

Since student learning is at the core of the University's mission and a goal of Academic Affairs is to encourage intellectual growth in student-centered environments, I believe the AMP should specifically support activities likely to facilitate learning that lasts. So I propose that the following be included in the AMP.

Student learning is likely to last when it involves the development of insight and self-efficacy.*

Insight occurs when students apprehend key elements of a situation.

- Insight involves organizing knowledge that is meaningful and verifiable.
- The experience of achieving insight is most powerful when there is desire for it arising out of struggle and unsuccessful effort.
- Insight typically involves concepts within a body of knowledge.
- While based on specific circumstances, insight enables learners to apply their understanding to an infinite set of such circumstances. Thoughtfully encountering additional situations often leads to new insights.

Self-efficacy is experienced when students believe in their ability to accomplish specific actions.

- Self-efficacy is based on achievement that is meaningful and reliable.
- In order to expand self-efficacy there must be a challenging situation in which the ability to succeed is not assured, followed by determined effort to persevere.
- Since successful performance is crucial in developing self-efficacy, it is most clearly learned in situations involving feedback that critiques performances with regard to specific objectives and levels of attainment.
- Successful development of self-efficacy results in willingness to encounter other situations in which success is not assured.

In order to facilitate lasting learning achieved through the enhancement of student insight and self-efficacy, a primary goal during the next 5 years is to support the development and maintenance of courses and other learning activities that have the following characteristics.

- There are repeated learning opportunities in which students use knowledge and abilities that are verifiable and meaningful.
- There are challenges that invite struggle and determined effort.
- There is performance feedback describing specific objectives and levels of attainment regarding concepts to be learned.
- There are additional challenging experiences that allow the application of current knowledge, as well as new learning. Although some of those experiences should happen in the original learning environment, the most important indications of lasting learning take place after participants have had opportunities to experience benefits of the original learning environment that accrue at later times in other settings. For example, compared to questionnaires at the end of a term, alumni surveys can provide more meaningful information about the impact and quality of courses with regard to facilitation of lasting learning.

*The descriptions of insight and self-efficacy incorporate ideas from Bernard Lonergan and Albert Bandura, as well as beliefs and empirically-based observations offered by John Tagg and Marilla Svinicki. The assertion that insight and self-efficacy are involved in lasting learning is based on the following:

- more than 200 stories of memorable learning told by Shippensburg University students, and
- the results of memorable learning exercises with more than 100 Shippensburg University students, 160 Shippensburg University faculty, and 60 faculty from other colleges and universities.