employers throughout the country want to know that you can apply your knowledge to the real world. Employers and educators think all students have certain abilities no matter their major. Nation-wide colleges are being asked to place more emphasis on traits such as communicating effectively, working in a team, considering global implications of your work, using quantitative data intelligently, and engaging with your community

Learning outcomes within BRAVO are separated into five components: basics, reasoning, awareness, values, and outcomes. The first component, basics, includes the learning goals of acquiring skills and knowledge; applying mathematical, scientific, and creative methods; communicating through reading, listening, writing, and speaking; developing technological proficiency; and collaborating to solve problems. By completing the basics, students are building a knowledge base of cultural and empirical information, effective written communication skills, and collaborative problem-solving ability.

BRAVO's second component, reasoning, encompasses students' ability to inquire, research, and analyze; hypothesize, experiment, and interpret; evaluate quantitatively and critically; and create, synthesize, compose, design, and theorize. Students completing established TLEs will have the skills acquired in this campus learning outcome. Utilizing active, hands-on, collaborative, inquiry-based pedagogies will enable students to blend theory and classroom knowledge with practice and achieve deeper, transformative learning.

Third among the BRAVO components is awareness. Understanding the physical, natural, and social world; appreciating diverse cultural and creative perspectives; and recognizing one's local and global impact lead students from the cognitive domain into the

affective realm. This campus learning outcome specifically address a number of TLEs including study abroad, service learning, and research related experiences.

The fourth BRAVO component, values, provides a learning experience that promotes respecting diversity, acting responsibly, practicing civility, leading ethically, and serving the common good. In line with our campus mission, this component promotes learning outcomes that prepare students to become globally aware, productive citizens.

The final component, outcomes, provides that through education and completion of the previous four components, students will: understand themselves and others, grow personally and professionally, and achieve higher order reasoning skills. It is important that students understand that learning is a lifelong experience and the skills they acquire through their education at APSU will prepare them to succeed in the future.

The transformative learning experiences described in the proposed QEP unquestionably address the BRAVO outcomes. Experiential learning provides real-world settings, interactions, and problems that more closely approximate the contexts students will encounter in their careers and personal lives. This type of transformative learning effectively addresses the needs of today's college students.

## 4a Step Two: Identifying Student Learning Outcomes

Based upon the Liberal Education & America's Promise (LEAP) initiative of the Association of American Colleges and Universities and other research, a campus-wide team of faculty and students at Austin Peay developed the BRAVO initiative to focus student learning on essential capabilities needed to adapt and flourish amid 21<sup>st</sup>-century realities. LEAP's National Leadership Council in 2007 designed essential learning outcomes for cumulatively preparing students from school through college for 21<sup>st</sup>-century challenges. "In this global century," the Council maintained, "every student will need wide-ranging and cross-disciplinary knowledge, higher-level skills, an active sense of personal and social responsibility, and a demonstrated ability to apply knowledge to complex problems." For this academic, analytical, personal, social, and application development to occur, the entire curriculum and co-curriculum must be infused with this vision of "liberal education." American education is shifting "from accumulating course credits to building real-world capabilities." The BRAVO umbrella was birthed at Austin Peay to communicate this vision more effectively to the faculty, staff, and student body.<sup>18</sup>

### *Equipping Students for the 21st Century: The BRAVO Umbrella*

In BRAVO, the LEAP essential learning outcomes are broken down into five components: the "basics," reasoning, awareness, values, and outcomes. The first element, the "basics," includes the learning goals of acquiring skills and knowledge; applying mathematical, scientific, and creative methods; communicating through reading, listening, writing, and speaking; developing technological proficiency; and collaborating to solve problems. These are roughly equivalent to the first two LEAP essential outcome elements: knowledge of human cultures and the physical and natural world and intellectual and practical skills. By completing "the basics," students are building the rich knowledge base of cultural and empirical information, the effective written communication skills, and the collaborative problem-solving ability required in the 21<sup>st</sup>-century marketplace.<sup>19</sup>

"Complex reasoning" is a key skill desperately sought by employers and fundamental for the future of American democratic society. Students must be able to "think critically" and "reason deeply" in order to successfully understand and navigate in their complicated and highly competitive world. BRAVO's second element, reasoning, encompasses all aspects of this critical capability: inquire, research, and analyze; hypothesize, experiment, and interpret; evaluate quantitatively and critically; and create, synthesize, compose, design, and theorize. Seeking individuals who can think far beyond "the box," today's employers depend upon abstract and analytical thinking as well as "practical reasoning" on a daily basis. The business and economic community refers to these as "skilled-intelligence." Employers want broadly prepared personnel who have the analytical and practical skills "for innovation and organizational effectiveness." They are looking to hire workers who can both "adapt to change" and "help to create it." Analytical thinking also plays an important role in democratic life. "Without clarity of thought and argument, without the ability to think critically and reason

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<sup>18</sup> The National Leadership Council for Liberal Education & America's Promise, *College Learning for the New Global Century* (Washington, D.C.: Association of American Colleges and Universities, 2007), pp. 2-5.

<sup>19</sup> LEAP, *College Learning*, p. 3; Richard Arum and Josipa Roksa, *Academically Adrift: Limited Learning on College Campuses* (Chicago: University of Chicago Press, 2011), pp. 31, 35, 123.



logically,” Colby and Sullivan maintain, “people are captive to unexamined biases and unable to evaluate the validity of others’ claims or their own intuitions.”<sup>20</sup>

Third among the BRAVO elements is awareness, one of the most essential facets of equipping students for 21<sup>st</sup>-century life and work. It corresponds to the LEAP learning outcome of personal and social responsibility. Understanding the physical, natural, and social world; appreciating diverse cultural and creative perspectives; and recognizing one’s local and global impact lead students from the cognitive domain into the affective realm. As students grapple with diverse perspectives on issues, consider their roles in the world at large, and examine how their actions affect other people, they rethink their identities and can discover purpose. Faculty can help students seriously consider points of view other than their own and encourage socially responsible behaviors. Cultural and social understanding is required, if students are going to develop the cross-cultural competencies necessary to operate in their global community and marketplace.<sup>21</sup>

As Anne Colby’s Carnegie group insist, colleges and universities “are concerned with the development of the whole person, as an accountable individual and engaged participant in society—local, state, national, and global.” For this reason the fourth BRAVO element is values: respecting diversity, acting responsibly, practicing civility, leading ethically, and serving the common good. From their study of 29 colleges and universities, Ernest Boyer and his colleagues in 1987 concluded that colleges were not educating “beyond competence to commitment.” Convinced that is still true, Colby calls for college graduates to become “positive forces in the world,” responsible, contributing members of their communities, “acting for the common good....” Education isn’t complete until students can act on their knowledge in the world in which they live. Research indicates moral and civic understanding and moral judgment continue to develop through adulthood as long as formal education continues. When important aspects of a person’s core values, beliefs, and abilities change, as frequently occurs in a student’s college experiences, a real transformation can take place in the student’s perception of who he or she is and his or her role to play in the world.”<sup>22</sup>

By engaging them in the “basics,” reasoning, awareness, and values elements, APSU predicts their students will understand themselves and others, grow personally and professionally, give more than they take, and achieve. While these are admirable goals, actual development of the BRAVO elements in the lives of students cannot be effectively achieved by cognitive effort in the traditional classroom alone. Active learning is required to produce the deep understanding necessary before a student can apply knowledge (the “basics”) gained and transfer that knowledge to new situations. Students need to collaborate with peers and faculty in teams working on progressively more challenging open-ended real-world problems to reach “competence.”<sup>23</sup> Analytical reasoning is at the core of most areas of modern life from enabling scientific inquiry to driving technological innovation, from examining social and political data to predicting the stock market, and from critiquing modern art to validating others’ ideas. Student citizens of our democratic society must be able to wield the skill in a myriad of ways, but relatively little sharpening occurs on campus. Viewing slides and films of other cultures and reading accounts of world issues similarly provide a very limited understanding or appreciation

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<sup>20</sup> Arum and Roksa, *Academically Adrift*, pp. 31, 123, 143; LEAP, *College Learning*, p. 16 and Anne Colby and William M. Sullivan, “Strengthening the Foundations of Students’ Excellence, Integrity, and Social Contribution,” *Liberal Education*, Winter (2009):27.

<sup>21</sup> LEAP, *College Learning*, p.3; Colby and Sullivan, pp. 27-29 and Colby et al., *Educating Citizens*, p. 43.

<sup>22</sup> Colby et al., *Educating Citizens*, pp. 18, 5, 7, 99-107.

<sup>23</sup> LEAP, *College Learning*, p.3.

of other “ways of seeing.” Developing “competence” in ethical reasoning to the extent that it governs one’s life involves gaining “practical wisdom; engaged judgment; ethical habits ; and a sense of identity with integrity and purpose .” Students must practice what they are expected to learn, and they develop “a love of the game only by playing it.”<sup>24</sup>

These student learning outcomes “are the keys to America’s promise,” in the view of LEAP’s National Leadership Council. How can Austin Peay ensure that every student develops BRAVO’s “rich knowledge, higher-level skills and creativity, social responsibility, examined values, and the ability to apply learning to complex and unscripted problems” whatever he or she decides to study?<sup>25</sup> Incorporating more of Howard Gardner’s (1985, 1991, 1999) Multiple Intelligences theory into university teaching would facilitate deeper and more meaningful learning in individual students. Gardner identified eight different intelligence attributes that are found in a unique combination in each individual. According to Gardner, students construct their own knowledge using their individual blend of intelligences. In Gardner-based classrooms, students learn cooperatively and by doing projects centered on the students’ individual capabilities and creativity. Cooperative and inquiry- and problem-based learning experiences such as these also prepare students to be effective citizens. Collaborative learning, simulations, internships, service learning, and problem-based learning strategies all provide direct student practice on “authentic, intrinsically interesting tasks.”<sup>26</sup>

Problem-based learning is centered on the student learning, while the teacher or professor facilitates that learning instead of teaching. The students have to identify and spell out the specific aspects of the problem for themselves and then distinguish what they already know from what they need to research. As they research, they find, review, and evaluate new information, and then they apply their findings to the problem. To complete their work, the students present evidence to support their arguments and discuss counterarguments. By creating problems requiring integrated knowledge from different subjects, faculty members not only train students how to apply and transfer knowledge but also help them to develop their integrative capacities and deepen their content learning.<sup>27</sup> Well-constructed problem-based learning promotes more effective acquisition of knowledge and skills, application of empirical methods, oral and written communication, collaborative learning, research and analysis, critical interpretation, evaluation and synthesis, and understanding and appreciation of diverse perspectives. If the additional challenge of addressing key issues of values, ethics, and professional behavior is added to the problem, then virtually every element of the BRAVO umbrella is engaged. In the 21<sup>st</sup>-century marketplace, development of this “skilled-intelligence,” especially transferable skills, is deemed essential by employers, who value transferable skills over technical skills. They are often the deciding factor in hiring and promotion decisions.<sup>28</sup>

To prepare students for both work and citizenship, LEAP’s National Leadership Council called for colleges to emphasize “fostering practical judgment and problem-solving ‘in the field,’” and recommended that every student participate in some form of field-based learning. “Learning in the field” comes in many forms, such as service learning courses, internships, “cooperative education,” and “community-based research.” While many students complete apprenticeships,

<sup>24</sup> Colby and Sullivan, p. 27 and Colby et al., *Educating Citizens*, pp. 139-140.

<sup>25</sup> LEAP, *College Learning*, pp.13-14.

<sup>26</sup> Clyde Coreil, ed. *Multiple Intelligences, Howard Gardner and New Methods in College Teaching* (Jersey City: New Jersey City University, 2003), pp. ix-xiii and Colby et al., *Educating Citizens*, pp. 134-39.

<sup>27</sup> Terry Barrett and Sarah Moore, eds. *New Approaches to Problem-Based Learning: Revitalising Your Practice in Higher Education* (New York: Routledge, 2011), pp. 7-9.

<sup>28</sup> Barrett and Moore, eds., *New Approaches to Problem-Based Learning*, pp.87-89.

do projects with diverse communities, and work off campus, these experiences often fail to help those students connect their classroom knowledge base with choices they make and actions they take. “Community-based learning should be integrated into the curriculum,” and students should receive “in-depth questioning from faculty, staff, and other mentors about their assumptions, analyses, conclusions and actions.” They need direction as they compare their own insights to theories they were taught and to the experiences of others. To prepare for their diverse world, students need regular interaction with people “whose assumptions and life experiences are different from their own.”<sup>29</sup> Experiential learning, including service learning, provides real-world settings, interactions, and problems that more closely approximate the contexts students will encounter in their careers and personal lives.

When service learning, internships, and other field experiences take place in a civic setting, they generate more moral and civic development than many hours spent in a lecture hall could. “Because the field contexts are so dissimilar from the classroom, learning to operate in those contexts, confronting the stereotypes and other misconceptions they raise, and being called on to trace ideas and principles across academic and applied settings can be a very effective means of deepening and extending learning,” the Carnegie group holds. Clearly, field experiences address the “basics,” reasoning, and awareness learning outcomes. Confirming the relationship of experiential learning to development of the awareness and values elements of BRAVO, the LEAP Council maintained:

Both service learning and experiences with diversity are powerful catalysts for deeper engagement and insight. They teach students to engage, respect, and learn from people with worldviews that are very different from their own. They involve students with many of society’s most urgent unsolved problems. They challenge individuals to consider, at a deep level, the responsibilities of a democratic society to its citizens, and their responsibilities as human beings and citizens. And these forms of learning have significant effects on students’ ethical awareness, challenging learners to confront alternative beliefs and values, and to think more deeply about their own. Research studies show that service and diversity experiences have positive effects both on students’ civic commitments and on their overall cognitive development.<sup>30</sup>

Colby and Sullivan call for colleges and universities to respond to the LEAP initiative by incorporating high-quality experiential learning throughout both the curriculum and the co-curriculum. Using “active, hands-on, collaborative, inquiry-based pedagogies” will enable students to blend theory and classroom knowledge with practice and achieve deeper, transformative learning. Adding even greater power to their experience, students find themselves working closely with inspiring people, which may generate new images of who and what they want to be like. As students “become engaged in activities that broaden their horizons and connect them with people they respect and can learn from, some will undergo what [the Carnegie group] have called a ‘transformation of goals.’ They may form relationships with people they admire who push them toward new ways of thinking about what they are doing or new commitments.” Colby and Damon found “participation in pro-social activities [such as leadership programs and community service] can lead to a gradual transformation in a person’s moral values and goals.”<sup>31</sup> Transformative experiential learning experiences unquestionably address the BRAVO outcomes: understanding yourself and others, growing personally and professionally, giving more than you take, and achieving.

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<sup>29</sup> LEAP, *College Learning*, pp. 36-7.

<sup>30</sup> Colby et al., *Educating Citizens*, p. 139; LEAP, *College Learning*, p. 38.

<sup>31</sup> Colby and Sullivan, p.29; LEAP, *College Learning* and Colby et al., *Educating Citizens*, pp. 140, 241, 115.

This type of transformative learning effectively addresses the needs of today's college students. Facilitating development of identity and discovery of purpose anchors the student's learning in personal meaning and generates a high level of motivation and resilience. Encouraging character development and social responsibility prepares students to be active participants in American democratic society. Fostering "practical reasoning" equips students to use responsible judgment in their future actions and decision-making. Engaging students in experiential learning experiences enables them to work on open-ended problems, learn team collaboration, develop practical judgment, work with diverse people, and develop the "skilled-intelligence" required in the 21<sup>st</sup> Century marketplace. Active learning "in the field" of real life deepens and extends student learning and facilitates its transfer to new situations. Educating for identity, purpose, and "practical reasoning" as well as analytical abilities will equip students to flourish in the 21st-century global economy; to "be positive forces" actively engaged in society; and to achieve life satisfaction.<sup>32</sup> Oscar Wilde maintained, "Education is an admirable thing, but it is well to remember from time to time that nothing worth knowing can be taught."<sup>33</sup> Yes, it must be caught.

## 4b Building on the Core to College Initiative

As Austin Peay seeks to improve student learning outcomes, increase graduation rates, and more effectively prepare students for the 21st Century global community and marketplace, faculty and staff now have secondary education partners directly preparing their students to succeed in college-level courses. "The rigor of the high school academic program is the most significant predictor of postsecondary success, outstripping traditional measures such as grades and test scores (Adelman, 1999)."<sup>34</sup> With implementation of the Common Core State Standards and their assessments in 2014-2015, "a new type of student"<sup>35</sup> will be coming to campus: capable of reading and understanding complex texts; writing effectively; identifying, evaluating, and synthesizing research; collaborating with peers; communicating and defending her or his reasoning; and solving real-world problems using mathematics.<sup>36</sup> Colleges and universities are scrambling in response to revise admission requirements, placement standards and policies, and freshman courses, but little to no planning is underway for building upon, maximizing, or challenging these students' demonstrated capabilities.<sup>37</sup> "Transformational" and experiential learning can provide the "practical" reasoning, global citizenship training, and real-world applications these students will need to maximize their abilities, discover and pursue purpose, and fulfill their responsibilities as citizens of the world.

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<sup>32</sup> Colby et al., *Educating Citizens*, p. 7.

<sup>33</sup> Barrett and Moore, eds., *New Approaches to Problem-Based Learning*, p. vi.

<sup>34</sup> Allison G. Jones and Jacqueline E. King, (2012) "The Common Core State Standards: A Vital Tool for Higher Education," *Change: The Magazine of Higher Learning* 44:6, 39.

<sup>35</sup> Emmy Glancy in "Making Good on the College-Ready Promise: The Common Core and Higher Education Engagement," Core to College Alignment Director Convening: August 1-2, 2012, Indianapolis, Indiana, Meeting Report, p. 1.

<sup>36</sup> Jones and King pp. 40, 43; Mel Riddile, "What's New About the Common Core State Standards?" *Principal Leadership* March (2012): 39-42; Robert Rothman, *Something in Common: The Common Core Standards and the Next Chapter in American Education* (Cambridge: Harvard Education Press, 2011); and Common Core State Standards Initiative (<http://www.corestandards.org/>).

<sup>37</sup> Jacqueline E. King, "Implementing the Common Core State Standards: An Action Agenda for Higher Education," American Council on Education, January 2011, pp. 2-8; "Year Two of Implementing the Common Core State Standards: States' Progress and Challenges," Center on Education Policy, January 2012, p.2; and Conversation with Melissa Stugart, Core to College Director, Tennessee Higher Education Commission, June 20, 2013.

Echoing increasing calls for greater coordination across all levels of schooling and college education, the National Leadership Council for Liberal Education & America's Promise in 2007 pressed American educators to set high standards for student achievement, immerse all students in higher order thinking and problem-solving, explore "big questions," and "create purposeful curricular pathways, from high school through college, that ensure students' cumulative learning in core areas."<sup>38</sup> K-12 and higher education faculty who developed the Common Core State Standards (CCSS) strove to create a seamless transition between secondary school and college or university by aligning their goals. In an Educational Policy Improvement Center survey of over 1,800 college and university faculty, 96 percent thought the English-Language Arts/Literacy standards were "sufficiently rigorous," and 84 percent said the standards were a "coherent representation of the knowledge and skills necessary for success in their [introductory] courses (Conley et al., 2011)."<sup>39</sup> CCSS assessments in the eleventh grade will identify students who are well prepared to enter freshman composition and college algebra courses and reveal areas needing remediation in other students' performance. College and university curricula should build upon the high school experiences of these CCSS graduates, and their learning outcomes for courses and degree programs logically should flow from the CCSS.<sup>40</sup> Core to College is one of several grant initiatives designed to bring K-12 educators and college and university faculty together as partners in creating this seamless transition for their students. Tennessee is one of the ten states receiving funds from the Rockefeller Philanthropy Advisors project to establish a statewide definition of "college readiness," foster adoption of the CCSS assessments as placement criteria by colleges and universities, and promote greater K-12 and higher education alignment around the CCSS.<sup>41</sup>

While college and university faculty are encouraged to add more depth and complexity and make other adjustments in how they approach and teach their freshman courses, little planning appears to be occurring for the upper division experiences of students who have mastered the CCSS. Under LEAP's learning outcomes and recommendations carried out through Austin Peay's BRAVO initiative, these students should receive more than adequate challenge through the emphasis on inquiry- and problem-based learning, collaborative learning, "complex reasoning," and developing personal and social responsibility. By providing these students high-quality experiential learning throughout the curriculum and co-curriculum, Austin Peay will enable them to blend theory and classroom knowledge with practice and achieve deeper, transformative learning. Development of "practical reasoning" and "skilled-intelligence" through field experiences will more effectively prepare them for the 21st Century workplace, where transferable skills are highly valued. In addition, working closely with inspiring people can facilitate their identity formation and discovery of purpose, preparing them to lead impactful lives rich in personal meaning. Transformative experiential learning can not only hone these students' knowledge and skills, but also open their eyes to possibilities and opportunities they never imagined and train them to be highly effective, engaged citizens of the world.<sup>42</sup>

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<sup>38</sup> The National Leadership Council for Liberal Education & America's Promise, *College Learning for the New Global Century* (Washington, D.C.: Association of American Colleges and Universities, 2007), pp. 5-8, 20, 31-5.

<sup>39</sup> Jones and King pp. 40-41.

<sup>40</sup> Jones and King p. 42.

<sup>41</sup> "Making Good on the College-Ready Promise" pp. 1-3 and "Core to College" <http://www.rockpa.org>.

<sup>42</sup> Elisabeth A. Barnett and Maggie P. Fay, "The Common Core State Standards: Implications for Community Colleges and Student Preparedness for College," The National Center for Postsecondary Research, February 2013, pp. 36-7; Conversation with Melissa Stugart, Core to College Director, Tennessee Higher Education Commission, June 20, 2013 and "Year Two of Implementing the Common Core State Standards: States' Progress and Challenges," Center on Education Policy, January 2012, p.2.

#### 4c Student Learning Outcomes

By closely analyzing campus learning issues, consulting employer and alumni surveys, and aligning with our campus mission and student learning outcomes, we have established the following student learning outcomes specific to this quality enhancement plan (in compliance with CS 3.3.2 and CR2.12):

Through transformational learning experiences students will

- 1.) apply knowledge gained from coursework to complex solutions and real-world applications through involvement in one or more TLEs that meet established criteria and best practice and,
- 2.) become engaged citizens by synthesizing personal reflection and a diverse liberal arts education as articulated in the core values of the university's BRAVO student learning outcomes and demonstrated through TLE artifacts placed in the university e-portfolio system.

