Trailblazing: Shaping the Undergraduate Experience through Experiential Learning

A Quality Enhancement Plan Submitted to the Southern Association of Colleges and Schools Commission on Colleges

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VSYOU

Valdosta State University

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A Quality Enhancement Plan for the Next Decade

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1. Executive Summary

Valdosta State University (VSU) has developed a comprehensive Quality Enhancement Plan (QEP) that meets all requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The proposed QEP topic is based on, and aligns with, the VSU Strategic Plan (Appendix 7.6), and the VSU Divisions of Academic Affairs and Student Affairs strategic plans.

The ongoing institutional process includes input from faculty, staff, and students from across the entire university, including Academic Affairs (the six Academic Colleges, Graduate School, Honors College, and the University Library), Division of Student Affairs, Division of Student Success, and University Advising as well as the office of Institutional Effectiveness (including assessment and accreditation compliance). The QEP proposal aligns with the institutional mission and reinforces the student-centered focus of the University's strategic plan as "a catalyst for regional comprehensive progress."

The QEP, entitled **Trailblazing: Shaping the Undergraduate Experience through Experiential Learning**, provides students a comprehensive offering of experiential learning (EL) opportunities reflecting the diversity of our university and the local/regional communities that we serve; the educational, research, and service disciplines of our outstanding faculty; and, most importantly, the needs of our students. Included is an array of opportunities that are recognized as High Impact Practices (HIPs) by the Association of American Colleges and Universities (AAC&U) including First-Year Seminars and Experiences, Common Intellectual Experiences, Learning Communities, Undergraduate Research, Diversity/Global Learning, Service Learning & Community-Based Learning, Capstone Courses and Projects. Each of these contribute to students' sense of belonging, as well as personal growth and academic success.

Experiential Learning challenges both faculty and students to think critically, innovatively, collaboratively, and creatively within a safe and engaging environment, with a goal of both deepening learning and broadening the educational impact of the experience. Curricula, courses, and projects are designed to engage students in a scaffolded approach to self-reflection, integrating the critical analysis of academic understanding and application, personal growth, and community service. Moreover, experiential learning opportunities will be reviewed by a standing QEP Coordinator and Experiential Learning Advisory Committee to ensure compliance with thoughtfully crafted guidelines and outcomes. With the integration of Modern Campus (a campus engagement platform branded at VSU as Blazerlink), **VSU Trailblazing through Experiential Learning** encourages students to explore beyond the classroom, lab, or studio and motivates students to make connections across campus, to collaborate with others, and to apply and synthesize every aspect of their collegiate experience, leading to success while at VSU and long after graduation.

The success of **VSU Trailblazing through Experiential Learning** will be measured through a direct and indirect assessment plan addressing QEP goals and student learning outcomes in addition to student skill development aligned with the institutional mission and strategic plan. The QEP will implement and execute the institutional Strategic Plan and meet SACSCOC principles for reaffirmation, with a goal of long-term sustainability for the program.

The QEP proposal was developed with a realistic and pragmatic understanding of the University System of Georgia (USG) and VSU funding and resources, including faculty, staff, facility, and financial limitations. Much like VSU's prior QEP (Undergraduate Research), our aim is to create a model that is realistic, scalable, and sustainable, while also being meaningful to our students, faculty, and community. The funding and resources that VSU is willing to commit to the QEP demonstrate the importance, meaning, value, and significance of experiential learning, which is especially crucial in reducing equity gaps for under-represented, underserved, and first-generational students. The impact of experiential learning on student engagement is well-documented for all students, but it is especially significant for underserved and first-generation students, which we see as an ethical imperative. Ultimately, the **VSU Trailblazing through Experiential Learning** QEP will provide an enhanced comprehensive experience that enables VSU students to appreciate the relationship between their academics and their future beyond the institution.

1.1 Brief Description of VSU's QEP
The current University strategic plan (Appendix 7.6) established a goal to increase student participation in expanded transformational and experiential learning opportunities, both inside and outside the classroom. Modeled after an existing requirement in the VSU Langdale College of Business Administration, the University strategic plan stipulates an outcome that by spring 2020, each undergraduate degree program will identify a menu of experiential learning opportunities and require that students select and complete at least one in order to graduate. Currently, students across the institution are participating in internships, study abroad, study away, volunteer services, leadership development, living-learning communities, and clinical/practical learning settings that are all taking place in various areas of the institution and are tracked and measured in different ways.

Using the Quality Enhancement Plan, Valdosta State University will centralize the promotion, tracking, and measurement of student participation in experiential learning with a scaffolded approach focusing on three distinct goals for first and second-year students. Building upon opportunities already provided to students, the QEP will formalize a student-centered design drawing from both Academic Affairs and Student Affairs activities with incentives for students completing one or more opportunities during their college experience. The centralized process will also connect students' experiential learning with 21st century work skills by having students reflect on their experience and articulate the connection between the experiential learning opportunity and skill development.

