

# SCALING-UP: A MODEL FOR BUILDING A TRANSFORMATIONAL LEARNING FOUNDATION IN SUPPORT OF STUDENT SUCCESS

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## *A ROUNDTABLE PRESENTATION*

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## **ABSTRACT**

Transformative learning experiences are at the heart of individual and collective change, yet they are rarely scaled up institutionally in ways that create culture change. Behavioral interventions and pedagogical techniques can prompt student engagement and success through encouraging a sense of belonging, connection to personal goals and values, and resiliency (NASEM, 2017). For such practices to reach students across campus, it is imperative that instructors learn about these practices and that they are supported in implementing them and in creating transformative learning experiences in their classrooms. A model program at Washington State University was used as an example for this session. The result of this program is that faculty participants are able to transform their courses using methods and adaptations that have been shown to increase student engagement, connection, and learning. Both faculty and student engagement and learning are being measured at multiple scales, both quantitatively and qualitatively. Learning outcomes included increased knowledge about classroom interventions that build the foundation for transformative learning; knowledge of the benefits of nurturing belonging, connection, and resiliency; and practical ideas about how to scale-up the development of critical competencies known to support student success.

## **SELECT REFERENCES**

National Academies of Sciences, Engineering, and Medicine (2017). *Supporting students' college success: The role of assessment of intrapersonal and interpersonal competencies*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24697>.

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