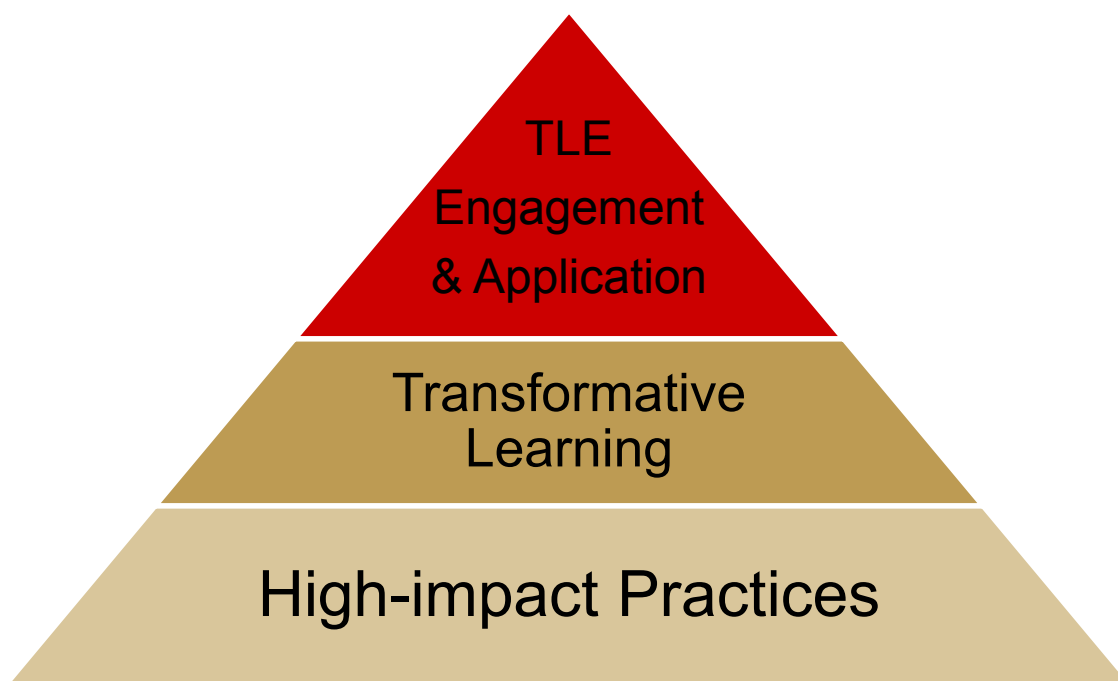


Figure 4.1: The Specification of Transformational Learning Experiences

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Table 4.1: Assessment of Transformational Learning Experiences  
BRAVO Learning Outcomes Mapped to the VALUE Integrative and Applied Learning Rubric

	Experience	Discipline	Transfer	Integrated Communication	Reflection & Self-Assessment
	Connects relevant experience and academic knowledge	Sees (makes) connections across disciplines, perspectives	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations		Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)
<b>Basics</b> Knowledge Concepts Skills Methods Communication Technology Collaboration	Students relate what they learn in both the general education and in their programs of study to their experiences	Students synthesize what they learn across the disciplines to form their own worldviews	Students apply what they learn to new life, work, and learning situations	Students select appropriate format, language, or visual to communicate what they learn	Students reflect upon and assess what they know and are able to do, and they recognize changes in their own learning over time
<b>Reasoning</b> Inquire Research Analyze Hypothesize Experiment Interpret Evaluate Synthesize Create Theorize	Students learn various approaches for examining issues and identifying solutions	Students assimilate the various disciplinary approaches to inform how they may proceed	Students apply integrated approaches to new situations	Students provide evidence to support what they plan to communicate	Students continue to reflect upon and assess their progress which informs their approaches
<b>Awareness</b> Understand world Appreciate diversity Recognize impact	Students become more aware of diverse people, cultures, and places	Students understand diversity across the disciplines	Students consider diversity as they apply what they learn	Students communicate well to diverse audiences	Students continue to examine their progress in light of diversity
<b>Values</b> Respect diversity Act responsibly Practice civility Lead ethically Serve common good	Student values are informed by learning and experience	Student form values across disciplines	Students consider values as they apply what they learn	Student presentations are informed by their values	Students keep values in mind as they continue to examine their progress
<b>Outcomes</b> Understand yourself and others Grow personally and professionally Give more than you take Achieve	Students actively seek both knowledge and experience	Students are well-informed across the disciplines	Students know how to apply what they learn	Students communicate well what they learn and experience	Students gain confidence in their knowledge and experience, and they evaluate changes in their own learning

#### 4d Outlining How the Student Learning Outcomes Will Be Assessed

To record the outcomes each student achieves in the experience that is entered in the e-portfolio, common transformational learning experiences will automatically score a rubric. The following nine exemplars serve as models for our campus.

##### *First Transformational Learning Experience (TLE) Exemplar: Shakespearience*

An existing study abroad course developed and taught by Dr. Mickey Wadia, *The Shakespearience of a Lifetime: Studying the Bard in His Own Backyard* epitomizes the Transformational Learning Experience (TLE) proposed by APSU's Quality Enhancement Plan (QEP). The *Shakespearience* course objectives and graded assignments included below, as well as the syllabus and other documentation, reflect the best practices identified by the QEP's literature review. These best practices include *cross-campus collaborations*, *off-campus collaborations*, *active and collaborative learning*, *structured critical reflection*, and *feedback*. Also present in this experience, are *high-impact practice criteria* to be met by a proposed TLE.

##### **Cross-Campus and Off-Campus Collaborations**

Professor Wadia engages in a cross-campus collaboration with Associate Professor Elaine Berg, the faculty librarian liaison to the Languages and Literature Department, who assists students in learning to do research before, during, and after the study abroad experience. Dr. Wadia also enlists a guest lecturer for the experience, Ms. Denice Hicks, who is the Artistic Director for the Nashville Shakespeare Festival. *Shakespearience* is an off-campus collaboration arranged through the Cooperative Center for Study Abroad (CCSA).

##### **Active and Collaborative Learning Practices**

Through *collegial inquiry*, students are encouraged to actively listen, reflect, and collaborate with others in discussions of the course materials and the live performances. Through *mentoring*, students examine their assumptions as they engage and share what is being learned. Throughout the experience, students are afforded opportunities to use the additional active and collaborative practices of *teamwork* and *leadership* as they converse and make decisions while traveling and learning together.

##### **High Impact Practices Criteria, Including Reflection and Feedback**

Students spend substantial time and effort before, during, and after their student abroad experience in meeting the course's rigorous expectations. A great deal of time is spent in discussing course materials and performances with faculty and peers, both in a formal class setting, as well as informally over dinner and on the bus or train. Students encounter diverse people and situations as they travel around Great Britain. Attending live performances of Shakespeare's plays in Stratford and other British locales helps reveal to students how they may apply what they learn in the real world, whether it's building a stage, directing a high school play, or teaching students about Shakespeare. Opportunities for structured reflection, such as journaling each day and group discussions, are woven throughout the entire experience. Through the varied and demanding assignments, students are able to integrate and demonstrate what they learn. Feedback that students may use to improve their work occurs throughout the experience during scheduled and impromptu meetings with faculty and peers.



## Course Objectives

- to appreciate Shakespeare's plays in performance, especially via live theater (and film)
- to be able to comment insightfully and enhance understanding of the plays' ideas via thoughtful commentary in pre-performance lectures and post-performance critical discussions
- to be able to critically analyze Shakespeare's text (20-40 lines at a time) with integrated scholarly apparatus. This class will have a least one close reading assignment and one essay question. Each of these assignments will be about 5-8 pages in length.
- to learn more about Shakespeare's plays within the context of his life and times
- to improve writing style by integrating quotations smoothly and varying sentence structure
- to improve critical and analytical thinking skills in writing about the plays
- to develop an appreciation for Shakespeare's writings and the business of the theater
- to be able to clearly identify and expand on relevant topics and terms
- to gain understanding into the spirit of the Elizabethan period
- to experience the culture of England first hand so that students can infuse their papers with the rich theatrical traditions of England.

## Upper-Division Grading (for those students getting undergraduate upper division credit)

Note: all work done by these students will be graded on a significantly higher standard

Short reviews (400-500 words) of two plays (2 @ 75 each)	150
Essay-length reviews (800-1000 words) of two plays (2 @ 125 each)	250
Journal of daily activities (1 @ 150)	150
Close Reading (4-6 pages) (1 @ 175)	175
Long essay (800-1000 words) based on instructor question (1 @ 175)	175
Attendance at plays and formal discussions (100)	<u>100</u>
<b>Total Points</b>	<b>1000</b>

## Second TLE Exemplar: Biology Research

An existing undergraduate research experience developed by Dr. Willodean Burton in conjunction with *Biology 4500 Research* exhibits characteristics envisioned in the Transformational Learning Experience (TLE) proposed by APSU's Quality Enhancement Plan (QEP). The *Research* course objectives and graded assignments included below, as well as the syllabus and other documentation, reflect several of the best practices identified by the QEP's literature review. These best practices include *cross-campus collaborations*, *off-campus collaborations*, *active and collaborative learning*, *structured critical reflection*, and *feedback*. Also present in this experience, are *high-impact practice criteria* to be met by a proposed TLE.

## Cross-Campus and Off-Campus Collaborations

The syllabus/guidelines were created and agreed by the entire biology faculty. Others who teach Biology 4500 also use these guidelines.

Note: Dr. Chris Gentry, Office of Undergraduate Research Director, and the Undergraduate Research and Creative Activities Committee, collaborate with interested faculty in providing students with undergraduate research opportunities.

Dr. Burton's students present their work at the APSU Research and Creativity Forum, the Tennessee Entomological Society and sometimes at regional and international meetings.

### **Active and Collaborative Learning Practices**

Through *collegial inquiry*, students are encouraged to actively listen, reflect, and collaborate with others in learning how to carry out a research project. Through *mentoring*, students examine their assumptions as they engage and share what is being learned. Throughout the experience, students may have opportunities to use the additional active and collaborative practices of *teamwork* and *leadership*.

### **High Impact Practices Criteria, Including Reflection and Feedback**

Students spend substantial time and effort in meeting the course's research expectations. Students write a research proposal, maintain a laboratory/field manual, and write a research paper. They learn from other students about conducting research, as well as learning how to research based on their own experiences. Each student is encouraged to prepare an oral report or poster to be presented at an appropriate meeting of scientists in his/her area of specialization. Students encounter diverse people and situations as they often present their research at the Tennessee Academy of Science, the Tennessee Entomological Society and sometimes at regional and international meetings. These students gain first-hand experience in applying research skills that they will need in the future. Opportunities for structured reflection occur in preparing a research proposal, through maintaining a laboratory/field manual and during weekly meetings with the course instructor who serves as research advisor for the project. Students integrate what they learn as they apply research skills in completing their research projects. Students demonstrate what they learn through prepared papers and presentations. Feedback for improving work occurs during meetings with research advisor.

### **Benefits of Student Research to the Students**

- Develops ability to analyze situations and ideas clearly and objectively
- Develops ability to think critically and logically
- Experiences mentoring contact with faculty
- Teaches persistence
- Develops relationships
- May experience euphoric moments of discovery
- Develops leadership ability
- Makes coursework real
- Helps one achieve their potential
- Assists with career decisions

### **Research Paper**

- A research paper (i.e., an expanded research proposal with data and discussion of data) will be due on graduation day of the semester that students sign up for the course or on a later date if the supervising faculty member assigns a grade of "I" allowing for continuance of work on the project into a subsequent semester.
- The format of the research paper should be written in accordance with the format of an appropriate journal applicable to the field of research.

**Suggested Minimum Time schedule for a student enrolled in BIOL 4500 (4 credit hours).**

BIOL 4500 --Research Schedule			
Research Activity	Weeks 1- 2	Weeks 3-10	Weeks 11-14
Library/Literature Review	6 hours	2 hours	4 hours
Research	2 hours	9 hours	2 hours
Writing	4 hours	1 hour	6 hours

***Third TLE Exemplar: Leadership Development***

An existing international service learning-designated course developed and taught by Dr. Marsha Lyle-Gonga, LDEV 3200 *Community Leadership, Strategy, and Social Change*, exemplifies the Transformational Learning Experience (TLE) proposed by APSU's Quality Enhancement Plan (QEP). The *Leadership Development* course objectives and graded assignments included below, as well as the syllabus and other documentation, reflect the best practices identified by the QEP's literature review. These best practices include *cross-campus collaborations, off-campus collaborations, active and collaborative learning, structured critical reflection, and feedback*. Also present in this experience, are *high-impact practice criteria* to be met by a proposed TLE.

**Cross-Campus and Off-Campus Collaborations**

Dr. Lyle-Gonga collaborated with Dr. Matt Kenney, Director, President's Emerging Leadership Program (PELP) and Professor of Political Science to develop this experience. Together they collaborated with Dr. Sherryl Byrd, Vice President for Student Affairs, and Ms. Daisy Torres, Coordinator, Hispanic Cultural Center, who actively participated in the project trip. They also collaborated with Jasin Wills, Assistant Director for Programs, Foy Fitness and Recreation Center, who led the students in some group team-building activities. An off-campus collaboration with Habitat for Humanity Global Village (Trinidad and Tobago) occurred; contacts included Jennifer Massiah, National Director, Julian Chester, Logistics Coordinator, and Natasha Daniels, Global Village Coordinator.

Note: Ms. Alexandra Wills, Assistant Director of Student Life & Leadership, and APSU's Service Learning Advisory Board, collaborate with interested faculty in obtaining the service learning designation for courses. Drs. Lyle-Gonga and Kenney presented a paper entitled "Leadership Development in the Context of International Service Learning" based upon this experience.

**Active and Collaborative Learning Practices**

Preparing their final group presentation provides students with the opportunity to employ active and collaborative learning practices. Through *collegial inquiry*, students are encouraged to actively listen, reflect, and collaborate with others in planning and executing the service-learning trip to Trinidad and Tobago. Through *mentoring*, students examine their assumptions as they reflect, engage and share what they are learning during both class and online discussions, as well as during the service project trip. Throughout the experience, students are

afforded opportunities to use the additional active and collaborative practices of *teamwork* and *leadership* as they converse and make decisions while planning, traveling and learning together.

### High Impact Practices Criteria, Including Reflection and Feedback

Students spend substantial time and effort before, during, and after their spring break service-learning-abroad experience in meeting course expectations. They discuss course materials with faculty and peers in four venues: face-to-face classes, weekly online discussion boards, group work time, and the spring break trip. Students work in groups (Logistics, Reflections, Promotion, and Activities) to plan and execute the project and trip. Students encounter diverse people and situations as they travel around Trinidad and Tobago. The service project in Trinidad and Tobago helps reveal to students how they may apply what they learn in the real world. Opportunities for structured reflection exist through the brief autobiography and expectations of the class paper, the six assigned reflection papers, and the discussion board posts. Through the varied assignments, students are able to integrate what they learn. During the final group presentation, they publicly demonstrate what they learn. Feedback to improve their work occurs throughout the experience, both in the classroom and online, as well as on the trip.

### Student Academic Outcomes (what the student who successfully and satisfactorily completes the course should know or be able to do):

- Demonstrate an understanding of the history, theoretical framework and function of various theories of leadership and its application to Trinidad and Tobago
- Demonstrate an understanding of the causes, scope, and magnitude of global poverty and justice
- Be able to apply the theories of leadership to community contexts to affect social change
- Play an active role in the planning and execution of the service-learning trip to Trinidad and Tobago (before, during, and after the actual trip)
- Be able to develop a theory of leadership that is grounded in ethical principles and is tailored to address injustices in contemporary social contexts
- Be able to demonstrate in writing and presentations, substantial acquisition of the “big” picture of leadership and its application to the community to affect social change

### Assessment Means Used (Outcomes Assessed) and Count in Final Grade:

Six Reflection Papers (above bulleted outcomes 1-6)	50 points each
Service (above bulleted outcomes 1-6)	50 points
Discussion Board Participation (above bulleted outcome 6)	50 points
Brief Autobiography Paper (above bulleted outcomes 1-6)	50 points
Final Group Presentation (above bulleted outcomes 1-6)	50 points

**There are a total of 500 points available.**

### Fourth TLE Exemplar: Differential Equations

An existing undergraduate research experience developed by Dr. Samuel Jator, Professor of Mathematics, in conjunction with *Mathematics 3120 Differential Equations*, exhibits characteristics envisioned in the Transformational Learning Experience (TLE) proposed by APSU's Quality Enhancement Plan (QEP). The *Differential Equations* course objectives and graded assignments included below, as well as the syllabus and other documentation, reflect several of the best practices identified by the QEP's literature review. These best practices include *cross-campus collaborations*, *off-campus collaborations*, *active and collaborative*

*learning, structured critical reflection, and feedback.* Also present in this experience, are *high-impact practice criteria* to be met by a proposed TLE.

### **Cross-Campus and Off-Campus Collaborations**

Students in Math 3120 have the opportunity to collaborate with faculty in the Departments of finance, computer science, physics, chemistry, and biology. The students attended two on-campus seminars on the use of Mathematica and LaTeX, which were presented by Robert French who is a researcher at Oak-Ridge laboratory and Dr. Sahi of the APSU Mathematics Department. The Mathematical Association (MAA) Southeastern Section collaborates with the students through the student chapters to promote careers, research/summer opportunities, and meetings for students. At APSU, the student chapter of the MAA is directed by the Galois Mathematics Club. Dr. Ntatin also coordinates the PI MU Honors society at APSU whose main object is to expose honors students to the several opportunities that exist in mathematics.

Note: Dr. Chris Gentry, Office of Undergraduate Research Director, and the Undergraduate Research and Creative Activities Committee, collaborate with interested faculty in providing students with undergraduate research opportunities.

Dr. Jator's students recently presented during the MAA Southeastern Section Meeting.

### **Active and Collaborative Learning Practices**

Through *collegial inquiry*, students are encouraged to actively listen, reflect, and collaborate with others in learning how to carry out a research project. Through *mentoring*, students examine their assumptions as they engage and share what is being learned. Throughout the experience, students may have opportunities to use the additional active and collaborative practices of *teamwork* and *leadership*.

### **High Impact Practices Criteria, Including Reflection and Feedback**

Students spend substantial time and effort in meeting the course's research expectations. Students discuss course materials with faculty and peers in face-to-face classes and in group work. They learn from other students about conducting research, as well as learning how to research based on their own experiences. Students will see how their research compares to others in the class. They encounter diverse people and situations especially at conferences. These students gain first-hand experience in applying research skills that they will need in the future as they study the applications of differential equations to real life problems. Opportunities for structured reflection are present as students working in groups to prepare their projects. Structured reflection also occurs as they work either on their presentations or articles to be published in peer reviewed journals. Students integrate what they learn as they apply research skills in completing their research projects. Students demonstrate what they learn through the prepared presentations. Feedback for improving work occurs during group work, class discussions, and individual meetings with the course instructor.

### **Course Objectives:**

- To study how to set up differential equations
- To study how to construct differential equations as mathematical models
- To study how to solve differential equations using various techniques
- To study the applications of differential equations to real life problems
- To study how to find theoretical, qualitative, and computational solutions of differential equations.

### Research Assignment:

Project: Individual projects will be given and will count 40 points. The final exam which will count 60 points is a group project whose content will include writing a paper in LaTeX, writing a program in Mathematica / Matlab, and delivering a PowerPoint presentation.

### Research Project Topics

- Backward Differentiation Formula Step 5
- Extended Adams Method Step 2 with two superfuture points
- Implicit Runge-Kutta Method with four off step points
- Numerov type Method Step 8
- Explicit Runge-Kutta Method with four off step points
- Numerov Method with two off step points
- Nystrom Method with three off step points
- Self-Starting Improved Euler for Solving the Heat Equation
- Solving a parabolic PDE using the Laplace transform through the method of lines (MOL)

### Abstracts of Student Presentations – Mathematical Association (MAA) Southeastern Section Spring Meeting, March 15-16, 2013

Elizabeth A. Juelfs Austin Peay State University

*Self-Starting Improved Euler for Solving the Heat Equation*

In this presentation, we derive the Continuous Improved Euler's Method. We then apply the method to solve the Heat Equation using the Method of Lines.

Dodji Kuwonu Austin Peay State University

*Solving a parabolic PDE using the Laplace transform through the method of lines (MOL)*

In this paper, we transform a parabolic Partial Differential Equation (PDE) into a system of Ordinary Differential Equation (ODE) via the method of lines. The resulting system of ODE is then solved using the Laplace transform. The results obtained using this approach is compared with existing methods in the literature.

### *Fifth TLE Exemplar: Media Relations*

An existing service learning designated course developed and taught by Dr. Christina Hicks-Goldston, COMM 3910 *Media Relations*, exemplifies the Transformational Learning Experience (TLE) proposed by APSU's Quality Enhancement Plan (QEP). The *Media Relations* course objectives and graded assignments included below, as well as the syllabus and other documentation, reflect the best practices identified by the QEP's literature review. These best practices include *cross-campus collaborations*, *off-campus collaborations*, *active and collaborative learning*, *structured critical reflection*, and *feedback*. Also present in this experience, are *high-impact practice criteria* to be met by a proposed TLE.

### Cross-Campus and Off-Campus Collaborations

Dr. Hicks-Goldston arranges off-campus collaboration with various client/community partners who lead non-profit organizations. Most recently, *Plant the Seed* Executive Director Susannah Fotopulos met with students preparing the *Plant the Seed* Media Relations plan. Note: Ms. Alexandra Wills, Assistant Director of Student Life & Leadership, and APSU's Service Learning Advisory Board, collaborate with interested faculty in obtaining the service learning

designation for courses. Dr. Hicks-Goldston delivered a workshop on service learning during a recent Tennessee Conference on Volunteerism and Service Learning.

### Active and Collaborative Learning Practices

Through *collegial inquiry*, students are encouraged to actively listen, reflect, and collaborate with others in planning and executing a Media Relations plan (radio/TV commercial scripts, news release, press kit, and media plan summary) for the selected non-profit agency. Through *mentoring*, students examine their assumptions as they engage and share what is being learned. Throughout the experience, students are afforded opportunities to use the additional active and collaborative practices of *teamwork* and *leadership* as they converse and make decisions during group project work.

### High Impact Practices Criteria, Including Reflection and Feedback

Students spend substantial time and effort in meeting course expectations. Students discuss course materials with faculty and peers in face-to-face classes, meeting with the non-profit agency leader/s, and group work. Students encounter diverse people and situations as they work with non-profit agency leadership and become more aware of agency constituents. Developing a Media Relations plan includes, among other tasks, conducting a needs assessment, developing an action plan, and defining measures of success, all of which are real-world applications that students will be called upon to contribute in their future employment. Opportunities for structured reflection are found in both the assigned reflection paper and the final self-evaluation assignment. Through the varied and demanding assignments, students are able to integrate what they learn. Students demonstrate what they learn in their group project plan. Feedback to improve their work occurs throughout the experience during both classroom and group work times.

### Course Objectives:

- Students study ratings and circulation/subscription formulas and data and learn about applying the data to better determine editorial targets, target audiences, and target markets
- Students are taught about media advertising and buying and how to select production talent for such advertising campaigns
- Students discover how to develop a network of media contacts, providing careful consideration as to establishing initial and maintaining follow-up contact, **as they become aware of the need for community partnerships and professional interaction among various community organizations**
- Students learn and practice commercial copy writing and basic layout and design of print advertisements, including emerging Social Media trends **as they prepare the Media Relations plan for a local non-profit organization**
- Students learn news release writing styles and practice preparing news releases, CEO bios, and press kits **as they prepare the Media Relations plan for a local non-profit organization**
- Students review ethical consideration in public relations and corporate communication that will enable them to make ethical choices as informed professionals when working in their communities
- Students plan a press conference with careful consideration to all elements including securing a facility, inviting the media, procuring audio-visual equipment, accommodating

all types of media needs, and the accompanying preparation of speakers, news releases, and press kits **as they work for the local non-profit, and they are able to increase their awareness of local community members and procedures**

- Students plan a special event, including all of the communication elements

#### **Course Goals:**

- Students successfully complete course examinations in demonstration of their theoretical/conceptual understanding of the particulars of media relations
- Students successfully complete each assignment (writing, organization, networking, etc.) to the best of their abilities, and acquire both skills and portfolio material to prepare them for professional work
- **Students successfully complete their Service Learning project and reflect on their role in assisting an organization achieve its goals**

#### **Course Assessment:**

Students will be graded on the following: (1) 2 examinations; (2) Ratings data; (3) Radio-TV Copywriting; (4) Group Media Relations Plan (within the Media Relations Plan project are several smaller assignments); and Attendance.