1.2 QEP Goals
The purpose of the QEP is to support VSU's Strategic Plan (Appendix 7.6), and the QEP goals are intended to be broad enough to apply to curricular, co-curricular, and extracurricular programing. The QEP's three goals are as follows:
1. Research and Creative Inquiry
    To provide students with intentional opportunities to apply problem-based learning to disciplinary and interdisciplinary application of scholarship outside a traditional academic setting.
2. Global Citizenship
    To provide students with intentional opportunities to participate, interact, and explore individual and cultural differences.
3. Servant Leadership and Community Engagement
    To provide students with intentional opportunities to reflect on their participation and articulate their personal growth and development.

1.3 Compliance with Principle 7.2
VSU's QEP is compliant with Principle 7.2. The Table of Contents, specifically Sections 3-5, maps directly to QEP Evaluative Framework.

The following three questions guided VSU's QEP selection and development:
1. Capability. Does the institution have the capacity to implement, sustain, and complete the QEP?
2. Involvement. Will the institution be able to ensure ongoing involvement of all essential institutional constituents to successfully complete the QEP?
3. Assessment. Will the institution be able to ensure that measures of student learning and success can be documented throughout and at the conclusion of the QEP?

For all questions, the committee was able to answer "Yes" and is confident moving forward with this QEP.

2. Introduction

2.1 About VSU
One of four comprehensive universities in the University System of Georgia (USG), Valdosta State University is located in Valdosta, Georgia, a metropolitan area near the Florida-Georgia border in south central Georgia. Valdosta State University is a premier residential doctoral/professional university (Carnegie Basic Classification) with limited doctoral programs and selective admission.

We aspire to be a nationally prominent institution distinguished for its commitment to student success, facilitation of transformational and experiential student learning opportunities, and impact on the region we serve.

2.2 VSU's Mission
As a comprehensive institution of the University System of Georgia, Valdosta State University is a welcoming, aware, and vibrant community founded on and dedicated to serving our communities' rich and diverse heritages. Through excellence in teaching, basic and applied research, and service, VSU provides rigorous programs and opportunities that enrich our students, our university, and our region. The VSU mission consists of three interrelated parts: Student Mission, University Mission, and Regional Mission. The faculty and staff at VSU work to provide a diverse student population with an inspired education, a safe learning environment, a nurturing community, and a wealth of experience that assists students in molding their futures in a creative, conscious, and caring fashion while preparing them for lifelong learning that will meet the needs of a changing global society.[1]

2.3 Brief History of VSU
A special act of the Georgia General Assembly established an institution of higher learning in Valdosta, Georgia, in 1906. South Georgia State Normal College opened to "young ladies" on January 2, 1913, as a two-year college specializing in teacher training. An act by the General Assembly in 1922 changed the institution's name to Georgia State Womans College at Valdosta and authorized a four-year program leading to the bachelor's degree. In 1950, after 37 years as a woman's college, the Board of Regents of the University System of Georgia (USG) approved coeducational status and a new name for the institution: Valdosta State College. In 1993, Valdosta State College was named a Regional University by the Board of Regents and became Valdosta State University. In 2013, the institution was designated as a Comprehensive University. As a Comprehensive University in South Georgia, VSU cooperates with other USG institutions to provide educational programs to the university's 41-county service region. To expand its programmatic outreach, VSU continues to develop and offer distance learning programs and courses throughout Georgia and online.

2.4 VSU Students
In Fall 2020, VSU served 12,304 students (headcount) with FTE of 10,632[2] of which:
- 77.8% are undergraduate students; 22.2% are graduate students
- 68.1% are female
- 67.4% enrolled full-time
- 22.7% of undergraduates lived on campus
- 47.3% are white, 38.1% are black, 1.6% are Asian
- 2,557 enrolled as beginning first-year students
- 26.6% attend fully-online programs

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[1] The full VSU mission statement is posted at https://www.valdosta.edu/about/facts/organization-and-mission.php and in Principle 2.1 of the Compliance Certification.
[2] Fall 2020 Semester Enrollment Report (https://www.usg.edu/research/assets/research/documents/enrollment_reports/SER_Fall_2020_Update(3).pdf)

Students enrolled in Fall 2020 represented 49 states, Puerto Rico, the Virgin Islands, Washington D.C.; 69 countries; and 156 of the 159 Georgia counties. Lowndes, Gwinnett, and Fulton are the Georgia counties with the highest enrollment. In the Fall 2020 semester, VSU welcomed 177 international students to campus.

VSU provides students with a positive learning environment, balancing academics and social/community activities. More than 100 active student organizations exist on campus, including 24 Greek social organizations, 15 faith-based campus ministry groups, numerous intramural sports, and service and academic clubs.

