

Incorporating High-Impact Practices to Enhance Student Learning Martin Methodist College

Martin Methodist College's Quality Enhancement Plan--Incorporating High-Impact Practices to Enhance Student Learning--will infuse evidence-based, high-impact practices (HIPs) throughout its academic curriculum. The QEP will support this curriculum revision and implementation process by providing scaffolding for faculty and staff through training, resources, and consultation in research-based practices.

The aim of the QEP is to bolster student engagement and to develop students who are ultimately successful as they move from MMC to their careers, graduate programs, or home to their communities. To that larger end, the QEP specifies three goals to enhance the learning environment and posits that doing so will support the fourth goal - to enhance student learning. A fifth goal relates to student success. The goals are to:

1. Increase the number and types of HIPs that support the learning outcomes of the QEP,
2. Ensure students are aware of HIPs and opportunities to participate in them,
3. Increase participation in HIPs, particularly by students in historically underserved groups,
4. Enhance student capabilities as life-long learners, through improvements in the learning environment, as evidenced by performance on the Essential Learning Outcomes (AAC&U, 2008),
5. Contribute to the increase in the college's student retention and graduation rates by increasing the number of HIPs available to students.

MMC's QEP aims to infuse the core and program curricula with evidence-based, high-impact practices, both occur vertically through the academic majors as well as horizontally through the general education curriculum. An aggressive faculty development plan will engage the faculty and promote a cultural shift toward more engaged, student-focused, evidence-based teaching.

The plan for faculty development is four-fold. First, Faculty Fellows will be selected and given the opportunity to serve in leadership roles in the development of evidence-based pedagogy. Fellows will serve as a support for other faculty around the Fellows' assigned HIP topics by providing workshop training; mentoring faculty in theory, research, and application of specific HIPs for the Summer Faculty Learning Communities; creating a deliverable (white paper or learning module) on their topics for College use; participating in the gateway process for HIP-course designation, and as much as possible, in the broader workings of QEP. Second, yearly faculty-development workshops will support the project. Third, summer faculty learning communities, a mix of interactive workshops and work time, will help faculty integrate high-impact practices into the curriculum. Fourth, different faculty will each year attend the AAC&U annual Institute on High Impact Practices and Student Success (or other appropriate national conferences).

By creating and promoting a culture of high-impact practices, the QEP is projected to have an impact on institutional measures of student success, such as student retention and graduation rates. Success measures for MMC students will be collected and reviewed every semester, along with data collected through the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), and the Iowa State University Personal and Social Responsibility Inventory (PSRI). Additionally focus groups of students and faculty will generate qualitative data necessary for a complete assessment.

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