#### ***Sixth TLE Exemplar: Nursing Clinicals***

An existing nursing clinical experience developed by Ms. Kim French for NURS 4050/4051 *Community Health and Public Health Nursing*, exhibits characteristics envisioned in the Transformational Learning Experience (TLE) proposed by APSU's Quality Enhancement Plan (QEP). The Matthew Walker clinical experience's objectives and assignments included below, as well as the course syllabus and other documentation, reflect the best practices identified by the QEP's literature review. These best practices include *cross-campus collaborations, off-campus collaborations, active and collaborative learning, structured critical reflection, and feedback*. Also present in this experience, are *high-impact practice criteria* to be met by a proposed TLE.

#### **Cross-Campus and Off-Campus Collaborations**

Ms. French collaborates with Shondell Hickson, Assistant Professor of Nursing and Family Nurse Practitioner, who manages the primary care for the chronic disease clients that the undergraduate students make follow-up health calls. She also has worked indirectly with Dr. Anne Black, Professor of Health and Human Performance to borrow available nutritional learning objects and resources for our interventions. The Health and Human Performance Department personnel have also contributed separate nutritional events through the Dial Down Diabetes program. Ms. French arranges off-campus collaboration with the Matthew Walker Clinic. Specifically, she works with Samantha Sixieme, an APSU graduate, who is a Family Nurse Practitioner at the Matthew Walker Clarksville clinic. Ms. French and a student are presenting about this experience at an upcoming conference.

#### **Active and Collaborative Learning Practices**

Through *collegial inquiry*, students are encouraged to actively listen, reflect, and collaborate with others as they explore a variety of settings across geographic, socio-economic, cultural, racial, religious, and family environments, as well as learn how to apply the nursing process to community health problem solving and how to communicate with other health professionals and populations. Through *mentoring*, students examine their assumptions as they



engage and share what is being learned. Throughout the experience, students may have opportunities to use the additional active and collaborative practices of *teamwork* and *leadership*.

### **High Impact Practices Criteria, Including Reflection and Feedback**

During the majority of their prior clinical experiences, students focus on acute care, disease processes, and management of ill or poor health with limited consideration of the physical, emotional or financial costs to patients, their families, their communities and health systems. By engaging in more intensive community-based interventions, these students transform their understanding of patient care and build patient advocacy strategies by identifying and intervening using patient-identified barriers and benefits of self-care. Although many of these students will practice in acute care health settings, these transformative health principles can be applied in future health promotion practices in collaboration with patients, families, communities and other health systems. Students spend substantial time and effort in meeting clinical expectations. They self-determine their schedules, weekly topics to present to the clients, and write summary overviews about their experience. Most recently, students worked together to create an intensive health intervention called “Dial Down Diabetes.” Students encounter diverse people and situations as they participate in the clinical experience. They work with clinic staff to locate additional community resources. These students gain first-hand experiences in applying skills that they will need in the future. Opportunities for structured reflection are present in the weekly reflection work and their self-evaluations of participation in group activities. Through the varied assignments, students integrate what they learn. Students will demonstrate what they learn in group work and in their clinical summaries. Feedback for improving work occurs during class and clinical discussions, and during group work sessions.

### **Clinical Outcomes: At the conclusion of the clinical component of N4050/4051, the student will be able to**

- Assess selected families and groups at risk in the community using multidimensional tools and reviewing current literature findings.
- Identify appropriate nursing diagnoses which minimize or alleviate actual or potential health problems.
- Choose appropriate community nursing interventions utilizing available community resources.
- Evaluate the effectiveness of nursing interventions and make recommendations for future actions.
- Identify and discuss how environmental issues impact the health of the diverse populations.
- Demonstrate the ability to assess at risk aggregates, design a developmentally and culturally appropriate educational venue to address the identified needs of this aggregate, and implement this teaching project in a manner that demonstrates use of educational principles.

### **Evaluation Methods Specific to the Clinical Experience**

- Weekly reflection work
- Matthew Walker Clinical Summary Overview
- Self-evaluation of participation in group activities

## ***Seventh TLE Exemplar: Public Speaking Fundamentals***

An existing service learning designated course developed and taught by Ms. Tracy Nichols, Honors COMM 1010 *Fundamentals of Public Speaking*, exemplifies the Transformational Learning Experience (TLE) proposed by APSU's Quality Enhancement Plan (QEP). The *Public Speaking Fundamentals* course objectives and requirements included below, as well as the syllabus and other documentation, reflect the best practices identified by the QEP's literature review. These best practices include *cross-campus collaborations*, *off-campus collaborations*, *active and collaborative learning*, *structured critical reflection*, and *feedback*. Also present in this experience, are *high-impact practice criteria* to be met by a proposed TLE.

### **Cross-Campus and Off-Campus Collaborations**

Ms. Nichols arranges both cross-campus collaborations with APSU organizations, as well as off-campus collaboration with various community partners. She brings in guest lecturers which vary depending on the organizations selected. Former students have also contacted Ms. Nichols to volunteer to come to class to speak to current students about service learning. Note: Ms. Alexandra Wills, Assistant Director of Student Life & Leadership, and APSU's Service Learning Advisory Board, collaborate with interested faculty in obtaining the service learning designation for courses. Several Honors COMM 1010 students will present posters during the upcoming TBR visit in September.

### **Active and Collaborative Learning Practices**

Through *collegial inquiry*, students are encouraged to actively listen, reflect, and collaborate with others in becoming effective public speakers. Through *mentoring*, students examine their assumptions as they engage and share what is being learned. Throughout the experience, students may have opportunities to use the additional active and collaborative practices of *teamwork* and *leadership* as they gain a sense of community responsibility.

### **High Impact Practices Criteria, Including Reflection and Feedback**

Students spend substantial time and effort in meeting course expectations. This class is taught as a "flipped" class. Mini lecture(s), discussion and activities related to the material presented to enhance the lecture material and potential retention of the key concepts presented. Students are allowed to select the Community Partners with whom they work. They discuss course materials with faculty and peers in face-to-face classes and through discussion boards in D2L. Students encounter diverse people and situations as they work with APSU organizations and various community partners. Students learn to employ effective interview, informative and persuasive strategies. Opportunities for structured reflection are found in the self and peer evaluations. Students are also required to maintain a journal during class to document their experience. This may be a traditional journal, a video journal or a "scrapbook" journal with pictures, written material and items to document their experience in service learning. Through the varied assignments, students are able to integrate what they learn. Students demonstrate what they learn during the public speaking/service learning showcase event dedicated to sharing their service learning experiences. Feedback to improve their work occurs throughout the experience, both during classroom time and individual conferences with the instructor.

### **Course Objectives:**

Through traditional methods and the service learning component, this course will acquaint students with the principles, techniques, and values of public speaking, to include the following:

- Develop effective verbal, nonverbal and listening skills and **understand how they apply to service learning**
- Organize, structure and deliver effective speeches
- learn techniques to overcome speech anxiety
- Create and integrate effective visual aids
- Employ effective interview, informative and persuasive strategies resulting in an increased awareness of public communication, **consumer service learning and the future employee skills**
- Understand and effectively utilize speaker credibility, audience analysis and evidence **gain appreciation for the use of effective communication in service learning**

### **Educational Objectives:**

To be an effective public speaker the skills of inquiry, logical thinking, and critical analysis are essential. That is why evidence in presentations is critical. Also, it is important to possess effective listening skills, which assist in the development of rhetorical sensitivity. To help develop the sense of community responsibility, the selection of important, timely and relevant social issues as topics related to your Community Partner is required. Basics, Reasoning, Awareness, Values and/or Outcomes will be achieved via class lectures, reading, service learning and/or course assignments.

### **Course Requirements:**

The following are requirements for this course. Students must successfully complete all requirements in order to pass this course.

- Four major speeches (BRAVO)
- **13-15 mandatory hours of volunteer work with your Community Partner before 10.20.12 (BRAVO)**
- Speech outlines (Basics, Reasoning)
- Self and Peer evaluations (Basics, Reasoning, Awareness, Values)
- Reading assignments (Basics, Reasoning, Awareness, Values)
- Discussion Board Assignments (BRAVO)
- Various in-class activities and D2L assignments (BRAVO)
- Weekly Journal (BRAVO)
- Individual Conferences (BRAVO)
- Attendance/Participation in the Service Learning Showcase (BRAVO)

The service learning component of the course requires students to complete 13–15 mandatory hours of volunteer work with their Community Partners. In addition, they are required to participate in a public speaking/service learning showcase event during the semester dedicated to sharing their service learning experiences. The showcase reflects not only the skills they have learned, but highlights the work they completed for their community partner. Although the students are gaining experience and applicable knowledge through this course, the community partners selected are gaining a valuable resource in the students to complete a project that will help or enhance their organization.

Four major speeches and numerous assignments completed in this course revolve around their involvement and experiences with their Community Partners. If students cannot devote this time outside of class to this enriching experience in volunteerism, they are encouraged to enroll in a traditional COMM 1010 course.

## ***Eighth TLE Exemplar: Professional Writing Internship***

An existing technical writing internship experience developed by Dr. David Major, Professor of English, for English 4610 *Professional Writing Internship*, exemplifies the Transformational Learning Experience (TLE) proposed by APSU's Quality Enhancement Plan (QEP). The course internship experience's objectives and assignments included below, as well as the course syllabus and other documentation, reflect the best practices identified by the QEP's literature review. These best practices include *cross-campus collaborations*, *off-campus collaborations*, *active and collaborative learning*, *structured critical reflection*, and *feedback*. Also present in this experience, are *high-impact practice criteria* to be met by a proposed TLE.

### **Cross-Campus and Off-Campus Collaborations**

Dr. Major collaborates with the APSU Geographic Information Systems Center and various campus offices to provide technical writing internships. He also collaborates off-campus with Trane Heating and Air Conditioning Services and Systems, as well as local government and professional offices to provide internships for his students.

### **Active and Collaborative Learning Practices**

Through *collegial inquiry*, students are encouraged to actively listen and reflect on their experiences as they contribute work in the internship settings. Through *mentoring*, students examine their assumptions as they engage and share what is being learned. Throughout the internship experience, students may have opportunities to use the additional active and collaborative practices of *teamwork* and *leadership*.

### **High Impact Practices Criteria, Including Reflection and Feedback**

Students spend substantial time and effort in meeting internship expectations. They encounter diverse people and situations as they participate in their internship experiences. Students gain first-hand experiences in applying professional writing skills that they will need in the future. Generally, students apply for the internships through a standard employment interview process, and they document the agreements with the supervisors in internship plans including work schedules and overviews of the types of documents that they will work with in the internships. Opportunities for structured reflection are present in progress reports prepared for the instructor. After writing the internship plans, the interns typically submit biweekly or monthly progress reports, which Dr. Major assigns as evaluative as well as narrative documents to encourage reflection. Through the varied internship assignments, students integrate what they learn. They demonstrate what they learn through their portfolios. At the end of the internships, the interns submit portfolios with at least a representative sample of documents they worked on if not all documents, with letters from the supervisors confirming completion of the internships and possibly providing the supervisors' feedback, and often with introductory statements reviewing and explaining the documents included. Feedback for improving work occurs during discussions with the onsite supervisor and the course instructor.

### **Course Objectives**

The internship is designed to involve students in practical experience in professional writing. The internship does not qualify as a step toward employment or as a probationary stage of employment. The internship is training as an educational experience. *Students must produce documents meeting the requirements of the instructor and the onsite supervisor.*

## Delivery Methods

The course of study is training in professional writing, practical experience in professional writing, and research of primary and secondary sources. The instructor will advise the student, monitor progress, and consult with the student on research and writing. The onsite supervisor or other existing staff will direct the student's experience. A standard internship should involve 150 or more clock hours of experience. The student will spend additional time on research and on meetings with the instructor as needed.

## Evaluation Methods

The course grade is based on the instructor's review of and the sponsor's approval of projects. Documents produced for the internship should meet standards common to technical writing for style and correctness.

## Assignments

Students should submit a written plan for the internship, regular progress reports, and a portfolio of work written during the internship. These documents are standard to the professional writing internship, and any change to these expectations requires the written approval of the instructor. Specific assignments required for academic credit include the original statement of agreement and the concluding portfolio. Regular progress reports document time spent on site and projects undertaken including an introduction indicating the time frame of the report, a section summarizing work done since the last report, a section briefly stating what work comes next, and a section briefly evaluating progress. Other assignments will depend on the organization's needs as determined by the on-site supervisor consulting with the student. The original statement of agreement includes a plan for the amount of time spent at the organization and a typical week's schedule if possible, a short description of the type of work involved, and space for the sponsor's signature. The portfolio includes samples of work done for the internship, descriptions of this work, and a letter from the supervisor.

## *Ninth TLE Exemplar: Grant Writing*

A newly proposed service learning course under development by Dr. Brian Hock, Honors *Introduction to Grantwriting*, exhibits characteristics envisioned in the Transformational Learning Experience (TLE) proposed by APSU's Quality Enhancement Plan (QEP). The *Grantwriting* course objectives and graded assignments included below, as well as the syllabus and other documentation, reflect the best practices identified by the QEP's literature review. These best practices include *cross-campus collaborations*, *off-campus collaborations*, *active and collaborative learning*, *structured critical reflection*, and *feedback*. Also present in this experience, are *high-impact practice criteria* to be met by a proposed TLE.

## Cross-Campus and Off-Campus Collaborations

Dr. Hock plans to arrange off-campus collaboration with the Community Foundation of Middle Tennessee (CFMT), and works with Rita Arancibia, Director of the Clarksville/Montgomery County Nonprofit Partnership Network (CMCNPN) to identify nonprofits with whom students may partner in writing and submitting a CFMT grant.

Note: Ms. Alexandra Wills, Assistant Director of Student Life & Leadership, and APSU's Service Learning Advisory Board, collaborate with interested faculty in obtaining the service learning designation for courses.

## Active and Collaborative Learning Practices

Through *collegial inquiry*, students are encouraged to actively listen, reflect, and collaborate with others learning how to partner with non-profit agency in writing grants. Through *mentoring*, students examine their assumptions as they engage and share what is being learned. Throughout the experience, students may have opportunities to use the additional active and collaborative practices of *teamwork* and *leadership*.

## High Impact Practices Criteria, Including Reflection and Feedback

Students will spend substantial time and effort in meeting course expectations. Students will discuss course materials with faculty and peers in face-to-face classes. They will learn from other students how each nonprofit is set-up and how they run based on their own experiences. Students will see how their nonprofit worked compared to others in the class. They will encounter diverse people and situations as they partner with non-profit agency leaders to write grants and become more aware of agency constituents. A representative from the CFMT will speak to the students about donors/foundations and how they work as well. These students will have first-hand experience in applying a skill (i.e., writing grants) that they will need in the future. Opportunities for structured reflection are present in the proposed reflection essays on each textbook chapter, through classroom discussions, and in the final presentation to the class. Through the varied assignments, students will integrate what they learn. Students will demonstrate what they learn in the grant they write, their critiques of others' grants, and their final presentations. Feedback for improving work will occur during class discussions over the readings and the writing process.

## Course Objectives:

- The course teaches students
  - the structure of grants
  - how to write successful grants
  - how to critically evaluate grants and their own writing
  - the structure of nonprofits
  - how to partner with a local nonprofit in applying for an actual grant to the Community Foundation of Middle Tennessee (CFMT)
  - feeling confident about placing such an experience on the C.V./Resume

## Assignments:

Chapter Questions/Reflections (10 points each)  
 Presentation (15 points)  
 Non-Profit Grant to CFMT (100 points)  
 Critical Review of Grants (30 points)

## 5a Developing a Culture of Engagement

Engagement is the watchword for quality education and student success. Swaner (Theories, 2012) describes engaged learning as “deep involvement in one’s learning process and in actively and purposefully shaping one’s life direction” (p. 74). More broadly, student engagement involves not only students’ active participation in activities that are likely to lead to success but also the institution’s efforts to encourage involvement (National Survey of Student Engagement, 2013). The ways in which colleges and universities cultivate the learning environment matter a great deal. Because “campus cultures significantly influence learning,” it is imperative that we examine “the means, the opportunities the institution uses, and the priorities it sets in order to establish and foster a stronger campus culture for learning” (Harward, 2012, p. 3). Harward (2012) emphasizes the wide range of possibilities for achieving such a shift—from shared research to writing-intensive courses to quantitative analysis to learning communities—and notes that “the intentional cultivation of expectations that affect learning” is a campus-wide effort (p.8).

Research on higher education suggests that the conditions that best support engagement include high-impact practices, experiential learning, transformational pedagogy, and integrative and applied learning. Drawing on these aspects of engaged learning, we propose a broad-based initiative that aligns multiple campus divisions to provide students with “transformational learning experiences.” Our goal is at once simple and profound. We would like each APSU student to participate in *at least one activity that requires them to apply their academic skills and knowledge in ways that reach beyond the classroom setting and we will provide opportunities to all who wish to participate and encouragement to all who might wish to.* Such activities might include service learning, undergraduate research, internships, practicums, study abroad, but may include experiences that move beyond these categories. The QEP is designed to identify existing practices and create new opportunities that fit our own criteria for transformational learning.

This QEP proposes to move these experiences from the margins to the center and to make them available for every student’s education. It also proposes to give faculty, staff, and students a common vision and language to reorient our understanding of APSU’s mission. *Student Success in College: Creating Conditions That Matter* demonstrates that within highly-effective colleges and universities, “their mission is ‘alive’” (Kuh et al, 2005, p. 27), and the mission guides decisions at every level of the institution. For APSU, it is necessary to create a campus culture that systematically recognizes, promotes, and assesses such transformational learning experiences.

If, as Finley (2012, Making Progress) claims, universities must “be able to *articulate* how well students are learning on campuses and to demonstrate the collective worth of higher education,” we may well find that the transformational learning experiences provide precisely the descriptive language for and tangible proof of student success at APSU. The QEP provides a framework in which all areas of APSU may find its place. Emphasizing the universal nature of transformational learning experiences will build institutional coherence across the university. Every division, every discipline, every program will work to identify what transformational learning experiences are relevant and appropriate to its students. The QEP will offer a consistent message to those inside and outside the institution: APSU students are transformed as they apply the knowledge of their disciplines in practical ways, and in turn, they transform the world around them.

## *Current Culture*

The QEP encompasses various aspects of APSU's existing mission and vision. Our university mission is to prepare "students to be engaged and productive citizens, while recognizing that society and the marketplace require global awareness and continuous learning. The current vision states that the university aims "to create a collaborative, integrative learning community, instilling in students habits of critical inquiry as they gain knowledge, skills, and values for life and work in a global society." The QEP translates these abstract concepts into concrete examples and gives the vision a palpable presence within the university. Indeed, the QEP allows us to show how our mission and vision are enacted, as we "use it to explain [our] behavior and to talk about what the institution is, the direction it is heading, and how [our] work contributes to its goals (Kuh, Kinzie, et al., 2010, p. 27). In so doing, we will join together what Kuh and others describe as the institution's "espoused mission" (a public statement of purpose) and the "enacted mission" (everyday practices and actions), which form the "unspoken but deeply held values and beliefs about students and their education" (Kuh, Kinzie, et al., 2010, p. 27).

APSU's 2010-2015 Strategic Plan designates student success as a distinct area for improvement. By "fostering student engagement and persistence through effective support services, co-curricular activities, and faculty-guided research and mentoring," APSU will increase the success of its students. The QEP takes up this area in an intensive, comprehensive manner. The strategic plan measures this goal through progression toward degree and graduation rates, while the QEP also considers the university outcomes: Basics, Reasoning, Awareness, Values, Outcomes (BRAVO). Specifically, the plan emphasizes the application of these goals: students are asked to "grow personally and professionally" as they use the basic knowledge, reasoning, awareness, and values that they are developing.

## *Demographics*

The institution itself has undergone major changes since the 2003 QEP. APSU has experienced staggering growth, from approximately 7,600 students (Fall 2003) to 10,600 (Fall 2012), a 39% increase. There has been also growth in the number of faculty, and our upper administration has changed. The climate of higher education has shifted as well, with increased attention to graduation rates. In Tennessee, state-supported colleges and universities are now funded according to performance measures rather than enrollment numbers. Moreover, the nationwide focus on completion has spawned new concerns about students' ability to exhibit essential skills, such as critical thinking, writing, problem-solving, and application. As Humphreys (2012) notes, employers want colleges and universities to require major projects, internships, service learning, or other practical experiences, which will demonstrate that students are capable of transferring their knowledge to real-world situations. All of these factors suggest that increasing student success through sustained engagement and transformational learning has never been more important.

The student demographics at APSU for 2012-13 include 48% first-generation, 36% transfer, and 86% commuter students. These areas are of special note because NSSE data suggests that historically underrepresented students, including some minority, first-generation, and transfer students, are not regularly engaging in HIPs, even though these students are more likely to benefit from them. Pike and Kuh (2005) report that first-generation students, especially those that live off campus, are "less engaged overall [than second-generation students] and less likely to successfully integrate diverse college experiences," and they report lower satisfaction with the college environment (p. 289). Research on high-impact practices has identified lack of



student participation as a major problem (Kinzie, Gonyea, Shoup & Kuh, 2008; Kuh, O'Donnell, & Reed, 2013). Thus, the institution should ensure that such programs and activities are “visible, credit-bearing, and funded,” moving students toward completion of degrees (Kuh, O'Donnell, & Reed, 2013, p. 16). Additional suggestions from the research include making the activities required and providing many opportunities at the lower-division level.

### *Current Practices*

We have evidence that many of these transformational learning experiences are already taking place at APSU. Programs such as nursing, social work, psychology, communication, and education embed practicums within their curriculum. Internships are offered in business and technical writing, among others. Field experience is a part of the natural sciences, including geography, geology, and biology. Certainly, curricular offerings are a clear pathway to embedding the QEP into the campus culture.

Beyond the department or program level, there are several offices on campus that are obvious providers of “transformational learning experiences.” These areas have been either developed or enhanced in the past six years. The recently-created Office of Undergraduate Research has an administrative office and a budget to support student research and travel. OUR supports and promotes independent research through such programs as the Presidential Research Scholars, Summer Fellowships, the Research and Creativity Forum, and the Summer Research Symposium. It also awards student grants for travel that enhances their scholarly development. Undergraduate research, a designated high-impact practice, benefits students by offering in a single experience “empowered learning (including communication, problem solving, and teamwork), informed learning (allowing the student to study the natural and cultural world), and responsible learning (permitting the study of social problems and the self)” (Lopatto, 2006, p. 22).

Another high-impact practice, study abroad, promotes engaged learning and intercultural knowledge. Sutton and Rubin found that study abroad positively affected graduation rates, especially for African-American students, and led to a higher GPA, particularly for students with the lowest SAT scores (as cited in Redden, 2010). Since study abroad is connected to APSU's mission and vision—fostering “global awareness” and preparing for “life and work in a global society”—it fits well within the QEP's intensified focus on transformational learning experiences. APSU provides study abroad opportunities to its students. The programs vary from week-long trips to semester immersion to full year exchanges, and many countries are represented: Japan, Greece, Canada, Russia, Korea, England, France, and Germany, among others. The classes cover a wide range of general education and upper-division courses, allowing student to earn credit hours that apply directly toward their degrees. Study abroad is overseen by a Director of International Education, and global learning travel grants are available to a large percentage of participants.

