



High Impact Practices: QEP is HIP!

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The Quality Enhancement Plan at Piedmont College emphasizes a developmental and progressive integration of high-impact practices into the academic and social fabric of the College. The HIPs include undergraduate research and creative inquiry, global learning (both of which Kuh [2008] describes as effective mechanisms to engage students in the learning process), and leadership and community engagement. The QEP aligns with the college's mission statement: Piedmont College dedicates itself to the **transformative power** of education through **reciprocal learning**, the development of **compassionate leaders**, and the **stewardship of our local and global communities**.

Specifically, this QEP will focus on:

QEP Goal 1: Undergraduate Research and Creative Inquiry – To provide students with intentional opportunities to apply problem-based learning to disciplinary and interdisciplinary scholarship.

QEP Goal 2: Global Learning – To provide students with intentional opportunities to engage in mindful exploration of cross cultural differences and transformative experiences.

QEP Goal 3: Leadership and Community Engagement – To provide students with intentional opportunities to apply their knowledge and skills to real world issues while reflecting on their identity, self-efficacy, citizenship, social responsibility, and knowledge of their field.

The designers of this QEP hypothesize that participation in high-impact practices will provide students the opportunity to develop their deep learning and leadership skills and will lead to improvements in student success. Direct and indirect, formative and summative assessments will provide the means to analyze how participation in high-impact practices affect student learning, how the faculty and staff development activities lead to changes in the learning environment, and how the integration of HIPs into the academic and social fabric of Piedmont College leads to improvements in the student success measures. The assessment plan includes opportunities to explore the cumulative effects of student engagement in high-impact practices. In addition, data will be disaggregated by a number of variables to determine whether participation in HIPs reduces achievement gaps between underserved students and their traditionally advantaged peers. Lastly, the assessment plan includes institutional measures such as cumulative grade point averages, persistence rates, and graduation rates to analyze the impact of HIPs on student success.

Kuh, G.D. (2008). High-impact practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.