2.5 VSU Faculty and Staff
As of November 2020:
- VSU employed full-time 1,058 faculty, staff, and administrators.
- VSU's faculty body consisted of 587 members (408 full-time and 179 part-time).
- Instructional faculty constitute 50.3% female, and 25.3% are self-declared minorities.
- VSU's full-time administrators and staff members number 693, and the university employs 275 graduate assistants.
- VSU's budget for Fiscal Year 2022 exceeds $192 million.
- VSU supports a shared governance approach facilitated through the Faculty Senate, the Council on Staff Affairs, the Budget Advisory Council, the Student Government Association, and the VSU Foundation.

2.6 Degrees Offered at VSU
VSU offers undergraduate programs leading to the following degrees: Associate of Applied Science, the Associate of Arts, the Associate of Science, the Bachelor of Arts in 14 major programs, the Bachelor of Science in 15 major programs, the Bachelor of Science in Education in seven major programs, the Bachelor of Business Administration in seven major programs, the Bachelor of Fine Arts in eight major programs, the Bachelor of Music, and the Bachelor of Science in Nursing.

Graduate degrees offered are the Master of Education in 15 major programs, the Master of Arts in four major programs, the Master of Arts in Teaching in nine major programs, the Master of Science in six major programs, the Master of Public Administration, the Master of Business Administration, the Master of Accountancy, the Master of Science in Nursing, the Master of Music Performance, the Master of Social Work, the Master of Library and Information Science, the Education Specialist in six major programs, the Doctor of Education in three major programs, the Doctor of Public Administration, and the Doctor of Speech-Language Pathology. VSU will soon offer the Doctor of Nursing Practice.

3. Identification and Development of QEP Topic

3.1 Relationship to Institutional Planning and Review of Literature and Best Practices to Aid Topic Development

In the fall of 2017, VSU adopted a new strategic plan (Appendix 7.6) with the goal of increasing graduation rates, developing more transformational and experiential learning opportunities for students, and increasing the University's impact on VSU's service region. In particular,

> *Goal #2: Valdosta State University will increase student participation in expanded transformational and experiential opportunities through implementing high impact and best practices focused on evolving student needs.*

Outcome #2.3 further states that "each undergraduate degree program will identify a menu of experiential learning opportunities..." Goal #2 and Outcome #2.3 provide the motivation and justification for this Quality Enhancement Plan, **Trailblazing: Shaping the Undergraduate Experience through Experiential Learning**.

When designing the program for VSU, the QEP taskforce examined multiple definitions of Experiential Learning. The term is difficult to define absolutely or concisely. However, the taskforce felt it was essential to define the term in a way that functioned for VSU and allowed for both structure and flexibility in designing the QEP. It is understood that no definition will work universally and that part of the vitality of employing experiential learning practices on a college campus falls within the very challenge of defining the term. The following are some of the definitions that the taskforce considered as background information:

> Experiential education, which takes students into the community, helps students both to bridge classroom study and life in the world and to transform inert knowledge into knowledge-in-use. It rests on theories of experiential learning, a process whereby the learner interacts with the world and integrates new learning into old constructs. (AAC&U[3])

> Experiential learning opportunities offer students assignments and activities based on real-life situations or primary research that engages them in reflective problem-solving with multiple potential avenues of inquiry. (University of Texas-Austin[4])

Experiential learning is a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting. Experiential learning encompasses a variety of activities including internships, service learning, undergraduate research, study abroad, and other creative and professional work experiences. Well-planned, supervised, and assessed experiential learning programs can stimulate academic inquiry by promoting interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills. Additionally, according to

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[3] https://www.aacu.org/publications-research/periodicals/power-experiential-education
[4] https://facultyinnovate.utexas.edu/experiential-learning

U.S. News & World Report, experiential learning can help students develop the "soft skills" that employers seek in new hires, who must learn to navigate the world of work as well as demonstrate task performance skills.[5]

As identified by the University of Colorado - Denver learning that is considered "experiential" contains all the following elements:
1. Reflection, critical analysis, and synthesis
2. Opportunities for students to take initiative, make decisions, and be accountable for the results
3. Opportunities for students to engage intellectually, creatively, emotionally, socially, or physically
4. A designed learning experience that includes the possibility to learn from natural consequences, mistakes, and successes.[6]

Writing for the Association of American Colleges & Universities (AAC&U)'s *Diversity & Democracy*, Moriah McSharry McGrath identifies potential benefits of experiential learning for both students and faculty:

> While universities are making great strides in expanding access to experiential learning as a high-impact practice (HIP) (Kuh, 2008), it is generally operationalized as yet another aspect of the curriculum where faculty pass knowledge on to students, ignoring the complementary ways that students shape the learning experience. Indeed, students often demonstrate skills and insights that faculty may lack, such as intercultural communication and relationship management (honed from years working retail, for example). Activities occurring in "the real world"—whether in a travel course or an internship/practicum—may put students in their element…rather than speaking only of *outcomes,* educators should embrace the concept of essential learning *inputs*: the capacities that students bring to their experiential learning.[7]

Based upon existing research surrounding experiential learning, by participating in structured experiential learning opportunities, students can potentially engage the higher-level categories of Bloom's Taxonomy of learning, including applying, analyzing, evaluating, and creating.[8] These six categories are summarized later in this document.