Service-learning has been a part of APSU for years, yet it has received new attention and support recently, both as a high-impact practice and as a means of engaging students in the classroom and in their communities. Service-learning is defined as “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (National Service-Learning Clearinghouse, 2013). Research demonstrates that service-learning invigorates educational subjects, improves student retention of material, and helps develop critical thinking (Eyler, Giles, Stenson, and Gray, 2001). The Service-Learning Advisory Committee, established in 2009 by Provost Denley, coordinates and designates service-learning

courses. In 2012-13, the Faculty Handbook was revised to include service-learning as a designated area of recognition in the retention/tenure/promotion process (Policy 5:060, p. 10).

The Office of Student Transitions, which handles the first-year experience course (APSU 1000), is well placed to become a site of transformational learning. First-year seminars have been a part of higher education since the 1980s, and APSU developed its course in 2003 as part of the previous QEP. Studies have routinely demonstrated that such seminars have a positive effect on student persistence to degree, student grades, and student participation, including interaction with peers and faculty (Porter and Swing, 2006, p. 91). As a result, FYE courses are included in the list of high-impact practices. APSU 1000 helps acculturate students into the university, and it currently offers students meaningful engagement with their peers and faculty. This course seems a reasonable place to begin introducing freshmen to transformational learning opportunities, including the e-portfolio system, as well as providing such opportunities within the course. One example is the Freshman Legacy Project, a collection of essays written by first-year students to the next incoming class. As peers speak to peers about how to be successful at APSU, they forge a culture of engagement and expectations of achievement. This is the kind of practice that can be taken to scale.

The university is capable of offering extensive curricular and co-curricular opportunities. This QEP emphasizes that engaging in a transformational learning activity is well within the reach of all APSU students. It also provides much-needed institutional support for faculty and staff who are already performing above current expectations, and it invites others to join in a campus-wide effort to offer more experiences for students. On a practical level, gathering artifacts into e-portfolios will help create a campus culture that not only expects such activities, but also ensures consistency as we map learning outcomes to our institutional outcomes (BRAVO). By making these activities a central part of students' experience at APSU, we hope to emphasize the transformative nature of their education.

### *Faculty Development*

It is essential that the university provide faculty with the necessary tools, support, and resources to meet the challenges of this QEP's ambitious scope. Currently, faculty-driven efforts to improve their skills have been supported, yet development remains a critical need.

APSU has devoted financial and administrative resources to support student engagement and faculty development. When President Hall arrived in 2007, and again when Provost Denley arrived in 2008, the university developed new ways to foster student success. President Hall tasked the Faculty Senate with assessing the campus climate and proposing ideas to increase engagement. As a result, the Student Academic Success Initiative was implemented. SASI grants, funded by the President, are offered competitively to faculty who are organizing events, projects, or opportunities that encourage student-faculty interaction. Funded proposals include community outreach, guest speakers, testing preparation for professional certification, student travel to academic and professional conferences, and admission to plays and artistic events.

In 2008, APSU received a Title III grant that funded the Center for Teaching and Learning. The CTL provides development opportunities for faculty, such as the Faculty Leadership Program, the Teaching Fellows Program, the Faculty Advising Program, course redesign grants, and numerous workshops. Revitalization for Academic Success grants for faculty to redesign high-enrollment courses with low success rates. There are now similar grants available for faculty seeking to incorporate service learning or to create new study abroad

opportunities. The scope needs to be broadened to accommodate the needs of diverse university divisions, including staff and non-academic areas. As we recognize the importance of cross-campus collaborations and work to build a holistic campus culture, opportunities for development will need to increase in proportion. Furthermore, as the Title III grant is now coming to a close, the university must allocate new financial and personnel resources to continue such development.

The resources we already have in place will be deployed in an intentional, visible manner designed to increase student and faculty participation. When APSU faculty are given the resources to create experiences, they demonstrate eagerness and enthusiasm to participate; thus, it is reasonable to expect increased participation with increased resources. We hope the QEP continues the tradition of inviting rather than dictating faculty involvement, while expanding the possibilities for support, compensation, and recognition.

### *Shift in the Culture*

The literature on engaged learning and high-impact practices stresses the need for cultural change and system-wide implementation. Without a “culture of engagement” (Swaner, 2012, p. 85), efforts become piecemeal and inconsistent, instead of a large-scale effort to attend to students’ intellectual, personal, and civic development. Indeed, the institutional culture can transform these isolated activities into an integrated educational experience, in which the “learning environment and students within are continually, and reciprocally, engaged with each other” (p. 85). To foster a culture of engagement, Swaner argues, the university has to set up four expectations:

1. The campus community treasures student engagement.
2. All curricular and co-curricular activities require it.
3. All learning opportunities necessitate it.
4. Students view their engagement as routine. (pp. 85-6)

With expectations of student participation, widespread faculty involvement, numerous opportunities, and a clear message about their efficacy, transformational learning experiences can become imbedded in the APSU culture.

How a campus culture shifts is the vital piece of this puzzle. Finley (Assessment, 2012) presents three ways that institutions can effectively transform learning on campus. The first involves using innovative pedagogy to help “motivate larger curricular change” (p. 306). New, effective pedagogies can be extended beyond the individual classrooms, as the administration applies that success to the program and institutional levels. The second emphasizes the multidimensionality of the institution. Instead of existing in isolated “silos,” the various divisions must work to break down barriers and become “a collective whole, where spheres of campus life interact and work together to accomplish common goals” (Finley, 2012, p. 306). The third way institutional change occurs is through effective communication among administration, faculty, staff, and students. Through deliberate “solicitation of faculty input, consensus building, and active listening,” the institution is more likely to effect lasting change (p. 307). The repeated advice is to involve stakeholders, particularly faculty, to promote collaboration across disciplines, and to provide support from upper administration (Kelly, 2012).

One case study seems particularly similar to our QEP goals and relates specifically to the issue of shifting campus culture. Like APSU, Hendrix College recognized that although engaged and experiential learning was happening on campus, it was not consistently embedded in the culture and curriculum. Furthermore, such opportunities were not emphasized at the institutional level, but rather at the program or faculty level. Hendrix created the Odyssey Program to brand and systematize their approach, which became intentionally embedded at each level (freshmen to senior capstone). Students earned credit hours for activities coded for Odyssey. Faculty concerns about potentially lowered academic standards were addressed by aligning learning outcomes, such as critical thinking and writing, with the experiences. Publicizing projects and results gave the program cross-disciplinary visibility, and the Odyssey Program became a recognizable feature of the college's public, promotional material. The campus culture shifted as the program became normative, a cornerstone for the shared values, vision, and message of the college. (Reed, 2013, pp. 32-35).

While faculty and staff are essential creators of the classroom and campus experiences, the university's leadership has a determining effect on the institution's direction and tone. Asserting that "students seem to thrive when an institution enacts a holistic philosophy of talent development and provides support from multiple sources," Kuh (2005) identifies several ways campus leaders can create an environment conducive to student success (p. 2). They help sustain cross-divisional collaboration, communicate the university's vision and mission, and encourage colleagues' efforts. Leaders take high quality practices and programs to institutional scale, and they routinely review the university's work as a whole. APSU should heed Kuh's advice: "Put someone in charge" (p. 3). To ensure that initiatives are effectively coordinated, one person or one team must be responsible for monitoring results and communicating with their colleagues. A reporting structure is essential for sustaining quality programs, and senior administration should determine what best suits the university's needs. It is also up to the administration to create better incentive structure, including recognition, awards, and grants.

## ***Assessment as Narrative***

While we have many transformational learning experiences in place, what we do not have is a university culture that coherently narrates those experiences, that frames them within the institutional context. One way this narrative is crafted is through assessment.

As APSU considers its own goals and needs, it must create a narrative that moves from current practices to new outcomes. As Finley (Assessment, 2012) explains, sustainable, systemic change needs a story that creates coherence during the time-consuming process of implementing new practices, and assessment provides that narrative.

Assessment is the lynchpin for identifying, solving, and understanding the central problem an institution faces. It can help efficiently distribute resources and concentrate our efforts on solvable issues. A logic model of assessment, which connects the rationale to evaluation techniques, features backward design, process as product, continual dialogue, and concision. That is, we start with a holistic view of the university and identify desirable outcomes. We then determine what actions would appropriately create or demonstrate those outcomes, and develop processes and resources to support the implementation of activities (Finley, Assessment, 2012).

One method of assessing the institutional culture, stemming from *Student Success in College: Creating Conditions That Matter*, is the Inventory for Student Engagement and Success (ISES). It offers a template, a process, and survey instruments that may be used to

identify the university's strengths and weaknesses. ISES uses data from NSSE to help shape the direction of the assessment, but allows the institution to determine what goals it will meet through such an inventory. Collaboration and dialogue are key elements of the ISES, as is cross-campus and multidimensional participation. Bridging any real or perceived gaps between academic and support programs provides a complete picture of the institutional environment. The authors assert that campus culture has a profound effect on student success because it creates coherence out of "complicated, inextricably intertwined institutional factors and conditions, including educational mission, operating philosophies, resources, programs, and practices" (Whitt, Kinzie, Schuh, & Kuh, 2005, pp. 12-13).

AACU's criteria for successful high-impact practices can inform the way we define and assess transformational learning experiences at APSU (Kuh, O'Donnell, & Reed, 2013, p. 10):

- Performance expectations set at appropriately high levels
- Significant investment of time and effort by students over an extended period of time
- Interactions with faculty and peers about substantive matters
- Experiences with diversity
- Frequent, timely, and constructive feedback
- Periodic, structured opportunities to reflect and integrate learning
- Opportunities to discover relevance of learning through real-world applications
- Public demonstration of competence

The latter two criteria are particularly note-worthy for our QEP, as they emphasize the connections we would like students to develop outside the classroom. More importantly, the criteria offer a way to replicate the features of high-impact practices in other experiences. Thus, a campus work program or student-run newspaper could engage the students in ways similar to learning communities or service learning (Kuh, O'Donnell, & Reed, 2013, pp. 11-12). As we consider these benchmarks of success, we can expand our offerings in ways consistent with our mission, curriculum, and resources.

## 5b Incorporating Best Practices

What *transforms* in a transformational learning experience? The existing scholarship informs the answer to that question in different ways. Jack Mezirow (2009) defines "transformational learning" as "the process by which we transform problematic frames of reference" (p. 92). According to Mezirow, these referential frameworks extend beyond the cognitive domain into intuitive and affective domains (ibid). Developing Mezirow's "problematic frames of reference," Robert Kegan (2009) argues that the transformational process has to be epistemological: what transforms is not what we know, but rather *how* we know (p.46). Drawing from Kegan, Ellie Drago-Severson et al. (2010) use the term "transformational learning" to signal "increases in our cognitive, emotive (affective), interpersonal and intrapersonal capacities that enable us to better manage the complexities of leadership, learning and life" (p. 4). Furthering this framework, Lynn Swaner outlines five dimensions of transformational learning: contextual, transactional, integrative, holistic, and developmental (Harward, 2012, pp. 28-29). The existing scholarship produces a network of insights into the various ways that such experiences can transform students.

Transformational learning experiences are *activities* that structurally encourage students to reevaluate and reconstruct the ways they relate to the world. They require social engagement (Swaner, 2012, p. 79) and demand exchanges between the student and the environment

(Harward, 2012, p. 29). Through structured opportunities for critical reflection, they enable students to integrate knowledge and practice (Harward, 2012, p. 29), and the resulting learning interweaves cognitive, attitudinal, behavioral, and social domains—not by happenstance, but rather by design (Swaner, 2012, p. 76). As an intended outcome, students perceptually reframe their personal and social engagements (Harward, 2012, p. 28). Transformational learning experiences structure social interaction and reflection in order to encourage social, behavioral, attitudinal, and cognitive shifts in how the students engage the world. To facilitate these goals, best practices include cross-campus collaborations, off-campus collaborations, active and collaborative learning experiences, structured opportunities for critical reflection, and ongoing professional development for the educational providers who design, coordinate, or assess transformational learning experiences.

### *Cross-Campus Collaborations*

Higher education has shifted its focus from teaching to learning and thereby exploded the concept of “course delivery.” Instead of professors’ merely depositing information in students’ minds and measuring the rate of return, diverse personnel collaborate and assume responsibility for designing, implementing, and assessing learning opportunities. Collaborations encourage students to integrate their cross-campus experiences and have the potential to defragment the learning process (O’Halloran, 2007, p. 38).

In part, “cross-campus collaboration” refers to interdisciplinary efforts that can transform how students engage in learning and society. As Ann E. Austin and Mary Deane Sorcinelli (2013) identify, higher education has to help future citizenry meet real-world demands that require integrative, collaborative processes: “environmental concerns, the supply of water, population migrations, the aging population, food security, public health, and poverty require scholars who bring an array of disciplinary expertise from diverse fields as well as skills in teamwork and collaboration” (p. 88). In today’s complex society, students need a more integrative, collaborative framework from their collegiate experiences, and interdisciplinary collaborations promote a more unified, relevant student interpretation of the curriculum and have the potential to inspire civic-mindedness.

“Cross-campus collaboration” refers to not only interdisciplinary efforts, but also collaborative efforts between faculty and staff. Donald W. Harward (2012) asks educational providers to recognize that students learn from more than just faculty in more places than just the classroom; outside the classroom, “support systems” improve classroom efficiency by developing students’ capacities and skills (p. 20). According to Trudy W. Banta and George D. Kuh (1998), co-curricular activities can bolster classroom learning and buttress the curriculum; to develop this reinforcing framework, Banta and Kuh recommend that faculty and staff collaborate and co-design co-curricular activities (p. 45). Collaborations between faculty and staff support a unified interpretation of the collegiate experience, promote the sense of a learning community, and have the potential to defragment the learning process. They encourage transformations in how students frame their experiences and create meaning.

### *Off-Campus Collaborations*

Just as cross-campus collaborations can defragment the learning process, so too can off-campus collaborations. As Kuh et al. (2005) identify, “Active and collaborative learning take on additional meaning when students—as part of their academic requirements—apply what they are learning to the community and in some cases improve the quality of life of residents in nearby communities” (p. 200). This application process endows course content with social

relevance. Off-campus collaborations encourage students to see their learning as extending beyond not just the classroom or semester, but also the degree path into the realm of civic engagement. In other words, off-campus collaborations like study abroad, experiential learning, internships, service-learning, or undergraduate research inspire lifelong learning. They can enable transformations in how students learn and interact in the world.

### *Active and Collaborative Learning Experiences*

To facilitate multidimensional transformations in learning and engagement, Ellie Drago-Severson et al. (2010) outline four pillar practices for active and collaborative learning: teamwork, leadership roles, collegial inquiry, and mentoring (pp. 11-19).

- **Teamwork**  
By providing sustained engagement with diverse perspectives, teamwork encourages reevaluation of both one's vantage point and the assumptions that inform it (pp. 11-12).
- **Leadership**  
Leadership is not management. It is not an official position. The authors clarify, "Instead of only being assigned duties, the [student] is provided with supports and challenges so that he or she can grow from the experience" and "build [developmental] capacity" (p. 14). In other words, the student must maintain some degree of creative or decision-making autonomy, with room to fail.
- **Collegial Inquiry**  
Reflective dialogue can provide a mirror to a student's preconceptions and attitudes (p. 16) that reveals their distortions or problematic frames of reference.
- **Mentoring**  
A student who mentors has to question the validity, quality, or communication of knowledge or processes, as well as engage a different perspective (p. 19). In other words, the act of developing others develops the self.

Each of these four pillar practices for active and collaborative learning has the potential to serve as a catalyst for students to begin the transformational learning process.

### *Structured Opportunities for Critical Reflection*

Critical reflections are what help students reframe their activities into transformational learning experiences. Sarah L. Ash and Patti H. Clayton (2009) define "critical reflection" as "a process of metacognition that functions to improve the quality of thought and of action and the relationship between them" (p. 27). In describing experiential learning opportunities without structured opportunities for critical reflection, they outline four problematic but likely outcomes: students develop a poor understanding of the learning experience, focus on tangential lessons, contrive oversimplifications, or fail to develop the capacity for action (p. 26). Drago-Severson et al. (2010) argue that for an experience to become transformational in learning or engagement, students need to question their processes, assumptions, and intentions (p. 5). This reflective component "builds developmental capacity" by "[increasing] cognitive, emotional (affective), interpersonal and intrapersonal capacities that enable [students] to better manage the complexities of leadership, learning and life" (p. 4). Without critical reflection, the heightened awareness that can develop student capacities disappears in the details.

Structured opportunities for critical reflection provide students with not only the time, but more importantly the cognitive space to learn from complex experiences. According to Susan A. Ambrose et al. (2010), “Learning . . . is the direct result of how students interpret and respond to their experiences—conscious and unconscious, past and present” (p. 3). Interpretation and response enable students to give meaning to an experience, tie it to preexisting knowledge, and untangle and improve its embedded processes or systems. Students who complete a difficult activity or solve a complex problem, however, do not necessarily interpret the experience, let alone respond to it; activities that require students to integrate multiple skills can overtax the working memory thereby prevent student learning (p. 104). Without structured opportunities for interpretation and response, students run the risk of cognitive overload: task completion without greater comprehension or personal development.

## *Feedback*

Through prompt and targeted feedback, educational providers guide students through the reflection process and help them reframe an activity into a transformational learning experience. Mezirow (2009) argues that transformation requires students to analyze and reevaluate their assumptions, values, and identities (p. 98). Educational providers facilitate that process not merely by structuring opportunities for critical reflection, but also by designing an intentional integration of student practice with feedback (Ambrose et al., 2010, pp. 125-26). The integration of performance and feedback enables students “to practice and refine a consistent body of new knowledge and skill” (p. 126). Moreover, the resulting balance of challenge and support expands students’ developmental capacities (Swaner, 2012, p. 76) and can promote intrinsic motivations for self-improvement (Kuh et al., 2005, p. 84).

## *Professional Development*

Since the 1950s, the faculty’s role has continued to change from scholar to “academic professional” (Sorcinelli et al., 2006, p. 2). In large part thanks to Ernest L. Boyer’s *Scholarship Reconsidered* (1990), the professoriate transcended “the tired old teaching versus research debate” (Boyer, 1990, p. xii) by shifting focus from teaching to learning (Sorcinelli et al., 2006, p. 3). Faculty refocused from defining their responsibilities to exploring the different means and venues for student learning. This new direction enabled a more diverse interpretation of the professorate. In Boyer’s (1990) words, “The richness of faculty talent should be celebrated, not restricted . . . Such a mosaic of talent, if acknowledged, would bring renewed vitality to higher learning and the nation” (p. 27). While temporary faculty contracts centered on teaching, tenure-track and tenured positions exploded with responsibilities, ranging from the acquisition of grants to the performance of administrative duties (Sorcinelli et al., 2006, p. 4).

Those responsibilities likewise are changing, namely from organizational obligations to co-curricular learning opportunities. Academic advising, for instance, has transformed from course registration to “an educational process” with its own distinct learning outcomes (Campbell and Nutt, 2008, p. 4). From advising to other co-curricular interactions, faculty increasingly impact student learning inside, between, and outside classrooms with greater intentionality.

Correspondingly, professional development continues to diversify (Sorcinelli et al., 2006, p. 27). It increases the intentionality of the faculty’s impact on student learning inside, between, and outside classrooms. As a key player in faculty efficiency, professional development promotes student success. Susan M. Campbell and Charlie L. Nutt (2008) observe, “Campuses that are effective in designing and delivering professional development programs for academic



advising [‘as a form of teaching’] ensure that they are organizationally sustainable” (p. 7). So long as universities push the boundaries of teaching and learning in the promotion of student retention and success, the professorate will need multidimensional development to clarify, support, and improve its roles and efficiency in designing, coordinating, assessing, or otherwise facilitating opportunities for student learning.

If we’re going to foster a culture of learning, however, professional development cannot confine itself to faculty development. Staff will play an active role in transformational learning experiences. According to Jillian Kinzie et al. (2008), “all educators—faculty, student life professionals, academic advisers, and so on—need to coach students in the development of expected study habits” (p. 30). That minor change in responsibilities would require extensive changes in professional development, and not just for faculty. Still more radical changes might be in the works. Kuh (2008) speculates that higher education can frame both on- and off-campus student employment “so that work enriches, rather than competes with or is orthogonal to, an institution’s learning goals for its students” (p. xii). What sort of professional development would Kuh’s vision require—and for whom? As Austin and Sorcinelli (2013) identify of faculty, staff too “face new expectations, roles, and responsibilities” (p. 88). In the development, coordination, or assessment of transformational learning experiences, all educational providers—to borrow again from Austin and Sorcinelli’s description of faculty—“need support in balancing multiple responsibilities and learning new roles” (p. 89). To support transformational learning experiences, professional development has to accommodate whatever new directions cross-campus and off-campus collaborations take faculty, staff, and students, however they redefine their roles for 21<sup>st</sup> century learning.

## 5c Assessing Transformational Learning Experiences

Considered across time and viewed as a whole, the assessment of learning in the classroom and beyond, helps institutions “to fully capture the depth of cognitive development, learning attainment, and expectations for future growth” (Finley, *Assessment*, 2012, p. 162). Assessment then serves as a narrator for a university’s story about student learning (ibid). Developing learning outcomes and designing a method for assessment are the first and second steps in planning for assessment. Curricular and co-curricular activities are then developed to address the various learning outcomes to be measured. When considered as a whole, student work that is produced in response to these activities provides evidence of outcomes achievement that is then evaluated to inform needed changes to improve learning. Such a campus-wide, outcomes-driven approach is appropriate where students receive their degrees from an entire institution rather than from a single program or department (Finley, *Assessment*, 2012, p. 165).

### *BRAVO Student Learning Outcomes*

APSU’s BRAVO outcomes are considered first in designing for assessment of the transformation learning experiences. Broadly defined, BRAVO outcomes point to the knowledge, skills, and values that students are to possess by the time they graduate. APSU students demonstrate achievement of the generally stated outcomes that fall under the broad categories: Basics, Reasoning, Awareness, Values, and Outcomes (*BRAVO Student Learning Outcomes*). These generally stated outcomes are further delineated, and they are presently measured within the context of both the general education core and specific to programs of study. The QEP extends the measurement of BRAVO outcomes to transformational learning experiences (TLEs), providing students with additional opportunities to apply what they learn.

## *E-Portfolios and Scoring Rubrics*

APSU will employ e-portfolios and scoring rubrics to assist student achievement of BRAVO outcomes. E-portfolios will provide authentic, direct assessment information about student learning and application of learning. As students gather artifacts, the use of e-portfolios will also help them enhance their skills in reflection, writing, digital literacy, critical thinking, and organization. Collected e-portfolio artifacts will evidence outcome mastery gained through student participation in the planned transformational learning experiences that are carefully mapped to relevant BRAVO learning outcomes. A scoring rubric will assist all involved in understanding the breadth and depth of the learning that occurs.

## *Literature Supporting the Use of E-Portfolios and Scoring Rubrics*

In *Making Progress*, Finley and Rhodes (2012) collaborate in citing three practices: e-portfolios, scoring rubrics, and “high-impact” practices, that are gaining momentum as practices that both enrich student learning and provide rich assessment information to improve learning (p. 21). Finley goes on to note that “campuses must begin to more intentionally link student participation in high impact practices with institutional learning outcomes” (p. 25). Evenbeck and Johnson point to “three conditions of excellence in undergraduate education:

- Articulating and supporting high expectations for students,
- Involvement in learning, and
- Assessment and feedback” (2012).

