Discern: to apply the wisdom of our intuition to discover what is essential and true
Quality Enhancement Plan
Loyola University, New Orleans

• Overview
• Rationale
• Topic Selection
• Capacity
• Implementation
• Student Learning Outcomes
• Evaluation
• Impact
• Sustainability
• Marketing
Discerning Minds: *Experience. Reflect. Transform*

- Designed to improve student learning outcomes within four high impact experiential learning activities:
  - Collaborative Research, Scholarship and Creative Activities (CRSCA)
  - Internships
  - Service Learning
  - Study Abroad

- Student learning outcomes developed to enhance students’ abilities to connect course material to related experiences via structured, critical reflection
Experiential Learning: Rationale

• Active, hands-on learning
• Encourages a deeper understanding of subject matter than is possible through classroom study alone
• Builds students’ capacity for critical thinking and knowledge application
• Enhances teaching and instruction
• Maximizes learning and boosts academic performance
• Increases student success, retention and persistence
Student Learning Outcomes

• Students will describe their experience, including observations, reactions, and feeling generated.
• Students will reflect on and articulate connections between experiential learning activities and classwork.
• Students will reflect on the impact that experiential learning activities have had and will have on their relationships to the world in which they live.
Experiential Learning

Strengthen Infrastructure

Improve core and specialized curriculum

AACU High-Impact Educational Practices

Indicated as a Need by NSSE, Student Assessment and Survey Data

Prioritized Topic by Students Faculty Staff

Supports Strategic Plan Transforming Loyola 2020

Enhance Existing Programs

Aligned with LU Mission

Student Success Summit Instructional Effectiveness Workgroup Strategic Planning Team Town Hall Meeting QEP Committee and Workgroups

Topic Selection

Inventory Data Review Best Practices

Topic Selection

Student Success Summit Instructional Effectiveness Workgroup Strategic Planning Team Town Hall Meeting QEP Committee and Workgroups
Service Learning

• Integration of service or community engagement experiences into credit-bearing academic courses
• Allows students to apply course concepts to real-world situation while learning and deepening their understanding of social issues or problems, social change, and social justice
Study Abroad

• Actively engages the student directly in the host country/language
• Allows students to understand cultural differences; to interpret issues and situations from more than one cultural perspective; and to see how historical and current forces shape world systems
• More than 30% of students graduate with an academic experience abroad and many more take academic courses with a global perspective
Internships

• Meaningful work assignments that allow students to gain greater understanding and development of their professional/vocational paths
• Students demonstrate their ability to tie academic learning to the work experience, present a body of work created as a result of the experience, and demonstrate how the experience has prepared them for future careers/vocations.
• Program-based internships vary greatly in terms of requirements and structure
CRSCA

- Students and faculty collaborate in the design and/or implementation of projects and the dissemination of results
- Encourages students to identify, connect and compare ways in which classroom learning is enhanced or is different from what is discovered through the research/creative process
- Improve infrastructure, support and tracking mechanisms
Implementation

- Experiential learning activity inventories
- Faculty professional development
- Ensure continuous improvement through assessment processes
- Build infrastructure to strengthen experiential learning initiatives
- Grow experiential learning community on campus to serve as resource and support
Evaluation

• Three main components of assessment plan
  • Direct
  • Indirect
  • Process

• Data collected throughout implementation will inform plans to improve specific elements of operation

Diagram:
- Outcomes
- Assessment
- Data Analysis
- Actions
  - Revised Actions
  - New Actions

流转图示说明了评估过程中各阶段的流程。
Direct Measures

• Each instructor will identify develop or develop an appropriate cumulative assignment to evaluate the identified student learning outcomes
  • A reflection statement will be required to accompany the final student artifact