The focus of the QEP is to begin the process of integrating experiential learning into the VSU curriculum in order to enhance student understanding of how liberal education models interact with local and global issues and to connect student experiences in and outside the classroom to career ready skill development. The QEP will focus on the first- and second-year students entering VSU in order to build the foundation for additional experiential learning in upper-level

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[5] https://www.usnews.com/education/best-colleges/articles/2019-04-10/how-to-find-college-courses-that-teach-soft-skills

[6] http://www.ucdenver.edu/life/services/ExperientialLearning/about/Pages/WhatisExperientialLearning.aspx

[7] https://www.aacu.org/diversitydemocracy/2019/spring-summer/mcgrath

[8] https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

courses, including internships and undergraduate research. By setting this foundation, the committee believes that students will be skill-ready and knowledge-prepared to participate in increasingly complex forms of experiential learning in their upper division courses, which, in turn, better prepare them for graduate work and the workplace. To assist in this process, the committee recommends setting the program alongside our current program mapping to allow students a more transparent view of how these programs work together to create an enhanced education. Establishing the two programs as interrelated "ensur[es] student development of transferable general education competencies" and supports the "mapping model… program curriculum as a complex dynamic system with interdependent components that are intentionally positioned relative to each other to facilitate student achievement of intended learning outcomes."[9] Additionally, by focusing on experiential learning in first- and second-year experiences, VSU will be able to highlight the problem-solving programs, courses, and opportunities already in place throughout the University. Students will come to understand that academic studies are essential components to understanding local and global social, political, and cultural issues and that their academic studies give them the skills to navigate the complexities of these issues as well as the ability to create potential solutions. Students will gain the skills necessary to bring together "theoretical concept[s] with practice through action research."[10]

A consideration for participant involvement in experiential learning is the potential for equity impact. Kuh (2003) notes strong student engagement in experiential learning to create greater connections and understanding of a particular subject (Winsett, Foster, Dearing, & Burch, 2016). The AAC&U (Eyler, 2009) also suggests that experiential learning assists with student transition to college work, community service, and a more engaged citizen. Furthermore, students have the ability to transfer skills acquired in experiential learning into lifelong learning strategies. In traditional academic settings, the power and structure of acquired knowledge reside with the institution. With experiential learning, students are equipped with transformative learning through their experiences (Huber, 2019).

Providing experiential learning opportunities to underserved students validates their experiences and transformation in acquiring skills and lifelong learning strategies. The opportunities and access to experiential learning will further assist with important transferable skills to the college environment and engage students in community service and programs. As an educational institution in the Deep South, Valdosta State University is well positioned to serve our communities with outreach and educational opportunities and to connect to students from underserved communities.

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[9] https://www.aacu.org/publications-research/periodicals/mapping-general-education-outcomes-major-intentionality-and

[10] Harland, Tony. "Vygotsky's Zone of Proximal Development and Problem-based Learning: Linking a theoretical concept with practice through action research". Teaching in Higher Education: Critical Perspectives. Vol. 8, Issue 2, April 2003, 263-272.

As noted in Section *2.4 VSU Students,* VSU has a substantial population of traditionally underserved students. This includes an increasing population of students of color which is presently at 33.7% of VSU's total student population. One program which VSU offers, for example, is the College Assistance Migrant Program (C.A.M.P.), a federally funded program through the U.S. Department of Education to provide educational opportunities to migrant and seasonal farm workers, or their dependents, through the first year of college (VSU website, 2020). As these student populations increase, the experiential learning programs become an important opportunity for students to give back and serve their communities.

In addition to understanding the scholarship behind experiential learning opportunities, the taskforce researched programs and related information including those listed below in designing the VSU QEP. Analysis of each of the following was time-consuming and led to complex discussions. For this reason, we have not added summaries of each source but identify them here for those wanting to further understand the committee's reasoning for the program.