Through the QEP, APSU will uphold a strong tradition with an even more focused commitment to student success in learning and its application. Through the implementation of TLEs in conjunction with e-portfolios and scoring rubrics, students will understand the University’s high expectations and they will receive the necessary support to meet them. Students will become more involved in their learning as they apply what they learn and document learning via a collection of e-portfolio artifacts. As a result of the assessment and feedback that is planned and made more practical through the use of e-portfolios and scoring rubrics, students will have the opportunity to improve what they are able to do as a result of their learning,

Intentionally structured e-portfolio processes contribute to enhanced student learning through curriculum and co-curriculum; assist students in integrating what they learn across the general education and in their majors; and provide students with the means to demonstrate what they are able to do as a result of what they learn (Chen and Light, 2010, p. 1; Finley, 2012, p. 22; Rhodes, 2010, p. 19). Students use e-portfolios to great advantage in sharing their stories of engaged learning (Finley, 2012, p. 22). E-portfolios provide students the opportunity to be fully engaged in the process of preparing and presenting evidence of their achievements. Students learn to use multiple modes to convey their work, which is expected by their future employers (Rhodes, 2011, p. 2). E-portfolios may be used by students to showcase what they learn, as well as what they are able to do as a result of what they learn, both while in college and beyond college for employment and other purposes (Chen and Light, 2010, p. 3). Chen and Light (2010) sum up all points well, “E-portfolios – as both process and product – can promote *deeper learning* and *knowledge transfer* by fostering the student’s ability to make connections between his or her learning experiences in a variety of classroom, workplace, and community settings” (p. 3).

Promoting engaged learning, well-structured e-portfolio processes that incorporate scoring rubrics provide a framework for using the collected artifacts as evidence pointing to

achievement of designated learning outcomes at all institutional levels. The evaluation of student work collected in an e-portfolio provides a more accurate view of student learning covering a broader range of outcomes than is possible to capture through standardized testing (Rhodes, 2012, p. 41; Finley, 2012, p. 22). Using scoring rubrics in conjunction with e-portfolios is cited as a “promising strategy for both assessment and improvement of learning” (Finley, 2012, p. 22). Scoring rubrics are considered useful tools because they spell out clear expectations for different performance levels to both the learner and the evaluator. Students are able to chart and to reflect upon their own progress across the levels outlined in the rubric (Suskie, 2009, 139; Rhodes, 2010, p. 18). Rhodes (2011) confirms that while using e-portfolios and scoring rubrics together is but one approach, these practices used in tandem “can provide direct, robust, and nuanced evidence of students’ abilities” that is “multidimensional” (p. 6).

Helping students achieve BRAVO learning outcomes through the proposed Transformational Learning Experiences is informed by the Association of American Colleges & Universities’ LEAP Initiative, which promotes essential learning outcomes, high-impact practices, and authentic assessments (LEAP). APSU is a member of the LEAP Campus Action Network. APSU’s BRAVO learning outcomes are quite similar to the LEAP Essential Learning Outcomes, which were used to develop the VALUE Rubrics (Rhodes and Finley, 2013, p. 1). Designed to consider e-portfolio collections of student work over time, the VALUE rubrics, when used without modification, allow campuses to compare local results with other campuses’ results (Rhodes and Finley, 2013, p. 21). Rhodes notes that “several of the leading e-portfolio companies TaskStream, Live Text, Epsilon, eLumen, Digication, and Sakai – have adopted the VALUE rubrics in their products because their users were either already using the rubrics to assess student e-portfolio work or wished to do so” (2011, p. 4).

One of the LEAP Outcomes focuses on integrative and applied learning, which are learning outcomes that APSU will measure through the QEP’s BRAVO-mapped transformational learning experiences. The associated *Value Integrative and Applied Learning Rubric* is developed with these LEAP Outcomes in mind. With this in mind, all campus constituents will understand the learning and assessment contexts of the proposed Transformational Learning Experiences that are mapped to the relevant BRAVO learning outcomes. The BRAVO learning outcomes are mapped to the *Value Integrative and Applied Learning Rubric* (see Appendix). Using e-portfolios in conjunction with the *VALUE Integrative and Applied Learning Rubric* establishes a campus-wide approach whereby faculty and professional staff assist students in achieving relevant BRAVO learning outcomes through Transformational Learning Experiences. As Rhodes and Finley (2013) state:

The use of e-portfolios not only facilitates direct assessment of student work – by faculty and students themselves – but also joins faculty and students together in a shared context of learning. Designed to assess growth and development of student learning outcomes, the use of the VALUE rubrics, in particular, ensures that this context is marked by common language and by shared expectations for achievement (p. 35).

Successful implementation of e-portfolios and rubrics is informed by the literature. Within *Documenting Learning with e-Portfolios: a Guide for College Instructors*, Light, Chen, and Ittleson (2012) thoroughly address the consideration of eight critical issues:

- Defining Learning Outcomes
- Understanding your learners
- Identifying stakeholders

- Designing learning activities
- Using rubrics to evaluate ePortfolios
- Anticipating external uses of evidence
- Including multiple forms of evidence

In *Making Progress: What We Know About the Achievement of Liberal Education Outcomes*, Finley (2012) points to six e-portfolio core qualities:

- Authentic
- Dynamic
- Student Owned
- Multidimensional
- Reflective
- Versatile (p. 22-23)

Stevens and Levi (2005) provide information about rubrics in their book, *Introduction to Rubrics: an Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning*. In *Using the VALUE Rubrics for Improvement of Learning and Authentic Assessment*, Rhodes and Finley (2013) address rubric calibration, assignments, e-portfolios, and using results for improvement.

The LEAP Campus Toolkit website also contains useful resources that will assist those charged with the implementation. In *Assessing Student Learning: a Common Sense Guide*, Suskie (2009) covers all aspects of assessment.

## 5d Following the Example of Success Stories

Austin Peay has the opportunity to support, structure, facilitate, and assess existing co-curricular efforts to reinforce the curriculum, as well as to provide channels for additional efforts. According to Ashley P. Finley (2012), “Truly *transformative* innovations go beyond course-level pedagogy to engage the restructuring of existing programs, resources, and policies at the institutional level” (p. 306). The following success stories parallel preexisting practices at Austin Peay. A couple of those campus practices may have the institutional support and programmatic structuring they need. Others, however, lack institutional oversight or facilitation; still others require restructuring. These statements do not criticize the work already accomplished in these areas, but rather highlight prerequisites for expanded institutional support, or development opportunities in the ongoing process of program improvement.

### *Student Employment*

After identifying that the vast majority of students work “at some point during college” (para. 2), an issue of particular concern at Austin Peay, George D. Kuh (2010) argues against the conventional wisdom that work competes with academic responsibilities. Kuh points out that the 2008 National Survey of Student Engagement positively correlates student employment with student engagement (ibid). Kuh highlights not only the positive impact of student employment on time-management and teamwork skills, but more importantly its potential for intentional curricular integration (para. 4).

In response to Kuh’s call, the University of Iowa initiated the Student Employment Pilot. According to the “Student Employment” site for the Division of Student Life (2011), student-employment positions range widely from custodian and food-service worker to health-promotion

assistant, but in all cases, specific supervisor-student interactions serve as structured venues for critical reflection (para. 1). Prepared with the questions, students answer the following (Kuh, 2010, para. 8):

- How is this job fitting in with your academics?
- What are you learning here at work that is helping you in class?
- What are you learning in class that you can apply here at work?
- Can you give a couple of examples of what you are learning here at work that you will use in your chosen profession?

Compared with co-workers without these interactions (para. 8), students in the program report a greater awareness of personal development, use of critical-thinking skills, and curricular relevancy (“Student Employment,” 2011, para. 2), as well as a greater likelihood of self-awareness, work-related skill acquisition, personal connection to the job or institution, and personal connection to other students, staff, and faculty (para. 3)

### *Student Mentors*

Research indicates that student mentoring positively impacts not only the mentees’ engagement and retention, but also those of the student mentors, in part because of their training experiences (Cress et al., 2010, p. 7). In mentorship training and practice, peer engagements sustain student focus on course content (Colvin and Ashman, 2010, p. 122). Mentorship programs can harness that focus as early as students’ first year and thereby promote student retention and personal development.

Utah Valley University, for example, has a student mentorship program that recruits students from the first-year-experience course to mentor students in its future iterations (ibid). Recruited students complete a mentorship-preparation course to learn time-management skills, communication skills, cultural sensitivity, interpersonal skills, and learning facilitation (ibid). After completing the course, student mentors register for two additional courses: one for the mentorship experience itself, the other to support the student-mentorship experience (pp. 122-123). According to the mentoring program’s website (“What is a UV Mentor?”, 2013, par. 2), student mentors have to contribute to course planning, serve in a leadership capacity, model specific attitudes and behaviors, actively participate, mentor both individuals and groups, and reveal to students how course content can develop both self- and social-awareness. In student interviews, mentors reported that they appreciated helping others, reflecting on course concepts in relation to their own lives, and developing as students (Colvin and Ashman, 2010, pp. 127-129). Students with more time in the program also demonstrated better conflict-management and interpersonal skills (p. 131).

As seen at Utah State University, mentorship opportunities can promote both academic and personal development. By harnessing students’ co-curricular focus on academic content as early as the first year, mentoring programs can foster student engagement and development. They can improve student retention and success, for not just the mentees, but also the mentors.

### *Advising as Teaching*

Nationwide, academic advising continues to distance itself from course registration in the development of co-curricular learning experiences. According to Susan M. Campbell and Charlie L. Nutt (2008), academic advising can further strengthen institutions and foster student success by emphasizing learning outcomes (4). In Campbell and Nutt’s estimation, “Such

conditions include setting high expectations, providing support, offering feedback, and facilitating involvement in learning through frequent student contact with faculty and staff” (ibid). Whereas many institutions have difficulty convincing students to take advantage of faculty office hours, academic advising has the opportunity to structure co-curricular learning experiences for even unmotivated students.

Faculty-student interactions outside the classroom have long correlated with student satisfaction, as well as students’ cognitive and affective development (Cox and Orehovec, 2007, p. 343). Various researchers characterize academic advising as one way an institution can ensure the quality faculty-student interactions that positively affect student retention (Lotkowski et al., 2004, p. 16), in particular for female and minority students (p. 17). Many student populations lack familial or community role models who demonstrate the behaviors and attitudes that promote academic success. According to Lotkowski et al., “Students need to see themselves reflected in the academic environment around them—in the faculty, staff, and faces of their peers—to avoid feelings of marginality that can undermine success” (ibid). This conclusion parallels the findings of other researchers. Vincent Tinto, for example, correlates overall student attrition with adjustment problems, social difficulties, poor sense of campus community, uncertain academic and career goals, and of course academic difficulties (as cited in Nutt, 2003, para. 2).

With the support of co-curricular interactions like advising, these problems are far from insurmountable. Kansas State University, for example, meets students where they already are by locating advising centers in residence halls (Nutt, 2003, para. 6). Additionally, K-State has established developmental, holistic, integrative, and even disciplinary learning outcomes for advising sessions: academic and professional integrity, disciplinary knowledge, critical-thinking skills, communication skills, and an understanding of and sensitivity to diversity (Kansas State University, para. 3-7). By meeting students where they already are and addressing educational concerns, K-State has made a concerted effort to overcome student isolation and moreover educate with its academic advising.

At most institutions, however, academic advising offers more potential than actuality. Especially if liberated from the paralysis of course registration, academic advising can tackle often ignored but nonetheless essential topics like “study skills, time management, critical thinking, planning, assertiveness, library use, and cultural awareness” (Lotkowski et al., 2004, p. 20). In other words, academic advising as an educational process can provide particularly at-risk students with the quality interactions that foster campus inclusion and inculcate the attitudes, behaviors, and even skills that lead to student success.

### *Service-Learning Cohorts*

Since 2003, multiple studies have demonstrated positive correlations between students’ participation in service-learning and their level of academic challenge, interpersonal engagement, academic engagement, and retention (Cress et al., 2010, pp. 6-7). The Midwest Campus Compact Citizen-Scholar Fellowship Program, for instance, provides a \$1,000 tuition award for Pell-grant-eligible students in exchange for 300 annual community-service hours (p. 8). Students also complete mandatory reflection sessions with other participants from their campus (ibid). According to Cress et al., “While the gatherings are designed to focus on the service experiences, the discussions and time together provide a support system for students’ larger collegiate experience” (ibid). Compared with other Pell-grant eligible students in 2010, program participants earned significantly higher grade-point averages and were more likely to

be retained (p. 9). Service-learning helps students not merely apply course content, but more importantly comprehend curricular relevancy.

### *Undergraduate Research*

Undergraduate-research opportunities clearly benefit students' perceived abilities. By co-creating a project from conception to completion to its articulation, students comprehend not only the research process but also the meaning of a research community, the collaborative and constructivist nature of knowledge, and the researcher's responsibility to that community and its knowledge. That process improves student confidence and success.

At Pepperdine University's Seaver College, for example, the Keck Scholars Program integrates student research with curricular and co-curricular activities (Carr et al., 2013, p. 9). Students in first-year seminars participate in research teams, attend the Southern California Conferences for Undergraduate Research (ibid), write short grant proposals that the program encourages them to pursue the next semester (p. 10), maintain ownership of their original ideas, and serve as role models of student scholarship (pp. 8-9). In student surveys, 80% of respondents noted striking improvements in their research-planning skills; 60% in their skills for finding current research (p. 11). We might be tempted, however, to confine such student-reported gains solely to the realm of student confidence.

In another study, though, classroom assessments and student tracking corroborated these and other findings. The study demonstrates positive correlations with student creativity, critical-thinking skills, oral and written communication skills, application skills, interdisciplinary understanding, contextual understanding, disciplinary technical skills, and last but not least, mastery over course content—not to mention of course, course grades, retention rates, graduation rates, and graduate-school acceptance rates (Osborn and Karukstis, 2009, p. 3). In other words, undergraduate research can improve not only student confidence, but also student knowledge, skills, retention, completion, and even future success.

## **5e Step Three: Establishing a Pedagogical Approach at APSU**

Students who are active learners are engaged in relevant content, are able to apply new information in meaningful ways, and grow personally and professionally as a result of learning. Experiential transformational learning develops students' ways to thinking and knowing that is different from that of students who were educated in traditional college classrooms where lecture is the norm, and many times the only, form of instructional delivery. Transformational learning experiences create shifts in perspective and cause students to develop new perspectives and have learning experiences that are transferrable not only to the workplace to the community. Creating students who are civic minded (Harward, 2012), are aware to their connections to the community and are aware of the integrations of learning to a broader context. Transformational learning experiences allow students the opportunities to build knowledge, skills, and beliefs, but also provide the catalysis for students to be able to demonstrate and actively do something with their learning. Students who are engaged learners are openly involved in new learning, learning that involves critical reflection and metacognition; transactional learning experiences create students who are open to ideas that link new learning to prior knowledge resulting in positive change. Students can no longer be passive learners, learning that transforms students into active participants requires a campus-wide paradigm shift. High-impact and research-based practices require new ways to thinking, teaching, and shifts in perspectives from all stake-holders.

At Austin Peay State University, the mission and vision statement reflects on the educational contributions to its students' intellectual, economic, social, physical, and cultural development. Engaged students are able to think critically and can actively reflect as a routine practice. Critical reflection results in students who are actively engaged in learning resulting in change. Swaner (2012), states that engaged learning is transcendent and is evidenced by changes in individually actively and purposefully changing life's directions. At Austin Peay State University, we want students to achieve and to make a positive impact on their lives and the lives of others.

Across the campus at Austin Peay State University, many students and faculty are currently actively engaged in a number of high-impact transformational learning experiences such as service learning, experiential learning with residency internships, undergraduate research projects, as well as extensive experiential field-based learning projects in varied schools across campus.

There are several courses at Austin Peay that are designated as Service Learning courses. These courses have expectations that students actively engage in academic service that includes participating in community involvement for 13 - 15 hours throughout the semester. Faculty provides the orientation and orchestrates assignments that require critical thinking with real world problem solving connecting directly to the community.

Experiential learning experiences with extensive field-based internships are requirements for all Austin Peay students who are graduates of from the College of Education and from the College of Behavioral and Health Sciences. All education and nursing students spend months in the field, in varied settings that aligns with their licensing areas. These students are offered extensive real world opportunities to actively engage in problem scenarios that directly align to their areas of study. Students from the College of Education and from the College of Behavioral and Health Sciences offer academic challenge, extensive collaborative faculty involvement, and critical reflection that allows student the ability to analyze their learning and to use new information to inform future actions and beliefs tied directly to real world learning.

Undergraduate research at Austin Peay State University offers students the opportunity to work collaboratively with faculty to creatively investigate areas of interest. The Office of Undergraduate research supports the incorporation of research training into undergraduate experiences and facilitates collaboration between faculty and students. Undergraduate research actively engages students to creatively transform budding ideas into published projects. Undergraduate researchers are required to think critically, to connect learning across multiple content areas, and to engage with the larger intellectual community by sharing their work at in a public venue that are transformational learning experiences.

Transformational learning experiences provide students with high-impact engaged learning practices. Engagement in learning, Harward (2012), is not busy work or another research paper to write, however; engaged learning has increased involvement in practical issues that are meaningful to the student, the community, and possibly the world. Transformative learning experiences require students to have meaningful experiences and to reflect on those experiences and to create generalizations that link to future actions at an increased level of cognitive development (Kolb, 1984).

In order to meet the challenges of developing transformational learning experiences to be available to all students, Austin Peay State University defines effective adult learning by



drawing on the adult learning theory of Drago-Severson (2008, 2012); adults increase in cognitive, affective, interpersonal, and intrapersonal skills as they actively engage in transformative learning experiences. According to Kegan, 2000 adults generally have three ways of knowing, the instrumental, the socialization, and the self-authoring. Adults' ways of knowing require that learners make sense of their experiences and realize that learners grow in complexity over time. The instrumental way of knowing basically wants to know what is in this experience for me, an introspective view. Instrumental learners cannot fully acknowledge others' perspectives. The socializing learner has the capacity to reflect, to think abstractly, and to consider other's opinions. The self-authoring learner has the capacity to generate their internal value system and prioritize and integrate competing values. Adults who are self-authoring can respect diversity, lead ethically, and can completely understand and articulate their beliefs and the beliefs of others.

Transformational learning experiences in higher education cultivate students who are engaged in high-impact practices. Austin Peay State University's conceptual model (see Figure 5.1) informs the actions of transformational learning experiences and is supported by the research and theoretical framework of Swaner, (2012) and a redefinition of liberal education based on the contextual integration of learning that encompasses students choices, attitudes, behaviors, and actions (Harward, 2012). College students make substantial shifts in thinking and perspectives during their college days that result in experiences that enrich and intensify their learning, Swaner (2012). Using Swaner's taxonomy of transformational learning, there are various dimensions engaged learning, developmental, holistic, integrative, contextual and transactional. Skills and practical applications of our 21st century graduates are rapidly changing and pedagogies must evolve as well. The transformational learning experiences supported by Austin Peay State University will create cultures of engagement, where all stakeholders are actively engage in the transformation process.

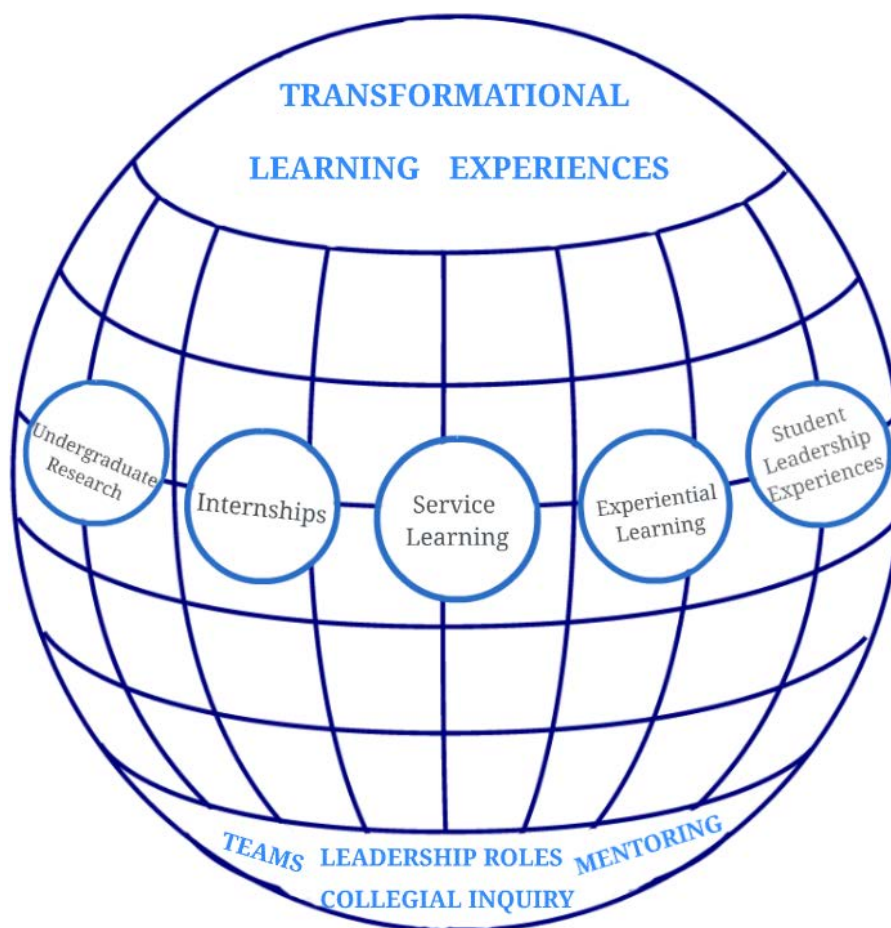


Figure 5.1: A Circumnavigable Model of Transformational Learning Experiences

Swaner's dimensions of learning are interpreted as diverse opportunities to engage students. The developmental dimension creates change and cause individuals to transform new and more complex ways of viewing themselves as individuals and more complex ways of viewing the world. The holistic dimension experience encompasses all domains of learning, the cognitive, affective, psychosocial, and behavioral and engages understanding and feelings. The integrative dimension relates to the learning process; past, present, and future learning allows assimilated into students' beliefs and behaviors. The role of critical reflection is paramount in holistic learning. Critical reflection allows students the ability to analyze their learning and to use new information to inform future actions and beliefs. The contextual learning dimension requires students to engage in a social context. Experiential learning in the workplace, Lewis and Williams (1994), legitimizes self-knowledge. Students engage in meaningful learning experiences, reflect and interpret those experiences, create concepts that logically integrate new knowledge, and use their new knowledge and experiment with derived theories to make decisions and problem-solve. Pedagogies must be in place to support engaged student learning. Teaching practices that foster individual investigation and open-mindedness that allows students the latitude to explore and critically reflect on outcomes are essential. List below are some examples of transformative learning experiences that will enhance the knowledge, skills, and values of our students.

High-impact practices that result in student outcomes are supported by the work of Drago-Severson (2008). The four pillars support adult learning and focus on adult learning needs, preferences, and developmental perspectives. These four pillars are teaming, providing leadership roles, collegial inquiry, and mentoring and are based on individual students' ways of knowing to support students from diverse learning backgrounds, with varied individual learning needs. These pillars support adult learners by making meaning of students' experiences to promote intellectual economic, social, physical, and cultural development. A brief description of the four pillars that support students' transformational learning is outlined below:

Teaming promotes personal learning and builds capacity through collaboration with other adults.

Providing leadership roles for adult learners helps adults to embrace leadership roles. Students learning in leadership roles enable students to identify their assumptions and test new ways of knowing.

Involving students in collegial inquiry can assist with effective goal setting, making decisions, and respect the opinions and beliefs of others by actively listening, reflecting, and collaborating with others to resolve conflict.

Mentoring opportunities help to broaden perspectives and cause students to examine their assumptions and enables adults to share expertise.