• Experiential Learning Rubric
  • Adapted from the Integrative Learning VALUE Rubric published by AACU
  • Modifications allowed focus on specific student learning outcomes
  • Applied to reflection statement
  • Completed by faculty using iRubric platform
<table>
<thead>
<tr>
<th>Component</th>
<th>Component Fully Met (Rating = 3)</th>
<th>Component Met (Rating = 2)</th>
<th>Component Partially Met (Rating = 1)</th>
<th>Component Not Met (Rating = 0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Experience</td>
<td>Describes EL activities in detail including observations, reactions and feelings; critiques assumptions and attitudes that were brought to experience</td>
<td>Describes EL activities in detail including observations, reactions and feelings</td>
<td>Describes EL activities in some detail, but does not identify any personal reactions or feelings related to the experience</td>
<td>Describes EL activities in general or vague terms</td>
</tr>
<tr>
<td>Connection to Experience</td>
<td>Identifies and describes in detail connections between EL activities and academic concepts; develops activity examples to illuminate concepts, theories, and/or frameworks of fields of study</td>
<td>Identifies and describes in detail connections between EL activities and academic concepts; compares/contrasts EL activities and academic learning</td>
<td>Identifies and describes connections between EL activities and academic concepts, but cannot describe similarities/differences; or makes connections that are not relevant</td>
<td>Identifies no connections between EL activities and academic concepts; may attempt to describe specific skills and knowledge but cannot make connections for higher level of comprehension</td>
</tr>
<tr>
<td>Reflection on Experience</td>
<td>Synthesizes meaning of experience with learning; identifies broadened points of view; integrates experiences as a means to shape and frame life and vocational goals</td>
<td>Examines how experience has broadened understanding of the discipline and world; evaluates changes in own learning over time</td>
<td>Articulates increased self-awareness as a result of EL activities, but cannot specify impact on understanding of the discipline or world</td>
<td>Describes own performance with general descriptors, but does not identify impact of EL activities or relate EL activities to life or vocational goals</td>
</tr>
</tbody>
</table>

Comments:
Direct Measures

How rubric results will be used at four levels on campus:

- **Student**: Rubrics disseminated in advance for discussion of EL activity and expectations, scores may be used to contribute to assignment and course grade.
- **Course**: Faculty use class average on rubric scores to assess how course content and EL activities address targeted student learning outcomes.
- **Pedagogy**: Each workgroup uses average scores for area to determine how well each student learning outcome is being addressed.
- **University**: QEP Implementation Team uses rubric results to determine how well each student learning outcome is being addressed across curriculum.
Indirect Measures

• National Survey of Student Engagement
• Graduating Student Survey
• Faculty Academy Survey
• Faculty Survey and Focus Groups
• Student Survey and Focus Groups
Process Measures

• Tracking output measures that will provide context for the plan itself
  • # of participants (student and faculty) in each of the four pedagogies
  • # of professional development activities
  • # of courses modified for experiential learning

• Key Performance Indicators - experiential learning/community engagement items
  • # UG completing collaborative research, senior thesis, capstone
  • # UG completing internship
  • # UG completing study abroad and exchange
  • % graduating seniors with service learning experience
## Project Phases and Impact

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
<td>CRSCA</td>
<td>5 course sections</td>
<td>5 new course sections</td>
<td>5 new course sections</td>
<td>5 new course sections</td>
<td>5 new course sections</td>
</tr>
<tr>
<td>Internships</td>
<td>4 courses</td>
<td>4 courses</td>
<td>4 courses</td>
<td>4 courses</td>
<td>4 courses</td>
</tr>
<tr>
<td>Service Learning</td>
<td>5 course sections</td>
<td>5 new course sections</td>
<td>5 new course sections</td>
<td>5 new course sections</td>
<td>5 new course sections</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>Exchange Program Reflection Course &amp; Faculty-led programs</td>
<td>Exchange Program Reflection Course &amp; Faculty-led programs</td>
<td>Exchange Program Reflection Course &amp; Faculty-led programs</td>
<td>Exchange Program Reflection Course &amp; Faculty-led programs</td>
<td>Exchange Program Reflection Course &amp; Faculty-led programs</td>
</tr>
<tr>
<td>Estimated total number of students reached</td>
<td>470</td>
<td>580</td>
<td>690</td>
<td>800</td>
<td>910</td>
</tr>
</tbody>
</table>

1/3 of all undergraduate students
Sustainability

• Aligns with institutional mission
• Integrated in university’s planning and evaluation processes
• Follows best practices and conducts ongoing evaluations
• Directly aligns with a core, quantifiable goal identified in the strategic plan
• Data collected will be summarized and shared with faculty and staff annually to facilitate ongoing evidenced-based modifications
• Continuous attention to infrastructure and resources
Marketing

- Website
- Social media sites
- Student center tabling
- Campus signage
- College faculty meetings
- Town hall meetings
- Committee meetings
- Student Government Association
- Informational fairs
Summary

Enhances overall institutional quality and effectiveness

Relates to institutional planning efforts and needs

Broad based involvement of campus constituencies

Significant impact through sustainable initiatives

Strong assessment components

Focuses on student learning
Questions

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