- Loyola University in New Orleans developed a Center for Experiential Learning that unites the university's social justice mission to pursue "the common good" with transformational experiences for students.[11]
- At Ryerson University, students are receiving preparation to become "career ready, community ready, and citizen ready" through its experiential learning program with projects such as developing sustainable water and food growth practices.[12]
- The University of South Carolina's Center for Integrated and Experiential Learning (CIEL) encourages students to develop meaningful and purposeful learning experiences, developed with CIEL faculty and staff, and offers ways to demonstrate what they have learned and the opportunity for "Graduation with Leadership Distinction."[13]
- The University of Georgia now requires every student to engage in an experiential learning activity through Leadership, Creative, Global, Internship, Research, and/or Service opportunities.[14]
- "GC Journeys" is a Georgia College and State University program that offers students the opportunity to participate in five inside- and outside-the-classroom experiences including first-year experience, career planning milestones, a capstone course in the major, intensive leadership, mentored research, internships, community-based learning and service, and study abroad/away.[15]
- Piedmont College's "QEP Is HIP" program focuses on similar high impact practices, including undergraduate research and creative inquiry, global learning, and leadership and community engagement.[16]

[11] https://www.luc.edu/experiential/index.shtml
[12] https://www.ryerson.ca/experiential/
[13] https://www.sc.edu/about/initiatives/center_for_integrative_experiential_learning/index.php
[14] https://el.uga.edu/experiences/areas/
[15] https://www.gcsu.edu/gcjourneys
[16] https://www.piedmont.edu/qep

- The "Engagement" QEP at Kennesaw State University likewise offers high-impact practices such as internships and co-ops, undergraduate research, and service learning, as well as professional development opportunities for faculty and graduate assistants.[17]
- Old Dominion University's Leaders program offers "a pathway connecting students to enriching courses and active learning experiences resulting in a competitive edge in their chosen careers" through bronze, silver, or gold medal course opportunities and ePortfolios.[18]

For VSU's QEP, the committee has also researched ways other schools have engaged online and distance-learning students. Portland State University, for instance, has developed an online capstone experiential offering in order to expand its active community-based learning experiences for its increasing number of online students, yet this capstone raises concerns about meeting the needs of underserved students in these online settings (Arthur & Newton-Calvert, 2015). In its online courses in computer and management information systems in business programs, Southwest Missouri State University has incorporated teamwork and both local and remote client services into online experiential learning opportunities (Schwieger & Surendran, 2015). At Wright State University, a case study of a water quality monitoring project in an environmental chemistry course demonstrated that students increased their civic engagement and awareness through teamwork and service with community partners (McGowin & Teed, 2019). These and additional examples of experiential learning applications supply possibilities for VSU to adopt in this QEP.

Having looked at various definitions and programs, along with resources listed in the reference section of this literature review, the committee has adopted the following as a working definition of experiential learning:

> Student application of theory, skills, techniques, and/or practices in a context that focuses on applications outside the traditional classroom but may also stem from a course assignment or project.

The committee is aware that this is a broad definition and open to interpretation. However, we believe it is a benchmark from which all VSU stakeholders can begin a dialogue. There will need to be expanded descriptions and examples, some of which will come from other areas of this QEP and some that will come from refinements based on VSU stakeholder discussions.

3.2 QEP Goals and Learning Outcomes
The QEP goals are intended to be broad enough to apply to curricular, co-curricular, and extracurricular programming. Student learning outcomes directly align to the QEP goals and serve as the guiding foundation for how we want our students to be different as a result of the experiential learning opportunities we provide to them. The learning outcomes were developed

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[17] https://engagement.kennesaw.edu/index.php
[18] https://www.odu.edu/success/programs/leaders

by studying similar programs at several other institutions. The committee purposefully authored outcomes that would provide evidence of student learning: Outcome 1 provokes metacognition and direct evidence of student learning; Outcomes 2 and 3 request students to provide examples of how they changed.

Category	Research and Creative Inquiry	Global Citizenship	Servant Leadership and Community Engagement
Institutional QEP Goal	VSU will provide students with intentional opportunities to apply problem-based learning to disciplinary and interdisciplinary application of scholarship outside a traditional academic setting.	VSU will provide students with intentional opportunities to participate, interact, and explore individual and cultural differences.	VSU will provide students with intentional opportunities to reflect on their participation and articulate their personal growth and development.

Evaluated by Student Learning Outcome	
1	Students will be able to reflect, either verbally, in writing, or through performance, how they developed knowledge, skills, and values as a direct result of experiences outside a traditional academic setting.
2	Students will be able to describe, either verbally, in writing, or through performance, how they took initiative, made decisions, and were held accountable as a direct result of experiences outside a traditional academic setting.
3	Students will be able to reflect, either verbally, in writing, or through performance, how they grew and developed intellectually, creatively, emotionally, socially, or physically as a direct result of experiences outside a traditional academic setting.

3.3 Development of Skill Domains
Elements of the QEP will encourage participation by first- and second-year students; however, all undergraduate students enrolled in degree programs at Valdosta State are invited and encouraged to participate in experiential learning activities. The plan is scaffolded from a first-year pilot including experiences connected to each goal of undergraduate research, global citizenship, and servant leadership and community engagement. The initial cohort will focus primarily on first- and second-year students but will expand over the five-years to include a wider population of students. The pilot experiences establish the foundations of an experiential

center that will establish an ongoing expectation of these types of learning activities with ongoing support and funding. We anticipate that students who are in fully online degree programs, dual-enrollment, and graduate students may also desire to participate.