Transformational learning experiences provide and cultivate rich and meaningful opportunities for students. Austin Peay State University will foster complexity in student engagement that connect learning experiences to meet the intellectual, economic, social, physical, and cultural development of students. Austin Peay State University advisors will facilitate Transformational Learning Experiences for students.

Faculty and staff student advisement at Austin Peay State University currently involves individualized program planning and course selections that are major or program specific. Faculty and advising staff follow a specific four-year plan for students with declared majors and clear students to register. Although students receive personal care and advisement, with the cultural shift to transformational learning experiences, student advisement will evolve to encompass the facilitation and tracking of all student transformational learning experiences. Austin Peay advisors will involving students in collegial inquiry by assisting students with effective goal setting and decision making by actively listening to students and linking decisions and reflections to students' transformational learning experiences. Advisors will suggest a progression of learning experiences, provide options for varied transformational experiences, and have access to view the completion of each experience using on on-line portfolio system.

## 6a Outlining the Explore, Experience, Excel Program

This outline maps a process to introduce the QEP to the university community and to establish a task force to hire a director to implement the QEP in stages. The process is designed to draw on experiential learning expertise already developed among APSU faculty and to create more experiential learning opportunities for more students. The following quotes come from the Culture of Engagement portion of the Literature Review of this document and serve to focus the steps of implementation on creating a Culture of Engagement at APSU.

### *Central Goal of QEP*

“Research on higher education suggests that the conditions that best support engagement include high-impact practices, experiential learning, transformational pedagogy, and integrative and applied learning. Drawing on these aspects of engaged learning, we propose a broad-based initiative that aligns multiple campus divisions to provide students with ‘transformational learning experiences.’ Our goal is at once simple and profound. We would like each APSU student to participate in at least one activity that requires them to apply their academic skills and knowledge in ways that reach beyond the classroom setting. Such activities might include service learning, undergraduate research, internships, practicums, study abroad, or leadership opportunities in student government or residential life. The QEP is designed to identify existing practices and create new opportunities that fit our own criteria for transformational learning.” (from “Culture of Engagement”)

“The QEP proposes to move these experiences from margin to center and to make them a part of every student’s education.” (from “Culture of Engagement”)

This plan is organized in three phases. These three phases fit under Tier I of the theoretical framework. Tier II expands seminars for faculty and staff to provide support to develop new TLEs or improve current TLEs. A market plan would highlight student experiences through freshman orientation, APSU 1000, and student presentations at transformational learning (TLE) forums promoted as campus events to attend through APSU 1000 or other courses.

### *Summary*

In brief, Austin Peay’s plan will develop in the following three phases:

#### **Phase I**

- President Hall introduces QEP at Fall Convocation 2013.
- Teams of QEP educators visit department meetings/student affairs personnel to solicit interest for upcoming committees.
- The Office of Academic Affairs will form a QEP Task Force.

#### **Phase II**

- The Task Force forms a search committee and hires a QEP Director.
- The QEP Director with the Task Force establishes committees and hires an administrative assistant and a G.A. for the QEP director’s office and hires TLE analyst, faculty/staff development specialist, and assessment analyst.
- The TLE analyst establishes an inventory of current TLE (transformational learning experiences).

- The QEP Director initiates a pilot program with experiences from all areas, including student production of a document or artifact that goes into an e-portfolio.

### **Phase III**

- Faculty/staff study groups or an assessment committee assesses what we learned from the pilot program to identify successes and problems.
- The TLE analyst and QEP staff expand offerings of TLE.

## *Phase I*

### **The QEP Task Force**

- Establishes a search committee for the QEP Director and writes the job description.
- Writes specific job descriptions for coordinators and committees (coordinator of TLE, faculty/staff development and support, assessment)
- Buys e-portfolio software
- Establishes committees to support coordinators
- Supports the QEP Director in hiring of TLE Analyst, Assessment Analyst, Faculty/Staff Development Specialist, Administrative Assistant and G.A., and E-Portfolio Technicians.

## *Phase II*

### **The TLE committee (chaired by the TLE analyst with representation from service learning advisory committee, OUR, Center for Teaching and Learning, faculty, staff, general advising, Ft. Campbell, international education)**

- Inventories TLEs already in existence
- Establishes standardized application process and criteria for TLE
- Establishes grants for faculty or staff to **pilot program in following areas**: classroom (target two courses minimum in each college and APSU@ Ft. Campbell School of Technology and Public Management), undergraduate research, service learning, student affairs, internships, practicums
- Establishes more grants beyond pilot program to create more faculty/staff incentive.
- Establishes and develops criteria for student funding for participating in TLE
- Develops forums to recognize students for participating in TLE—campus presentations of research or experience (TLE Forums), for example

### **Faculty/staff training and support committee (chaired by faculty/staff training specialist with representation from TLC, faculty, service learning, international education, student affairs/general advising)**

- Develops seminars for faculty/staff to learn logistics of creating or qualifying for TLE designation
- Provides opportunities for faculty to share successes and problems with TLE and/or e-portfolios.
- Develops seminars on advising for general advisors and discipline-specific advisors as link in expanding student participation in TLE
- Develops stipends to reward faculty for creativity and research

- Works with the Faculty Handbook committee to revise policy to recognize TLE in the retention, tenure, and promotion process
- Establishes Teaching Awards for faculty for mid-level career
- Brings in guest speakers on e-portfolios or high impact practices
- Develops website of resources for faculty/staff/students

### *Phase III*

#### **The Assessment committee chaired by assessment analyst**

- Establishes logistics and process for evaluation of QEP
- Establishes logistics for evaluation of e-portfolios and student learning outcomes, especially for experiences outside traditional classroom setting
- Develops TLE survey for pilot reflecting TLE criteria and best practices outlined in research section
- Gathers data from Assessment instruments and communicates with TLE coordinator and committee and Faculty/Staff Development coordinator and committee to improve and expand TLE offerings

## **6b Taking Action Steps**

To implement the Quality Enhancement Plan, Austin Peay will take the following steps.

### *Action #1: Analyze current culture.*

- Identify existing activities and programs that fulfill the “transformational learning experience” criteria.
- Create a central data base of all current activities and programs that fulfill the “transformational learning experience” criteria for faculty and staff access.
- Identify existing resources that support faculty development.
- Find points of contact between departments, programs, and divisions to create a holistic view of the university.
- Gather and interpret existing data, such as NSSE, evaluations and surveys.

### *Action #2: Communicate the “transformational learning experience” vision to stakeholders (faculty, staff, students, community, alumni, etc.) in a coherent, comprehensive manner.*

- Create a brand that engages and invites.
- Encourage regular discussions among faculty and staff about the implementation.
- Embed the concept within our promotional material.
- Develop ways to explain the vision to students (orientation, FYE, advising).
- Create lines of communication to administration to promote feedback and suggestions.

***Action #3: Develop a centralized organizational structure to serve the needs of the TLE experiences.***

- Develop a central office to organize efforts, to collect data, and to communicate frequently with stakeholders.
- Create professional staff positions to carry out the QEP requirements
- Create faculty/staff committees to assist QEP staff members in executing the QEP on campus.

***Action #4: Create methods of assessment for various stages of QEP development/ implementation.***

- Identify an effective reporting structure to ensure consistency
- Encourage wide-scale involvement.

***Action #5: Develop a multi-tiered professional development plan for staff and faculty to learn all aspects of Transformational Learning Experiences and the QEP.***

- Tier I – All faculty and staff are introduced to Transformational Learning Experiences and all components of the QEP.
- Tier II – Faculty and advisors are trained in the research to support transformational learning experiences. Faculty and all student advisors are provided training and materials that support student advising connected to Transformational Learning Experiences.
- Tier III – Interested faculty and staff from each college conduct study group sessions each semester to assess Transformational Learning Experience progress, report data to document student Transformational Learning Experiences currently in progress in each college, and provide additional current research to encourage additional Transformational Learning Experiences for students. Tier III sessions will be collaborative working meetings designed for celebrating success stories of students, as well as a time to problem-solve and support all faculty and advisors who engage with students to encourage and support Transformational Learning Experiences.

Faculty and staff involved in Tier II and Tier III will be compensated with incentives, leadership opportunities, recognition, and/or monetary grant opportunities. Interested faculty who volunteer from each department will be awarded the opportunity to apply for the Transformational Learning Experiences grant for Tier III status.

***Action # 6: Identify existing practices on campus.***

- Use known committees and offices—like the Service-Learning Advisory Committee, the Office of Undergraduate Research, and the Center for Teaching and Learning—to identify existing campus practices that can serve with or without modification as transformational learning experiences.
- Contact academic deans to identify existing practices that can serve with or without modification as transformational learning experiences.

- Contact division heads and directors to identify existing practices that can serve with or without modification as transformational learning experiences.

***Action #7: Develop a professional-development organizational structure and strategic plan capable of promoting and supporting transformational learning experiences.***

- Integrate cross-campus professional-development resources to accommodate faculty and staff's technological, pedagogical, assessment, coordination, and other needs.
- Develop a strategic plan to break down silos between both academic units and university divisions, expose faculty and staff to existing practices, inspire faculty and staff creativity and collaborations, encourage and assist with proposal development, facilitate pilots and their assessments, and otherwise support transformational learning experiences.
- Expand professional-development staff to accommodate growing cross-campus and off-campus needs.

***Action #8: Develop application process and criteria for Transformational Learning Experiences.***

- Develop a standardized application process.
- Organize and widely distribute a set of criteria to guide faculty and staff efforts. Expected criteria include cross-campus collaborations, off-campus collaborations, active and collaborative learning experiences, structured opportunities for critical reflection, and ongoing professional development for the educational providers who design, coordinate, or assess transformational learning experiences. Criteria might expand into the BRAVO learning outcomes, assessment methods, or other aspects that facilitate the planning or evaluation process.

***Action #9: Organize a selection committee for TLE applications.***

- On the selection committee, faculty and staff will need equal and diverse representation capable of comprehending the diverse needs and opportunities of different university divisions.

***Action #10: Develop an evaluation process for the QEP.***

- Report data specific to the transformational learning experiences
- Report changes in NSSE, FSSE, and other surveys that relate to the QEP
- Report changes in Major Field Tests, the Senior Exit Exam, and other metrics

***Action #11: Plan and implement assessment support structure.***

- Develop resources (personnel, operating expenses, for example.) for communicating requirements
- Develop resources (personnel, operating expenses, etc.) for reporting assessment results

***Action #12: Investigate and purchase an e-portfolio system.***

- Require a system that allows mapping of artifacts to the APSU BRAVO outcomes
- Incorporate the VALUES rubrics in the system's assessment routines



- Budget resources to purchase the system and for the system's yearly maintenance costs

*Action #13: Implement the e-portfolio system.*

- Plan development opportunities for all constituents (students, faculty, staff)
- Structure resources (personnel, operating expenses, for example) to implement and maintain the system

## 7 Scheduling Implementation

The proposed Austin Peay State University QEP timeline begins with Fall 2012 pre-QEP activities that lead up to the Fall 2014 QEP implementation date. The timeline is divided into three phases: Phase I, Phase II and Phase III. Phase I, Fall 2012 to Summer 2014, activities include campus discussions introducing QEP to faculty and staff; writing the QEP document; forming a QEP task force; and hiring of a QEP Director once budget approved. Phase II, Fall 2014 to Fall 2016, activities include hiring QEP additional staff; forming 3 campus committees (assessment; TLE and faculty/staff training); inventorying existing TLE experiences; investigating and purchasing an e-portfolio system; training faculty and staff in creating TLE in courses and programs; and piloting e-portfolio in courses and programs. Phase III, Spring 2017 to Spring 2019 is evaluation of pilot with on-going training and collection of TLE applications. Additional faculty and staff will be solicited to add TLE and e-portfolios into their courses and programs. The QEP will be fully implemented by the end of Phase III, Spring 2019.

Table 7.1: Scheduled Tasks for Implementation of the QEP

	Action Item	Responsible
<b>Fall 2012 (Pre-QEP activities)</b>	QEP think tank was created.	Academic Affairs
	QEP think tank met and created QEP recommendations.	QEP think tank
	Co-Chairs of QEP presented idea in faculty forums.	QEP Co-Chairs
<b>Spring 2013</b>	QEP Co-Chairs presented QEP recommendations to Faculty Senate and APSU campus community.	QEP Co-Chairs
	QEP writers were recruited based on recommendations.	Academic Affairs
	Writers divided into three writing teams: 1) why; 2) what; and 3) how.	QEP Co-Chairs
<b>Summer 2013</b>	The three (3) QEP writing teams met regularly.	Writing teams
	Volunteers from the QEP writing teams visited regional universities who recently submitted or completed a QEP plan.	Writing teams
<b>Fall 2013 (Begin Phase 1)</b>	QEP was highlighted in pre-semester meetings.	Deans/Dept. Chairs/ Academic Affairs
	Writing teams submitted draft to QEP Co-Chairs September 6, 2013.	QEP Co-Chairs
	The QEP initiative was branded and marketed on campus.	APSU PR Dept.
	QEP is due in Compliance Assist December 13, 2013.	QEP Co-Chairs
<b>Spring 2014</b>	QEP reviewer evaluates APSU QEP plan.	SACS
	SACS Review Team responds.	SACS
	QEP task force forms.	QEP Co-Chairs
	Job description or Director of QEP is written.	Academic Affairs/QEP task force
<b>Summer 2014</b>	Marketing campaign continues.	APSU PR Dept.
	Hire Director of QEP, after July 1.	Academic Affairs/QEP task force
<b>Fall 2014 Year 1 (Begin Phase II)</b>	Write job descriptions for 1) Transformational Learning Experiences Analyst (TLA); 2) Faculty/Staff Development; (FSD) 3) QEP Assessment Analyst (AA); 4) E-Portfolio Technicians (ET) and 5) QEP administrative assistant. Form TLE committee.	Director of QEP/QEP task force
	Form TLE assessment committee.	Director of QEP/QEP task force

	Form TLE faculty/staff training and support committee.	Director of QEP/QEP task force
	Investigate e-portfolios and proposes for Fall 2015.	Director of QEP//QEP task force
	Begin discussions to add TLE to RTP documents – for Fall 2015 implementation.	QEP task force
	Continue marketing campaign.	Handbook Committee
		APSU PR Dept.
<b>Spring 2015</b>	Hire 3 QEP coordinators (CTLE; CFSD; CoA) and ITe	Director of QEP
	Hire administrative assistant.	Director of QEP
	Assign TLE committee to inventory existing TLEs.	Director of QEP
	Assign TLE assessment committee to establish standardized application process and criteria for TLEs.	Director of QEP
	Assign TLE faculty/staff training and support committee to create a calendar for faculty/staff training.	Director of QEP
	Continue marketing campaign.	APSU PR Dept.
<b>Fall 2015 Year 2</b>	Purchase e-portfolio software.	AA/ET/TLE assessment committee
	Call for applications from faculty and staff–training Spring 2016; pilot e-portfolio during Fall 2016.	FSD
	Research, request and evaluate TLE ideas from faculty and staff.	TLA/TLE committee
	Establish faculty/staff monetary incentive for creating TLE courses or programs (implementation grants)	TLA/TLE committee
	Invite a guest speaker.	FSD
	Develop an evaluation procedure for QEP/e-portfolios.	AA/ET/ TLE assessment committee
	Collect and review available IRE data related to QEP (CCTST; Major Field Test scores; NSSE).	CoA
	Open QEP Website.	QEP Administrative Assistant
	If approved – insert TLE into RTP documents.	Handbook committee
<b>Spring 2016</b>	Begin specific training for faculty and staff involved in Fall 2016 pilot.	FSD
	Investigate a procedure for awarding incentive grants for students seeking TLE's that have a cost, i.e. study abroad.	TLA/TLE committee/FSD
	Continue APSU faculty/staff TLE and e-portfolio training.	FSD
	Research, request and evaluate TLE ideas from faculty and staff.	TLA
	Administer TLE Student Survey.	AA
<b>Fall 2016 Year 3</b>	Pilot QEP plan.	Director of QEP/AA
	Continue APSU faculty/staff TLE and e-portfolio training.	FSD
	Research, request and evaluate TLE ideas from faculty and staff.	TLA
	Recommend ways to recognize students who have engaged in TLEs.	FSD
	Collect and review available IRE data related to QEP	AA

	(CCTST; Major Field Test scores; NSSE).	
<b>Spring 2017 (Begin Phase III)</b>	Evaluate pilot. Call for applications from faculty/staff for Fall 2017. Provide specific training for Fall 2017 faculty/staff applicants. Continue APSU faculty/staff TLE and e-portfolio training. Research, request and evaluate TLE ideas from faculty and staff. Administer TLE Student Survey.	AA Director of QEP FSD FSD TLE AA
<b>Fall 2017 Year 4</b>	Implement TLE into designated courses. Continue APSU faculty/staff TLE and e-portfolio training. Research, request, and evaluate TLE ideas from faculty and staff. Recommend a way to recognize faculty/staff for TLE/e-dossier engagement. Collect and review available IRE data related to QEP (CCTST; Major Field Test scores; NSSE). Evaluate QEP and collect TLE data.	AA FSD TLA TLA AA AA
<b>Spring 2018</b>	Call for applications from faculty/staff for Fall 2018. Evaluate Fall 2017 data. Continue APSU faculty/staff TLE and e-portfolio training. Research, request and evaluate TLE ideas from faculty and staff. Evaluate QEP and collect TLE data. Administer TLE Student Survey. Add e-portfolio module to APSU 1000.	Director of QEP AA FSD TLA AA AA Student Transitions
<b>Fall 2018 Year 5</b>	Implement TLE into designated courses. Continue APSU faculty/staff TLE and e-portfolio training. Research, request and evaluate TLE ideas from faculty and staff. Collect and review available IRE data related to QEP (CCTST; Major Field Test scores; NSSE). Evaluate QEP and collect TLE data.	AA FSD TLA AA AA
<b>Spring 2019</b>	Call for applications from faculty/staff for Fall 2019. Evaluate Fall 2018 data. Continue APSU faculty/staff TLE and e-portfolio training. Research, request and evaluate TLE ideas from faculty and staff. Administer TLE Student Survey. Evaluate QEP and collect TLE data.	Director of QEP AA FSD TLA AA AA

## 8 Establishing an Organizational Structure

The goal of the QEP is to increase the number of students that participate in a transformational learning experience (TLE). This activity requires them to apply their academic skills and knowledge in ways that reach outside the traditional classroom. Such activities might include service learning, undergraduate research, internships, practicums, study abroad, or student government (to name a few). These experiences may come from required course work, like a capstone project in our honors program, or from student leadership activities, like Greek life through a community event. This breadth of experience means we will have one Office of Opportunities with the sole purpose of coordinating all of the efforts from existing positions and helping to unify our way of determining a qualifying TLE. Initial physical space will be allocated in Miller Hall following renovations. It is anticipated these offices would relocate to the University Success Center building identified in the University's recently developed master plan.

A current marketing strategy used by APSU is "More opportunities here. More opportunities out there." This idea fits very nicely with our purpose of the QEP and mission statement of APSU "to prepare students to be engaged and productive citizens, while recognizing that society and the marketplace require global awareness and continuous learning." One of the areas devoted to our students' success will be the Office of Opportunities. One purpose of this office will be to help track and guide the qualification of new TLEs as they occur across campus. This office will serve as a one-stop shop for all things QEP related. The staff of this office will include the Director of QEP, TLE Analyst (TLA), E-Portfolio Technicians (ET), and an Administrative Assistant (AA). These staff members will work in concert with the Assessment Analyst (AA) housed in Strategic Planning and Institutional Effectiveness and Faculty/Staff Development Specialist (FSD) housed in Center for Teaching and Learning. The responsibilities of the Director of QEP will include correspondence to all existing programs/faculty/staff that are involved with implementation of a student's TLE. The Director of QEP will oversee development of informational and promotional materials, including a webpage with all pertinent TLE information/ paperwork/rubrics for faculty and students. This individual will also coordinate with the Teaching Center to work on implementation of faculty/staff development to embrace and develop new and existing TLEs for our students. The Director of the QEP will be appointed by the Provost upon consultation with the QEP task force. The QEP task force will develop a full job description and will begin a search for the Director of the QEP by Summer 2014. The QEP task force will be a combination of faculty and staff across campus that can give the most insight into what our current TLE's are as well as a representative from the teaching center.

The Office of Opportunities will not only be for student success but also for faculty/staff development and success programs. A primary component of our QEP is creations of faculty/staff programs and incentives to create new and develop existing TLEs. This necessitates the development of a partnership between the Office of Opportunities and the Center for Teaching and Learning for the purpose providing support for faculty involved in TLE.

The e-portfolio system to document and track students' TLEs will be identified and managed by the QEP Director with support from the Assessment Analyst. In consultation with the QEP task force a rubric will be developed and e-portfolio system identified that will collect the information needed to manage the development of new TLE and document existing TLE.

The TLE Analyst will be charged with providing support to existing programs, and faculty and staff who implement these programs, adapting the process of documenting exiting TLEs and establishing new TLEs. This position will also work to develop new TLE opportunities and

serve as the office to track all of the TLEs for our students and must have a close working relationship with institutional research.

All of the above mentioned positions will be recommended for appointment by the Director of QEP and QEP task force.

Other new positions should include an Office of Opportunities Administrative Assistant, E-Portfolio Technicians and a Graduate Assistant.

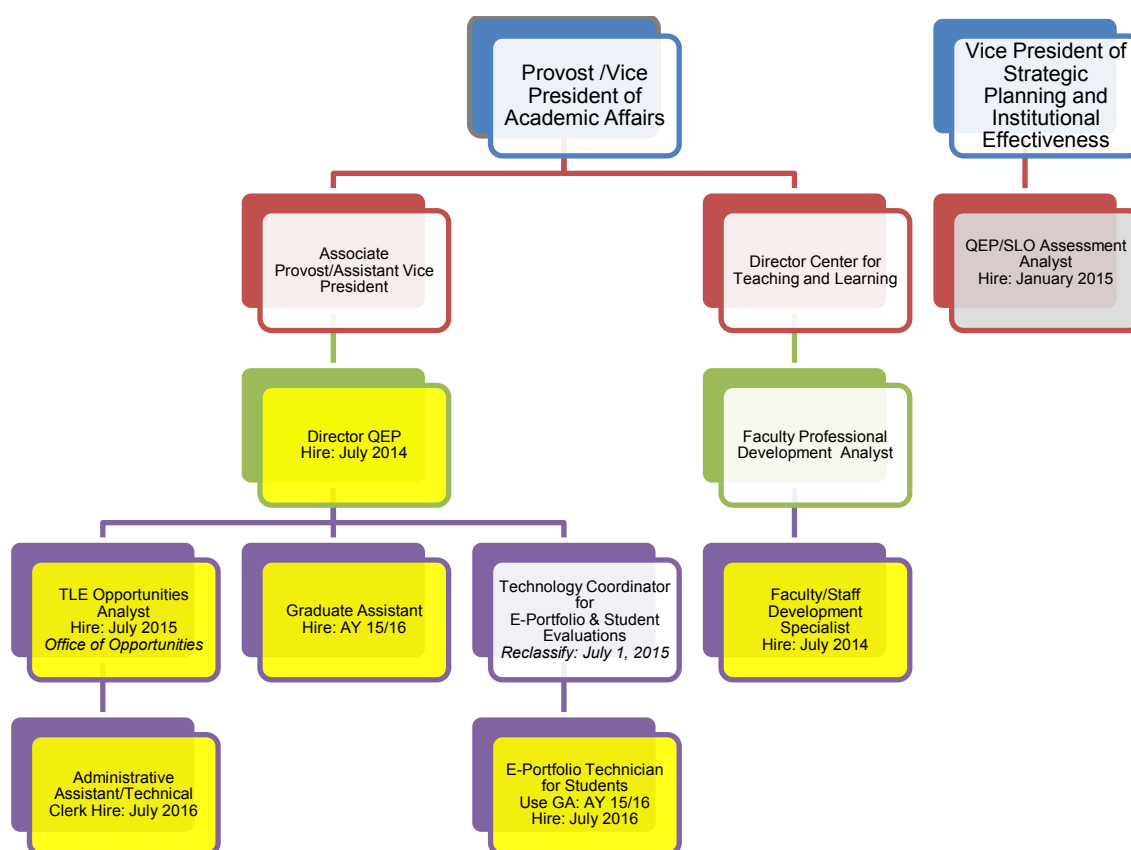


Figure 8.1: Organizational Chart of the Upcoming Quality Enhancement Plan

The membership of QEP taskforce should include the following:

- a member from each of the three QEP writing teams
- the Dean of Students from Student Affairs
- the Associate Provost/Assistant Vice President of Academic Affairs
- a representative for service learning from Student Affairs
- a representative from the Center for Teaching & Learning
- a faculty representative from each college
- the Director of Institutional Research and Effectiveness
- a Faculty Senate representative
- a Student Government Association representative

## 9 Budgeting Implementation

The estimated budget for the proposed QEP is approximately \$5,000,000 over five years. The budget is based on funding the entire QEP as a new endeavor to the university. Some of these costs may be less if the university already has some of the resources available such as computers, printers, and office furniture. It is especially important to emphasize that purchasing the e-portfolio software is paramount to the execution of the QEP. This software is the only practical way to document and assess all of the transformative learning experiences (TLE) that occur throughout the university. Any reduction in the proposed budget should occur in other budget areas and not in the reduction of purchasing e-portfolio software. The exact cost of the software and support staff needed to run the e-portfolio system will depend on what e-portfolio system APSU chooses. Anticipated sources of funding for this 5-year project include the following budgets: education and general (E&G), transformational learning experiences fee (TLE), student affairs, and technology access fee (TAF). The TLE fee is a new fee, in the stages of request and approval, developed to support student high impact practice experiences.