Students who complete experiential learning activities can develop their workforce-ready "soft" skills through the articulation of the connection between experiential learning and skill development. According to *U.S. News and World Report*,[19] "Experts say work ethic alone isn't enough, as employers are looking for candidates with a range of interpersonal skills." The article defines soft skills as leadership, teamwork, communication, conflict resolution, problem-solving, flexibility and adaptability, social and emotional intelligence, and time management. The National Association of Colleges and Employers (NACE) promote a similar set of competencies which "broadly prepare college graduates for a successful transition into the workplace."[20] These competencies are an added benefit of participating in an experiential learning opportunity; however, they will not be individually assessed as a part of the QEP.

Although an individual experiential learning activity may not address all competencies, activities can and do provide opportunities for students to refine multiple skills through participation in and reflection on these activities. The model below represents the framework for the delivery and measurement of experiential learning through the QEP.
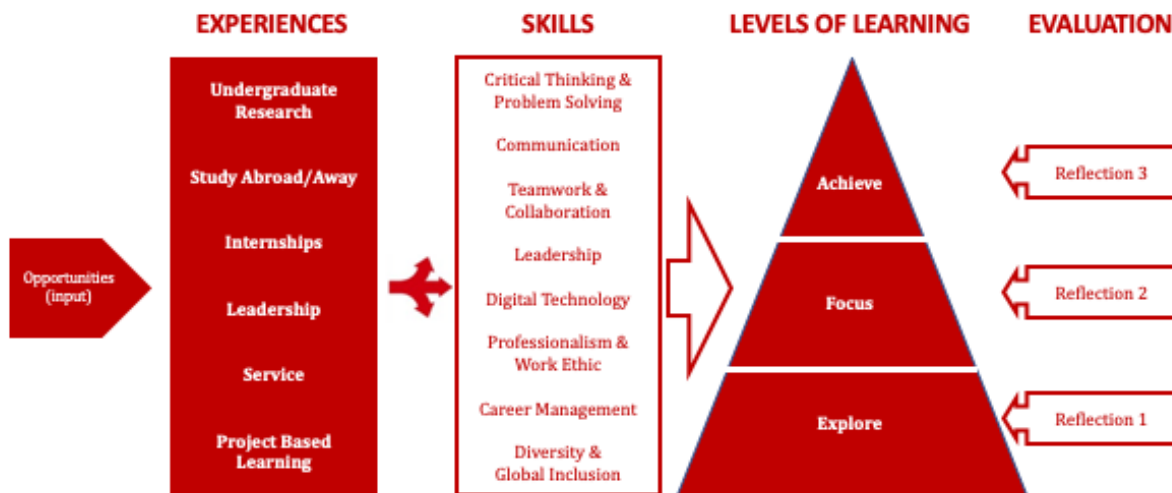
Opportunities exist both inside and outside the classroom for students to participate in experiential learning. An example of these opportunities includes specific research projects, study abroad trips, leadership positions, and more which can be aligned with broader experiences.
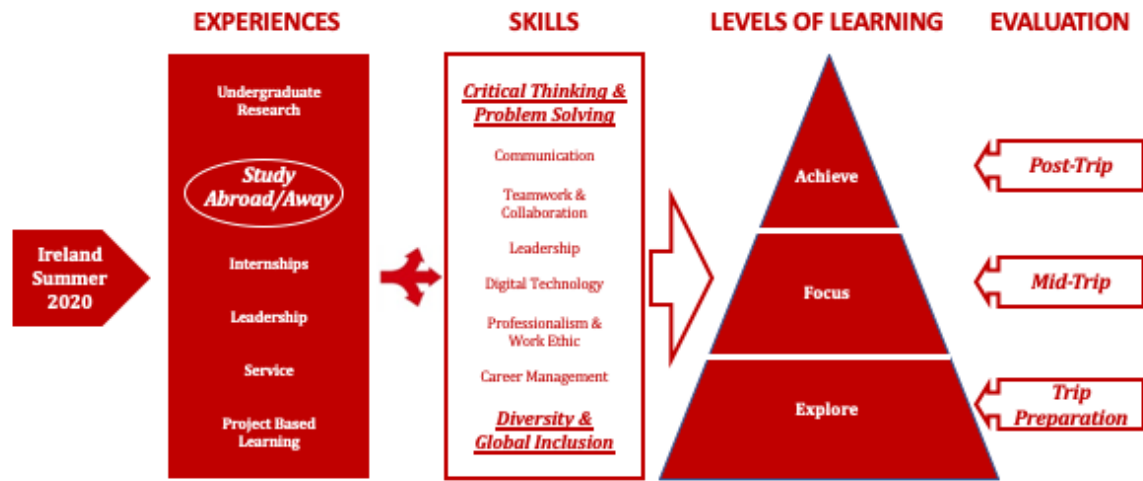
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[19] https://www.usnews.com/education/best-colleges/articles/2019-04-10/how-to-find-college-courses-that-teach-soft-skills

[20] https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/

For example, in the graphic example above, a Study Abroad trip would fit within the Experiential Learning category of Study Abroad/Away. Through the study abroad program, the professor/trip coordinator has the opportunity to identify the anticipated skills students would refine from the experience with the measure of this achievement through reflections. An example of a guided reflection instrument for a global experience such as a study abroad/away is available in Appendix 7.8. This guided reflection provides specific questions a student must answer before starting the experience, at the midpoint, and at the conclusion.

The experiential learning framework also applies to student leadership positions. Expanding upon the Study Abroad example, the below graphic highlights the measured experience of a student leader selected to be a peer Study Abroad Ambassador. Notice the potential prerequisite of such position is to have participated in a study abroad trip. Now the student is selected for an ambassador position, which aligns with the Leadership experience. The program determines that such a position would provide opportunities for the student to further develop Communication, Leadership, and Diversity & Global Inclusion skills.
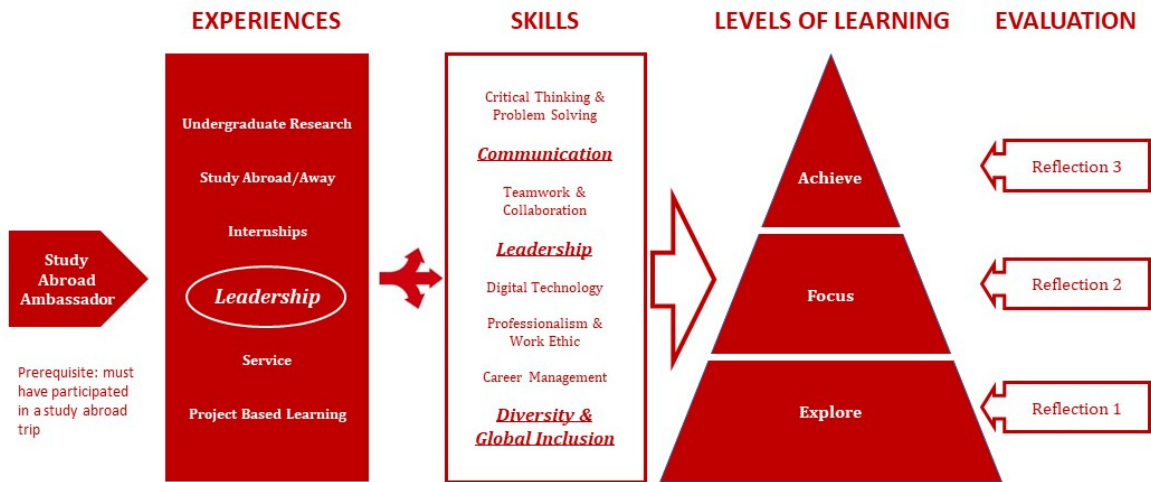
This might also be a more broadly applied model for students who hold any type of similar leadership position at VSU. The graphic below reflects the student experience as a Student Leader and suggests a prerequisite for this would be a student holding an officer position in a student organization or identified as a member of a campus leadership role such as being a resident assistant or an orientation leader.
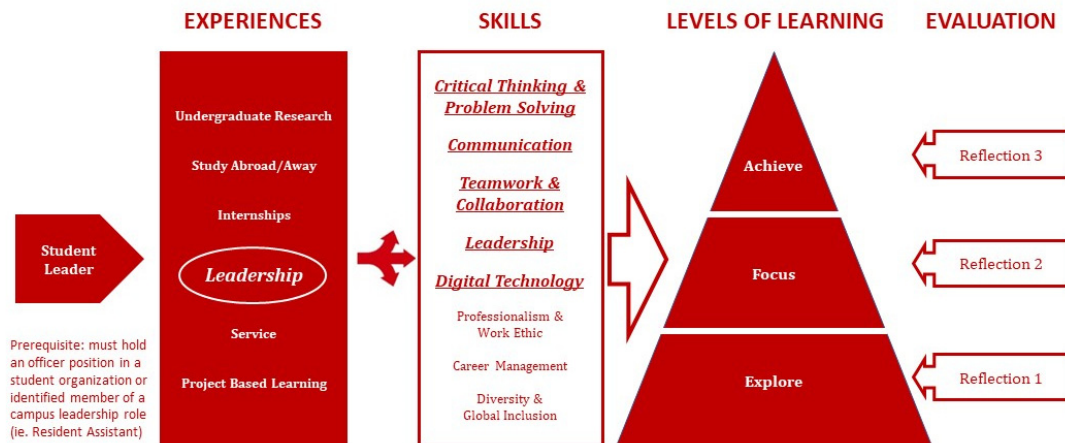
Student co-curricular opportunities both inside and outside the classroom are fairly easy to identify, and the opportunities are vast and diverse across the programs of study and the overall student experience. What is presented in the framework, however, is the overlay of skills which are more deeply developed through levels of learning and measured using a Bloom's Taxonomy application packaged in a way students can see achievement. To understand its full application, we must further explore the skills and Bloom's Taxonomy components.