Source	Expenditure	QEP Y1 AY 14/15	QEP Y2 AY 15/16	QEP Y3 AY 16/17	QEP Y4 AY 17/18	QEP Y5 AY 18/19		
E&G	QEP Director	103320	106708	109910	113207	116603		
E&G	QEP/SLO Assessment Analyst	35000	72100	74263	76490	78785		
<i>Management Administrative Personnel Total</i>							<i>886,382</i>	<i>17%</i>
TLE Fee	Faculty/Staff Professional Development Specialist	67200	69216	71292	73430	75634		
TLE Fee	E-Portfolio Technician for Students	0	15000	51232	52290	53378		
TLE Fee	Technology Coordinator for E-Portfolio	0	11200	11200	11200	11200		
TLE Fee	TLE Opportunities Analyst	35000	76300	78463	80690	78785		
TLE Fee	Graduate Assistant	15000	15000	15000	15000	15000		
TLE Fee	Administrative Assistant	14309	14738	51233	52771	54354		
<i>Activity Personnel Total</i>							<i>1,185,114</i>	<i>23%</i>
TLE Fee	Staging TLE opportunities supplemental funding for existing TLE units	120000	122400	124840	127320	129880		
St Affairs	Staging TLE opportunities for	223000	229690	236581	243678	250988		

	service learning and internships for existing TLE units							
<i>Staging TLE Opportunities Total</i>							1,808,377	35%
Non-recurring	Computers, furniture, and equipment	10400	7400	15300	0	0		
<i>Non-recurring Total</i>							33,100	1%
TAF	e-Portfolio Software	0	180000	183600	187200	190900		
	Start-up Costs	0	20000	0	0	0		
	Software Training	0	10000	10000	5000	5000		
<i>e-Portfolio Software Total</i>							791,700	15%
TLE Fee	Development travel for QEP Staff	5000	10000	10000	10000	10000		
<i>Development Travel for QEP Staff Total</i>							45,000	1%
TLE Fee	Speakers / Programming	4000	8000	5000	5000	5000		
<i>Speakers/Programming Total</i>							27,000	1%
TLE Fee	Supplies, printing, phones, and other operational costs	2000	4000	5000	6000	6000		
<i>Supplies etc. Total</i>							23,000	0%
TLE Fee	Marketing	5000	10000	1000	1000	1000		
<i>Marketing Total</i>							18,000	0%
TLE Fee	Internal Grants/Awards	0	60000	80000	80000	80000		
<i>Internal Grants and Awards Total</i>							300,000	6%
		Y1	Y2	Y3	Y4	Y5		
<b>PROJECT TOTALS</b>		639229	1041752	1133913	1140276	1162507		
<b>Five Year Institutional Commitment in Existing &amp; New Monies \$5,117,676</b>								

Table 9.1: Proposed Budget for the Austin Peay Quality Enhancement Plan



## 10 Assessing the Explore, Experience,

### Excel Plan

According to the SACS guidelines for reaffirmation, Austin Peay State University is charged with developing a structure to evaluate the goals of the University's QEP which addresses not only key objectives but provides assessment of the impact the plan will have on student learning (student learning outcomes). This structure includes a system to monitor the implementation of the QEP and to describe the process to evaluate improvements in student learning.

### *QEP Goals*

Based on extensive research, the goals of the QEP for Austin Peay State University focus on enhancing opportunities for student participation in Transformative Learning Experiences (TLEs). In order to accomplish this task it is important to identify specific goals for the QEP, the objective of each goal, the Action Step that each objective addresses and the QEP staff member or committee responsible for the implementation of each objective.

**Goal #1.** Introduce the concept of TLEs to the campus community to foster a "Culture of engagement."

#### **Objectives/Activities:**

- to gather data related to the QEP (Action #1)
  - Responsibility: QEP Think Tank; QEP Writing Teams; QEP Task Force; Director of QEP
- to define TLEs (Action #1)
  - Responsibility: QEP Think Tank; QEP Writing Teams
- to identify and document existing activities that qualify as TLEs. (Action #1 & #6)
  - Responsibility: Director of QEP
- to promote the TLE program to students, faculty and staff (Action Step #2)
  - Responsibility: QEP Task Force; Director of QEP; APSU PR department

**Goal #2.** Encourage the growth in the number of TLE courses, assignment and activities.

#### **Objectives/Activities:**

- to develop an organizational structure to support the QEP (Action Step #3)
  - Responsibility: QEP Writing Teams; QEP Task Force
- to hire staff to execute the QEP (Action #3)
  - Responsibility: QEP Task Force
- to appoint committees consisting of faculty, staff and administrators to oversee QEP activities (Action Step #8)
  - Responsibility: APSU Administration
- to create criteria for TLEs (Action #9)
  - Responsibility: QEP Writing Teams; Director of QEP; TLE Analyst; TLE Committee;

- to provide incentives to students, faculty and staff to support the development of TLEs (Action #2)
  - Responsibility: Director of QEP; TLE Analyst; TLE Committee; Faculty/Staff Development Specialist.

**Goal #3.** Institutionalize the way the TLEs are evaluated and stored

**Objectives/Activities:**

- To develop standardized rubrics to be use with course, assignments and activities with a TLE designation (Action #4 , #10 & #11)
  - Responsibility: QEP Writing Teams; Director of QEP; Assessment Analyst; Assessment Committee; Faculty/Staff Development Specialist; Faculty Development Committee
- To employ e-portfolios as a tool to house artifacts (Action #4 , #10, #12 & #13)
  - Responsibility: QEP Writing Teams; Director of QEP; Assessment Analyst; Faculty/Staff Development Specialist
- To use e-portfolios to provide opportunities for assessment (Action #4 , #10, #12 & #13)
  - Responsibility: QEP Writing Teams; Director of QEP; Assessment Analyst; Faculty/Staff Development Specialist

**Goal #4.** Provide faculty and staff participating in TLE activities development opportunities

**Objectives/Activities:**

- To develop a professional development plan for faculty and staff (Action #5 & #7)
  - Responsibility: Director of QEP; Faculty/Staff Development Specialist

## *Assessment Guiding Principles*

During the pilot for the QEP, the TLE committee will select courses and/or activities on a competitive basis. Faculty and Staff will apply for a limited number of pilot openings. Once selected, participants will receive training on course assessment and the use of portfolio system. The pilot courses will be evaluated by the Assessment Committee and adjustments will be made for the following semester. Once the pilot is completed, future TLEs will be vetted based on the research on best practices, High Impact Practices, and the Bravo-mapped value rubric supported by the four pillars of practice (collegial inquiry, leadership roles, mentoring, and teams). For purposes of this project, the best practices are identified as cross-campus collaboration, Off-campus collaborations, active and collaborative learning experiences. AAUC criteria for HIPs include

- Performance expectations set at appropriately high levels
- Significant investment of time and effort by students over an extended period of time
- Interactions with faculty and peers about substantive matters
- Experiences with diversity
- Frequent, timely, and constructive feedback
- Periodic, structured opportunities to reflect and integrate learning
- Opportunities to discover relevance of learning through real-world applications
- Public demonstration of competence

On the program level, each academic or co-curricular unit will determine its own level of participation in the QEP and in turn TLEs. Participation in the TLE program should not be

perceived as additional work for faculty and staff but as a way to enhance the quality of educational opportunities for the students.

As stated in the research section of this document: "The QEP extends the measurement of BRAVO outcomes to transformational learning experiences which provide students with additional opportunities to apply what they learn. Using e-portfolios in conjunction with the VALUE Integrative and Applied Learning Rubric establishes a campus-wide approach whereby faculty and professional staff assist students in achieving relevant BRAVO learning outcomes through Transformational Learning Experiences." The use of an e-portfolio system provides an avenue to collect artifacts which may include assignments, reflections and other evidence.

## *Student Learning Outcomes*

### **Potential Measures of Progress**

SLO #1: Students will enhance their learning opportunities by engaging in one or more APSU Transformational Learning Experiences that meet established criteria and best practice.

- incremental growth in the number of students involved in approved TLE activities with the goal of reaching our peer levels of participation. NSSE 2013 Survey indicates a participation level of 85% in southeast public institutions with APSU participation at 64%.

SLO #2: Students will produce quality artifacts from their Transformational Learning Experiences that apply the academic skills, knowledge and values articulated in the University's BRAVO student learning outcomes to be electronically maintained in their University e-portfolio.

- incremental growth in the number of students using e-portfolio system to document TLEs
- incremental growth in the percentage of APSU graduates participating in TLEs (compared to non-participants)
- incremental growth in the student GPAs of TLE participants (compared to those not participating in TLEs)
- incremental growth in Retention rates of TLE participants (compared to those not participating in TLEs)

SLO #3: Through transformational learning experiences students will effectively apply knowledge gained through coursework to contextual solutions and applications.

- Improvement in items within the NSSE which relate to integrated learning
- Improvement in items within the FSSE which relate to integrated learning
- Improvement in items within the CCTS which relate to integrated learning
- Improvement in TLE Student Survey scores

SLO #4: Through transformational learning experiences students will become engaged global citizens by synthesizing personal reflection and a diverse liberal arts education

- Improvement in items within the NSSE which relate to integrated learning
- Improvement in items within the FSSE which relate to integrated learning
- Improvement in items within the CCTS which relate to integrated learning
- Improvement in TLE Student Survey scores

### *Other measures of Progress for the QEP (not related to SLOs)*

- incremental growth in the number of faculty/staff involved in approved TLE activities
- incremental growth in the number of faculty/staff who attend TLE training
- incremental growth in the number of faculty/staff grant applications
- incremental growth in the number of faculty/staff awarded grants
- incremental growth in the number of approved TLE activities offered (both curricular co-curricular)
- incremental growth in the number of academic departments schools/programs participating in TLE activities
- incremental growth in the number of co-curricular programs participating in TLE activities
- incremental growth in student progression rate
- incremental growth in graduation completion
- incremental growth in the number of student use of the PeayLink Activities Transcript

### *Focused Measures of Progress*

Direct measures are to

- assess experience set-up as compared to the established criteria and
- assess student work using BRAVO-mapped VALUE applied/integrated learning rubric.

Indirect measures is to

- assess through NSSE the student perceptions of their experiences.

Outputs are to

- count the number of experiences and
- count the number of students involved.

### *Assessment Tools*

Aside from showing progress in TLE related activities, a number of assessment tools will be used to analyze the perceptions and effects of TLE participation. NSSE, FSSE and the California Critical Thinking Skills Test are nationally administered assessments that APSU has been using for several years. A TLE Student Survey will be developed to determine student perceptions and interaction with TLE activities and to inform improvement in the experience. Students also have the opportunity and are encouraged to develop a PeayLink Activities Transcript which can document participation in co-curricular activities, some which have the potential to be approved as TLEs.

### *Timeline*

The following timeline is based on the assessment section of the action plan.

#### **Year 1 (Fall 2014- Spring 2015)**

Spring 2015

- Inventory existing activities that incorporate the spirit of transformational learning experiences
- Collect data related to the QEP found in the NSSE, FSSE, CCTST, and Student TLE survey.

## Year 2 (Fall 2015 – Spring 2016)

- Continue to inventory existing activities that incorporate the spirit of transformational learning experiences
- Collect data related to the QEP found in the NSSE, FSSE, CCTST, and Student TLE survey.

## Years 3-5 (Fall 2016 – Spring 2019)

- Annual reports of changes in NSSE, FSSE, CCTST, and Student TLE survey.
- Annual reports of changes in Major Field Tests, the Senior Exit Exam, and other metrics
- Annual reports of portfolio usage and effectiveness
- Annual evaluation of TLE usage, .ie. number of courses receiving TLE status; number of students participating in TLEs; number of students posting TLEs in Portfolios; number of Faculty/Staff participating in TLEs; number of departments involved with TLEs etc. (see additional measures under Measures of Progress in previous section).

## 11a Quality Enhancement Plan Glossary Terms

### *Culture of Engagement*

**High-impact practices:** teaching and learning practices have been widely tested and that educational research suggests increase rates of student retention and student engagement. Includes: first-year experience courses, undergraduate research, study abroad, learning communities, and service learning.

**Internships:** field experience that usually involves working full-time for a duration that can range from a month to a year or even longer. An intern is required to use his knowledge of the concerned field or topic in order to carry out the responsibility that is entrusted to him/her.

**Practicums:** field experience in which an individual has to assist someone or, observe, or record data and take limited responsibility. A practicum involves limited exposure to the real-world scenario and close supervision.

**Undergraduate Research:** An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.

### *Best Practices and Success Stories*

**Active and collaborative learning practices:** student activities that demand student teamwork, leadership, collegial inquiry, or mentorship

**Collegial inquiry (as a learning experience):** reflective dialogue that draws from preconceptions to answer an academic question

**Contextual dimension:** the integrated system of different social interpretive frameworks

**Critical reflection:** the metacognitive processes for improving thoughts, behaviors, or attitudes

**Cross-campus collaborations:** interdisciplinary efforts or collaborative efforts between faculty and staff

**Developmental dimension:** the collection of metacognitive processes for intentionally negotiating self, others, and community

**Experiential learning:** the metacognitive practice of constructing meaning from experience

**Feedback:** constructive communication to help students improve thoughts, behaviors, or attitudes

**Holistic dimension:** the integrated system of cognitive, affective, psychosocial, and behavioral learning domains

**Integrative dimension:** the collection of metacognitive processes for intentionally negotiating experience, reflection, and action

**Leadership (as a learning experience):** creative or decision-making autonomy in a social context with supports, challenges, and consequences

**Mentoring (as a learning experience):** ongoing dialogue of reflecting, questioning, problem-solving, and learning

**Off-campus collaborations:** efforts to connect academic content to student practices in the community

**Service-learning:** a form of experiential learning that integrates community service with course content to enrich student engagement with course material

**Teamwork (as a learning experience):** collaborative work with distributed responsibilities

**Transactional dimension:** the collection of processes for intentionally negotiating different learning environments

## *Pedagogical Theory*

**Transformational Learning Experiences:** Transformational learning experiences emerged from the work of Jack Mezirow (1981, 1994, and 1997). Transformational Learning Experiences provide students learning opportunities that result in life-changing occurrences that produce significant impacts on the students' lives and result in shifts in paradigms, beliefs, perspectives, and values.

## *Assessment*

"Assessment is an ongoing process of

- Establishing clear, measurable expected outcomes of student learning
- Ensuring that students have sufficient opportunities to achieve those outcomes

- Systematically gathering, analyzing, and interpreting evidence to determine how student learning matches our expectations
- Using the resulting information to understand and improve student learning.” (Suskie, 2009, p. 4)

“Assessment is ...

- Carefully aligned with goals: the most important things we want students to learn
- Focused on thinking and performance skills
- Developed from research and best practices on teaching and assessment methodologies
- Used to improve teaching and learning as well as to evaluate and assign grades to individual students
- Used to tell our story: what makes our college or program distinctive and how successful we are in meeting students’ and societal needs.” (Suskie, 2009, p. 5)

“A digital, electronic-portfolio, or “e-portfolio,” is

an online tool that allows students to collect evidence in multiple formats in order to demonstrate their learning as it develops over time and in a variety of contexts.” (Rhodes and Finley, 2013, p. 33)

“When used in combination with a rubric and rating process, the e-portfolio is a flexible, direct, and qualitative method of assessment.” (Banta, Jones, and Black, 2009, p. 189)

“A *rubric* is

a scoring guide: a list or chart that describes the criteria that you and perhaps your colleagues will use to evaluate or grade completed student assignments.” (Suskie, 2009, p. 137)

“A central benefit of a rubric is that, as an articulation of expected learning, it help faculty and students identify what essential learning looks like over time. A rubric also facilitates discussion and judgment by providing common language and a common vocabulary.” (Rhodes and Finley, 2013, p. 33)

“Rubrics

- help clarify vague, fuzzy goals
- help students understand your expectations
- can help students self-improve
- can inspire better student performance
- make scoring easier and faster
- make scoring more accurate, unbiased, and consistent
- improve feedback to students
- reduce arguments with students
- improve feedback to faculty and staff.” (Suskie, 2009, p. 139)



## INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact [valuel@aacu.org](mailto:valuel@aacu.org)

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations articulated through a common dialog and understanding of student success.

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 new, complex situations within and beyond the campus.

### Definition

#### Framing Language

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit, but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self-assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment; or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self-reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or feedback that support students' examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

### Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- ④ Academic knowledge: Disciplinary learning from academic study, texts, etc.
- ④ Content: The information conveyed in the work samples or collections of work.
- ④ Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- ④ Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- ④ Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- ④ Form: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the portfolio.
- ④ Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.
- ④ Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- ④ Self-Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.



# INTEGRATIVE LEARNING VALUE RUBRIC



for more information, please contact [valuel@aacu.org](mailto:valuel@aacu.org)

## Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestone 3	Milestones 2	Benchmark 1
<b>Connections to Experience</b> <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to <b>deepen understanding</b> of fields of study and to broaden own points of view	Effectively <b>selects and develops</b> examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to <b>illuminate</b> concepts/theories/frameworks of fields of study.	<b>Compares</b> life experiences and academic knowledge to infer differences, as well as similarities, and <b>acknowledge perspectives</b> other than own.	<b>Identifies</b> connections between life experiences and those academic texts and ideas <b>perceived as similar and related</b> to own interests.
<b>Connections to Discipline</b> <i>Sees (makes) connections across disciplines, perspectives</i>	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.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
<b>Transfer</b> <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies independently, skills, abilities, theories, or methodologies gained in one situation to new situations to <b>solve difficult problems or explore complex issues in original ways</b> .	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to <b>solve problems or explore issues</b> .	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to <b>contribute to understanding of problems or issues</b> .	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a <b>new situation</b> .
<b>Integrated Communication</b>	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that <b>enhance meaning</b> , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to <b>explicitly connect content and form</b> , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that <b>connects in a basic way</b> what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an <b>appropriate form</b> .
<b>Reflection and Self-Assessment</b> <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

## 11c Assessment of Transformational Learning Experiences

### BRAVO Learning Outcomes Mapped to the VALUE Integrative and Applied Learning Rubric

	Experience	Discipline	Transfer	Integrated Communication	Reflection & Self-Assessment
	Connects relevant experience and academic knowledge	Sees (makes) connections across disciplines, perspectives	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations		Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)
<b>Basics</b>  Knowledge Concepts Skills Methods Communication Technology Collaboration	Students relate what they learn in both the general education and in their programs of study to their experiences	Students synthesize what they learn across the disciplines to form their own worldviews	Students apply what they learn to new life, work, and learning situations	Students select appropriate format, language, or visual to communicate what they learn	Students reflect upon and assess what they know and are able to do, and they recognize changes in their own learning over time
<b>Reasoning</b>  Inquire Research Analyze Hypothesize Experiment Interpret Evaluate Synthesize Create Theorize	Students learn various approaches for examining issues and identifying solutions	Students assimilate the various disciplinary approaches to inform how they may proceed	Students apply integrated approaches to new situations	Students provide evidence to support what they plan to communicate	Students continue to reflect upon and assess their progress which informs their approaches
<b>Awareness</b>  Understand world Appreciate diversity Recognize impact	Students become more aware of diverse people, cultures, and places	Students understand diversity across the disciplines	Students consider diversity as they apply what they learn	Students communicate well to diverse audiences	Students continue to examine their progress in light of diversity
<b>Values</b>  Respect diversity Act responsibly Practice civility Lead ethically Serve common good	Student values are informed by learning and experience	Student form values across disciplines	Students consider values as they apply what they learn	Student presentations are informed by their values	Students keep values in mind as they continue to examine their progress
<b>Outcomes</b>  Understand yourself and others Grow personally and professionally Give more than you take Achieve	Students actively seek both knowledge and experience	Students are well-informed across the disciplines	Students know how to apply what they learn	Students communicate well what they learn and experience	Students gain confidence in their knowledge and experience, and they evaluate changes in their own learning

## 11d Assessment of Transformational Learning Experiences

BRAVO Learning Outcomes Mapped to the VALUE Integrative and Applied Learning Rubric Using English 3150 (Dr. Wadia's Shakespeare Course); Note: mapped by Languages & Literature

*English 3150 (Shakespeare course) Mapped to BRAVO – the study abroad component probably reinforces outcomes and meets additional outcomes as well  VALUE Rubric's Student Performance Levels	Experience	Discipline	Transfer	Integrated Communication	Reflection & Self-Assessment
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
<b>Basics</b>  Knowledge* Concepts Skills* Methods Communication Technology Collaboration	Students relate what they learn in both the general education and in their programs of study to their experiences	Students synthesize what they learn across the disciplines to form their own worldviews	Students apply what they learn to new life, work, and learning situations	Students select appropriate format, language, or visual to communicate what they learn	Students reflect upon and assess what they know and are able to do, and they recognize changes in their own learning over time
<b>Reasoning</b>  Inquire* Research* Analyze* Hypothesize* Experiment Interpret Evaluate Synthesize Create Theorize	Students learn various approaches for examining issues and identifying solutions	Students assimilate the various disciplinary approaches to inform how they may proceed	Students apply integrated approaches to new situations	Students provide evidence to support what they plan to communicate	Students continue to reflect upon and assess their progress which informs their approaches
<b>Awareness</b>  Understand world* Appreciate diversity* Recognize impact*	Students become more aware of diverse people, cultures, and places	Students understand diversity across the disciplines	Students consider diversity as they apply what they learn	Students communicate well to diverse audiences	Students continue to examine their progress in light of diversity
<b>Values</b>  Respect diversity* Act responsibly* Practice civility* Lead ethically* Serve common good	Student values are informed by learning and experience	Student form values across disciplines	Students consider values as they apply what they learn	Student presentations are informed by their values	Students keep values in mind as they continue to examine their progress
<b>Outcomes</b>  Understand yourself and others* Grow personally and professionally* Give more than you take Achieve*	Students actively seek both knowledge and experience	Students are well-informed across the disciplines	Students know how to apply what they learn	Students communicate well what they learn and experience	Students gain confidence in their knowledge and experience, and they evaluate changes in their own learning

## 11e Sample ePortfolio RFI from IUPUI (abbreviated)



### INDIANA UNIVERSITY PURCHASING DEPARTMENT

Electronic Portfolio Platform

Request for Information

**RFI Due Date: July 31, 2013**

## I. Project Scope/Intent

Indiana University (IU) is interested in receiving Information to assist with the evaluation of prospective replacements for our current electronic portfolio platform, the Open Source Portfolio Environment (OSP). OSP is part of Sakai CLE, the open source learning management system that IU helped to develop. While Sakai and OSP continue to serve the University well, both platforms are now almost ten years old, and the University is actively investigating alternative solutions. Currently IU is evaluating three vended LMS platforms and expects to make a decision on the LMS in early 2014. Once the LMS decision is made, we anticipate releasing an RFP for an electronic portfolio platform that both complements and integrates with IU's future LMS. We hope to have a new portfolio solution in place within the next 12-18 months.

Founded in 1820, Indiana University is a public, multi-campus, two billion dollar educational institution with undergraduate and graduate students exceeding 99,000. IU spans the state with eight campuses. For more general information about the institution, please visit the institution's home page at [www.indiana.edu](http://www.indiana.edu) and its fact book at <http://factbook.indiana.edu/>.

IU's current portfolio environment serves approximately 10,000 active users across all eight campuses (with heaviest use at IUPUI) and interest continues to grow. Early use of the system was focused on learning outcomes assessment via a series of guided portfolio activities. Today the system serves academic and non-academic units for multiple purposes, including academic planning and advisement, activity tracking and workflow, assessment of student learning, career preparation and planning, identity development, integrative learning, professional development, program improvement and accreditation, and self-representation via Web-based presentations. The list of user requirements in the next section of this RFI, which was developed by a group of experienced portfolio practitioners at IU, reflects this diversity of purpose and it is critical that the University's next portfolio platform continues to support these wide-ranging applications of portfolios and portfolio pedagogy.

This Request for Information is intended to supply the University with options and the information necessary to direct the University's decision for a final solution. If a decision is made to proceed with the project, the second phase will begin and the University will issue a formal Request for Proposal (RFP) soliciting proposals for a specific solution and price quote. Information submitted in response to this RFI will be used to pre-qualify vendors for the RFP. Please note that the User **and System Requirements** section in this document will appear verbatim in the forthcoming RFP. Vendors who provide complete and detailed information for the requirements section of the RFI will not be asked to supply this information again for the RFP. Instead, a list of recent changes and enhancements will be requested.

## II. Required Information

Each responding company should provide the following:

### User and System Requirements

Please respond to each requirement and question listed below, indicating whether your product meets the stated need and describing your implementation in detail. Screenshots, where appropriate, are appreciated but not required. (Items in the form of a question are not requirements per se, but the answers will help inform the evaluation of each product.)

1. **Collection (storage, management, and retrieval of digital artifacts):** The system must provide robust and user-friendly capabilities for uploading, storing, locating, managing, sharing, and viewing files (artifacts) in all common formats, including plain text, video, audio, graphics, databases, URLs to external resources, etc. in a personal online digital workspace/repository, including
  - 1.1. Ability to control who has access to one's own intellectual property (artifacts) via permission settings that can be easily understood and changed.
  - 1.2. Ability for portfolio authors to upload digital audio and video artifacts (and for the audience to play and/or view them without downloading them first).
    - 1.2.1. Does your system transcode and optimize digital video and audio?
    - 1.2.2. Does your system offer audio/video streaming or progressive download?
  - 1.3. Unlimited personal storage quota and/or the ability to adjust quotas to accommodate users and programs with special storage needs.
  - 1.4. Ability to add metadata to individual artifacts.
  - 1.5. Ability to group and organize portfolio artifacts via tagging, folders, collections, etc.
  - 1.6. Can artifacts be moved, renamed, or duplicated?
  - 1.7. Does your system offer a search feature for locating artifacts in the collection?
2. **Reflection:** The system must provide robust and user-friendly capabilities for creating, editing, sharing, and discussing reflections on any component (an artifact, group of artifacts, page, group of pages) of a portfolio or on the entire portfolio, including:
  - 2.1. Ability for instructors and facilitators to scaffold the process of writing reflections with prompts or custom forms
  - 2.2. How does your platform distinguish reflections from other types of artifacts that the user might create with your system?
  - 2.2. Can individual reflections be shared and discussed with or commented on by other users?
3. **Self-presentation (custom free-form or template-based presentations):** The system must provide robust and user-friendly capabilities for creating, editing, managing, and sharing any number of

showcase portfolios and/or other types of web-based presentations, including:

- 3.1. Ability to incorporate artifacts and reflections from personal collection/repository into presentations.
- 3.2. Ability to share presentations securely with specific individuals or groups within or outside the university, or make the presentation public.
- 3.3. Ability to control the look and feel of a presentation by selecting from a collection of professionally-designed visual themes or skins:
  - 3.3.1. Does your system also allow users to create their own themes/skins by selecting banner, colors, fonts, navigation layout, etc.?
- 3.4. Ability to request and receive feedback on an entire presentation or any part of it.
- 3.5. Ability to submit a presentation for formal evaluation (and/or evaluate a presentation)
- 3.6. Ability for the institution to archive and preserve student presentations that have been formally evaluated.
- 3.7. Ability for the owner to delete a presentation.
- 3.8. Ability to create a presentation template (with a predefined structure and prompts) or use such a template to create a presentation
- 3.9. Ability to access and update one's own presentations over time, across multiple learning experiences and potentially multiple institutions.
- 3.10. Ability to save and view prior versions of presentation.
  - 3.10.1. Does your platform support content versioning and rollback?
  - 3.10.2. Is it possible to save a snapshot of a presentation at a specific point in time?
- 3.11. Ability to add metadata to individual pages or sections or to the entire portfolio
4. **Outcomes/Standards/Competencies/Goals Tracking and Assessment:** The system must provide robust and user-friendly capabilities for creating, publishing, viewing, and aligning items with learning outcomes/standards/competencies at the course, program, school, campus, or institution level, including:
  - 4.1. Ability for instructors, advisors, assessment coordinators, etc. to align course assignments and other forms of student work with one or more outcome or goal.
  - 4.2. Ability for students to select and align their own representative work with one or more outcome or goal.
  - 4.3. Ability to assess student mastery of outcomes/competencies by evaluating student work with rubrics aligned with one or more outcome or goal.
  - 4.4. Ability to easily track one's own progress or the progress of individual students and/or groups of students for whom one is responsible in terms of meeting personal or institutionally defined outcomes or goals.
  - 4.5. Ability to map the curriculum of a course to department-, program-, school-, or campus-level outcomes or goals (i.e., curriculum mapping)
  - 4.6. Does your system allow students to set their own academic, co-curricular, career, and personal goals?
5. **Guided or Directed Portfolios for Learning and Assessment:** The system must provide robust and user-friendly capabilities for designing, facilitating, and/or participating in a series of guided portfolio activities/assignments (artifact collection and selection, reflection, feedback and evaluation) over time within a class or program, including:
  - 5.1. Ability to align one or more parts of the guided portfolio to specific learning outcomes
  - 5.2. Ability to easily create custom forms to guide the processes of reflection, feedback, evaluation, or for ad hoc data collection

- 5.3. Ability to easily track one's own progress or the progress of individual students and/or groups of students for whom one is responsible in terms of completing or evaluating the activities in the guided portfolio
6. **Feedback (Informal Review):** The system must provide robust and user-friendly capabilities for requesting, providing, and managing formative feedback on the entire portfolio (guided or presentation) or any part of it (individual artifacts, pages, activities, etc.), including:
  - 6.1. Ability for the portfolio admin/manager to assign reviewers.
  - 6.2. Ability for the portfolio owner to request feedback from assigned reviewers or other users with whom they wish to share their work.
    - 6.2.1. Can the portfolio owner control who can see feedback on their work?
  - 6.3. Ability to provide rich text feedback.
  - 6.4. Ability to provide feedback using a rubric.
  - 6.5. Ability to include attachments with feedback.
    - 6.5.1. Does your platform allow reviewers to annotate and comment on student artifacts without downloading the original and uploading the annotated versions?
  - 6.6. Workflow support and notifications to help users manage feedback activities (i.e., requests for feedback and availability of new feedback),
7. **Evaluation (Formal Review):** The system must provide robust and user-friendly capabilities for assigning, providing, and managing the formal evaluation of an entire portfolio (guided or presentation) or any part of it (individual artifacts, pages, activities, etc.), including:
  - 7.1. Ability to assign specific evaluators to assess specific groups of students and/or specific parts of a portfolio.
  - 7.2. Ability to easily create, share, and use rubrics to guide evaluation (including self-evaluation) of entire portfolio or any part of it (an artifact, collection of artifacts, reflection, etc.).
  - 7.3. Workflow support and notifications to help users manage evaluation activities (i.e., dashboard/notifications of pending evaluation work or availability of new evaluations)
  - 7.4. Ability to view and track the rating status (unrated, in progress, complete) of items or students to which an evaluator has been assigned.
  - 7.5. Ability for external (non-IU) evaluators to participate in the evaluation process.
  - 7.6. For guided and directed portfolios, ability for evaluators to view the guidance (assignment instructions, reflection prompts, supporting materials etc.) that led to the creation of a particular artifact or reflection.
  - 7.7. Ability to lock (or make a snapshot of) student work that has been evaluated so that it can no longer be changed by the student
  - 7.8. Does your platform support blind and double-blind evaluation?
  - 7.9. Does your platform have tools for ensuring inter-rater reliability?
8. **Reporting:** The system must provide robust and user-friendly capabilities for generating predefined and custom reports on portfolio evaluation results and portfolio status, including:
  - 8.1. Ability to integrate portfolio data seamlessly with data in the Student Information Systems (SIS) via live links or nightly import.
  - 8.2. Ability to aggregate data relative to outcomes or competencies at the institution, campus, school, program or course level in order to evaluate student learning and program effectiveness.

- 8.3. Ability to view summary data for any given population (average, median, mean, standard deviation, counts)
  - 8.4. Ability to drill down from summary to detailed view of assessment data
  - 8.5. Ability to view portfolio or merged portfolio/SIS data in a tabular format.
  - 8.6. Ability to save (as HTML), print and/or export to a delimited format any report
  - 8.7. Ability to generate status reports of various kinds to assist with managing portfolio process (e.g., how many students completed particular portfolio assignments or submitted work toward a particular outcome; how many portfolio assignments need evaluation; which evaluators are/are not keeping up with evaluation work).
  - 8.8. Ability to extract representative samples of student work at course, program, institutional levels, sorted by learning outcome, major or school, class level, grades and other categories above.
  - 8.9. Ability to extract examples that show individual students' progress over time (e.g., by learning outcome, proficiency level, status, etc.)
  - 8.10. Please provide a descriptive list of the predefined reports available through your platform.
  - 8.11. Is it possible to generate custom reports via the user interface?
9. **Tracking and Workflow:** The system must provide robust and user-friendly capabilities for tracking one's own tasks and progress as well as for tracking the tasks and progress of the persons (students, evaluators, etc.) for whom one is responsible.
- 9.1. Does your system provide dashboard views for each role?
  - 9.2. Does your system provide email or other types of notifications to help users manage their portfolio work?
10. **Two-way and Multiuser Communication:** The system must provide robust and user-friendly capabilities to facilitate two-way and multiuser communication within and among individuals and groups of users related to portfolio work.
- 10.1. Does your platform offer an internal email or messaging service?
  - 10.2. Does your platform support threaded discussions?
  - 10.3. Does your platform include the ability to add comments to portfolios that have been shared?
    - 10.3.1. Can portfolio owners control who can see comments on their work?
  - 10.4. What other types of communications tools does your platform offer?
11. **Collaboration:** The system should provide robust and user-friendly capabilities for collaborative authoring and editing of an entire portfolio (guided or presentation) or any part of it (individual artifacts, pages, activities, etc.).
- 11.1. Does your platform allow the portfolio owner to give permission to others to create or edit specific pages within a portfolio?
  - 11.2. Does your system allow the portfolio owner to give permission to others to edit the entire portfolio?
12. **Social Networking and Web 2.0 Technologies:** The system should provide robust and user-friendly support for social media and Web 2.0 technologies in ways that support and enhance learning, reflection, and social pedagogies.
- 12.1. Does your platform include built-in social networking capabilities? If so, please describe.
  - 12.2. Does your platform allow users to create and/or join common interest groups in which portfolios are shared and discussed?
  - 12.3. Does your platform allow users to create and maintain a blog or incorporate an external blog into a portfolio?



- 12.4. Does your platform allow users to subscribe to portfolio feeds from other users of the system?
  - 12.5. Does your platform allow users to incorporate profile data from LinkedIn or other social networking sites into their portfolios?
13. **User Experience:** The system must be accessible by persons with disabilities; extremely easy to use, and offer a clean, modern, and attractive interface:
- 13.1. The system must be accessible to persons with disabilities (e.g., section 508 compliant, NFB Gold Certification, etc.).
  - 13.2. Please provide screenshots and/or other evidence (user testimony, recorded feature demos, awards or certifications) of the usability of your product.
  - 13.3. Does your solution permit full rebranding of the logo and color schemes?
14. **Text Editor:** The system should provide a robust and user-friendly rich text editor for creating and editing presentations, reflections, feedback, evaluative comments etc., including:
- 14.1. The text editor must allow users to easily link to and/or embed rich media files, including images, audio clips, videos, presentations, etc.
  - 14.2. The editor should provide fine control over page layout (for example, the ability to wrap text around images or videos, the ability to organize content in columns, etc.).
  - 14.3. The editor must be able to gracefully accept content copied and pasted from Microsoft Word.
  - 14.4. The editor should allow users to edit the source HTML.
15. **Mobile Support:** The system should offer all roles, but especially students, a robust mobile experience including the abilities to view, provide feedback, and evaluate portfolios as well as the ability to create and save all types of portfolio artifacts on one's mobile device.
- 15.1. Has your platform been optimized for access by mobile phones and tablets?
  - 15.2. Do you offer mobile apps for your platform? if so, what mobile platforms are supported and features are available? If not, is the development of mobile apps on your roadmap and what is the estimated delivery date?
16. **Documentation:** The system must offer complete online documentation for users in all roles.
- 16.1. Describe system level documentation for administration, development, and customization.
  - 16.2. Describe documentation available to users within the application
    - 16.2.1. Does your system offer contextual help?
    - 16.2.2. Can the online documentation be customized by the institution?
17. **Access, Roles, Groups, and Permissions:** The system must provide a robust and flexible model for roles, groups, and permissions that allows students, advisors, instructors, mentors, evaluators, etc. to easily locate and access their own portfolios as well as those of the users with whom they are collaborating or for whom they are responsible, including:
- 17.1. Ability to assign roles and permissions on per context basis (e.g., a single user can be a student in one context, an evaluator in another, and an instructor or manager in a third)
18. Ability for portfolio owner to control who can see, comment on, discuss, or collaborate on entire portfolio or individual items.

## 19. Integration – General:

- 19.1. Identify all third-party integration tools required for your solution, i.e., messaging, EAI. Do any known hardware/software incompatibilities exist?
- 19.2. Is your application XML compliant?
- 19.3. Does your platform offer native support for ad hoc SQL queries? Describe the method and level.
- 19.4. Does your platform include a workflow component? If so, can it be integrated with a homegrown workflow engine (via web services)? i.e. users would see only one Action List for this application along with our other workflow applications?
- 19.5. Does your platform include the ability to exchange data with other enterprise systems?
- 19.6. Are APIs available to customers who wish to develop custom integrations?
- 19.7. Estimate resources needed to integrate with Indiana University systems; can this work be done in-house at IU or does it require 3rd party consultants?

**20. LMS Integration:** The system must provide robust and seamless integration with the LMS (or an open API for building such an integration) to facilitate real time data sharing and exchange (e.g., the ability for students to locate artifacts created in the LMS and easily incorporate them into their portfolio, the ability for instructors to simultaneously assess and grade portfolio work and push those grades to the LMS gradebook, etc.)

- 20.1. Does your product offer standard integrations with Sakai, Canvas, Blackboard, and/or Desire2Learn. If so, please describe in detail the capabilities afforded by each integration.
- 20.2. Can your platform function as an LTI tool provider? If so, please describe in detail the capabilities afforded by the LTI integration.
- 20.3. How will users in the LMS be mapped to users in your system?
- 20.4. Does your LMS integration require the addition or modification of tables in the LMS database?
- 20.5. Does your application require a synching mechanism for the data in the LMS and the data in your system? How is this accomplished?
- 20.6. The system should allow users to push or pull artifacts from the LMS into the portfolio or vice versa
- 20.7. The system should allow instructors to push grades or ratings earned in the portfolio platform to the gradebook in the LMS
- 20.8. The system should allow users to navigate seamlessly to and from the LMS via single sign-on.

**21. SIS Integration:** The system must provide robust and seamless integration with the Student Information System (or an open API for building such an integration) to facilitate data sharing and exchange for a variety of purposes including: provisioning users and groups (or courses) in the portfolio system, generating portfolio reports filtered by academic and demographic criteria stored in the SIS, monitoring indicators of academic risk in the portfolio system and feed to the early warning system in SIS, etc.

- 21.1. Does your product offer standard integrations with PeopleSoft or Quali Student? If so, please describe in detail the capabilities afforded by these integrations?
- 21.2. Does your system accept automated batch or real-time feeds from the student information system?
- 21.3. Can your system use data from the SIS or other enterprise systems to provision users, groups, and/or courses?
- 21.4. Can your system use data from the SIS to generate reports for specific populations of users (for example, all graduating seniors, all first year Hispanic females, all students in the electronic engineering program, etc.?)

## 22. Technical Architecture:

- 22.1. Is your product licensed as a hosted solution, an on-premise solution, or both?
- 22.2. What architecture model best describes your system?
- 22.3. Please provide a diagram(s) that illustrates the architecture of your proposed solution. Please include all environments that will be required including test, development, UAT, etc.
- 22.4. What database systems does your application support?
- 22.5. Which versions of the operating system are certified for running the application?
- 22.6. Which versions of the operating system are supported?
- 22.7. What languages were used to build the application?
- 22.8. Which desktop platforms does your application support?
- 22.9. Which web browsers are certified for your application?
- 22.10. Are there any additional browser components required for full functionality?
- 22.11. For on-premise solutions only:
  - 22.11.1. Please provide white papers, architecture diagrams, data flows, or other supporting documentation.
  - 22.11.2. Please provide a data flow diagram detailing network connectivity configurations
  - 22.11.3. What is the preferred combination of hardware, operating systems, web servers (if applicable), and client software used by the majority of your clients (both from the user and administrator perspective)?
  - 22.11.4. Provide a one-page architecture diagram of the preferred architectural design, including information on recommended operating system and web server version combinations for each virtual server.
  - 22.11.5. Is your product fully certified to run in a virtual server environment. Please list certification levels for each major hypervisor (i.e., vSphere, XenServer, HyperV).
  - 22.11.6. What database is used to develop and test in first?
  - 22.11.7. Is the database accessible for use by other applications?
  - 22.11.8. Is the database easy to access directly? (Ex. No proprietary encryption, odd or cryptic table / field names, etc.)
  - 22.11.9. What tools do you provide to help size the system database?
  - 22.11.10. Does your application depend on specified schema-owner or user names/passwords to the database? Does the schema owner need DBA access for the application to function?
  - 22.11.11. What system database functions require DBA access to be performed?
  - 22.11.12. Does the application require a specific operating system for the database server?
  - 22.11.13. Support for latest database server software?
  - 22.11.14. How scalable is the database?

## 23. Performance

- 23.1. Identify the maximum number of named users, logged-on users, and concurrent users your solution will accommodate. Include largest implementations.
- 23.2. Identify the maximum number of concurrent transactions your solution will support.
- 23.3. Describe any documented stress testing methods / results.
- 23.4. Describe the bandwidth requirements for the solution from the front end through to the backend interconnections.

## 24. Security and Access Control

- 24.1. The system must offer the ability for prospective students who have not been admitted as well as students who have graduated or separated from the university to create and maintain a portfolio.
- 24.2. Does the application integrate with any services for authentication and group membership?
- 24.3. Define the user ROLES, GROUPS and POLICIES required for implementation.
- 24.4. Does your product integrate with any third-party web single sign-on products?

- 24.4.1. Does your product have the ability to utilize JASIG (Yale) CAS for single sign-on?
- 24.4.2. Does your product support Shibboleth for federated authentication?
- 24.4.3. What other single sign-on solutions are supported by your product?
- 24.5. Is multiple domain, multiple LDAP server authentication supported?
- 24.6. Does the system integrate with Active Directory groups for access rights?
- 24.7. Is it possible to change a user's login name once it has been established?
- 24.8. Describe how your application utilizes secure protocols. What protocols are supported?
- 24.9. What ports and services are utilized by the application?
- 24.10. For on premise implementations, does running the application require root or administrator access? Please specify (workstation, server and DB).
- 24.11. What modifications to the operating system are required by the application?
- 24.12. How are access permissions set and modified?
- 24.13. Describe the administrator role and any multi-tenant options.
- 24.14. Can the administrator reset a user password?
- 24.15. Does the application allow the administrator to set security rules and password controls?
- 24.16. Does the solution enforce password changes? If so, can IU set the length of time a password is valid?
- 24.17. Does the solution always transmit and store passwords in a one-way encrypted format?
- 24.18. Can passwords ever be seen, including by administrators?
- 24.19. What encryption protocol is used to transfer data?
- 24.20. What encryption level is used to store and transfer data?
- 24.21. Do end users have a direct connection to the database? If so, how is security through this connection managed?
- 24.22. How are the data backed up? Are backup/recovery scripts provided? What is the disaster recovery plan/strategy for the product?
- 24.23. Does your product support the ability to define a custom multilevel organizational hierarchy; custom division levels
- 24.24. For on-premise solutions only:
  - 24.24.1. Does your product support the ability to interface with vulnerability scanners?
  - 24.24.2. Does your product support the ability to mark vulnerability scan results as false positives?
  - 24.24.3. Does your product support the ability to load from numerous types of security tools; commonly used security tools are DHCP, ADS, IBM Rational Appscan, MS Windows Server Update Service, Red Hat Satellite service, Secunia CSI, PGP server, Quali READY, etc.
  - 24.24.4. Do you offer free security updates for your product?

## 25. Upgrades and Releases

- 25.1. Does periodic maintenance include updates and upgrades to this application? What is the frequency of upgrades?
- 25.2. How are major releases scheduled (timing and communications methods)? When is your next major release scheduled?
- 25.3. How are any customizations or configurations rolled forward in an upgrade?
- 25.4. Can an upgrade or release be skipped?
- 25.5. How many versions of the product do you support?
- 25.6. For what length of time are prior releases supported?
- 25.7. Is a demo instance or environment provided with sample data?
- 25.8. For on-premise solutions only:
  - 25.8.1. Are test scripts provided to certify proper installation?
  - 25.8.2. Are aggregated bundles of updates, patches, and service packs provided to simplify maintenance?

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