Proposed Student Competencies

Developed in 2015 and revised in 2021, the National Association of Colleges and Employers (NACE), working with its member institutions and employer partners, identified eight competencies college graduates should possess when exiting college. These competencies are:

1. critical thinking
2. communication
3. teamwork
4. technology

5. leadership
6. professionalism
7. career & self-development
8. equity & inclusion

Similar national competencies and standards have been developed by the Council for the Advancement of Standards in Higher Education (CAS) and the Association of American Colleges and Universities (AAC&U). National research and expertise from each of these organizations has contributed to a vast body of knowledge as well as practical tools an institution might use to develop their own set of standards to measure student's co-curricular learning. Exhibit 3.3 contains a list of the potential competencies that can be introduced and further developed by participating in experiential learning. The QEP does not specifically articulate these individually in the learning outcomes nor will it be assessing student attainment of the NACE competencies. While the NACE competencies are viewed as important benchmarks of learning, they are more suited to the guided reflective activities as noted in Kolb's experiential learning cycle. The competencies serve to inform useful iterative practices for life-long learning and skills development. Through the reflection prompts, students may offer insight that they developed in one or more of these areas.

Exhibit 3.3: Potential Competencies Resulting from Experiential Learning

Overarching Competencies	Definition	Components to Observe
Critical Thinking	Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.	• Creativity • Research • Decision Making • Learning and Reasoning • Overcome Problems
Communication	Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.	• Verbal articulation and expression • Non-verbal communication • Advocate for a point of view • Facilitation • Public speaking • Listening • Writing
Teamwork	Build and maintain collaborative relationships to work effectively toward common goals, while	• Verbal articulation • Non-verbal communication • Advocating for a point of view

Overarching Competencies	Definition	Components to Observe
	appreciating diverse viewpoints and shared responsibilities.	• Facilitation • Public speaking • Listening • Writing
Technology	Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.	• Adapting to new technology • Using technology to create efficiencies • Developing positive digital communities • Listening • Writing
Leadership	Recognize and capitalize on personal and team strengths to achieve organizational goals.	• Motivate and inspire • Achieve common goals • Interdependence • Change leadership • Identify development • Model the way
Professionalism	Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.	• Personal accountability • Organization • Workload management • Integrity and ethical behavior • Professional work image
Career & Self-Development	Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.	• Articulate strengths, knowledge, and experiences • Identify areas for growth • Navigate and explore careers • Pursue opportunities • Self-advocate
Equity & Inclusion	Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge	• Value and learn from diverse cultures and people • Openness and inclusivity • Understanding other's differences and perspectives • Develop equal and equitable environments

Overarching Competencies	Definition	Components to Observe
	the systems, structures, and policies of racism.	

VSU Student Skill Learning Levels and Bloom's Taxonomy

Bloom's Taxonomy is a classification of the different objectives and skills that educators set for their students (learning objectives). In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorizing educational goals: *Taxonomy of Educational Objectives*. Familiarly known as Bloom's Taxonomy,[21] this framework has been applied by generations of K-12 teachers and college instructors in their teaching.

The framework elaborated by Bloom and his collaborators consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as "skills and abilities," with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice. While each category contained subcategories, all lying along a continuum from simple to complex and concrete to abstract, the taxonomy is popularly remembered for its six main categories.

A summary of the six categories is provided below:
- **REMEMBER –** Recall facts and basic concepts. Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
  - *key action verbs: define, duplicate, list memorize, repeat, state*
- **UNDERSTAND –** Explain ideas of concepts. Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
  - *key action verbs: classify, describe, discuss, explain, identify, locate, recognize, report, select, translate*
- **APPLY –** Use information in new situations. Carrying out or using a procedure for executing or implementing.
  - *key action verbs: execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch*
- **ANALYZE –** Draw connections among ideas. Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
  - *key action verbs: differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, questions, test*

[21] http://teaching.uncc.edu/sites/teaching.uncc.edu/files/media/files/file/GoalsAndObjectives/Bloom.pdf

- **EVALUATE –** Justify a stand or decision. Making judgments based on criteria and standards through checking and critiquing.
  - *key action verbs: appraise, argue, defend, judge, select, support, value, critique, weigh*
- **CREATE –** Produce new or original work. Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.
  - *key action verbs: design, assemble, construct, conjecture, develop, formulate, author, investigate*

The six major categories of Bloom's Taxonomy might be difficult for first- and second-year students to value and may not be the most attractive language to entice students to participate in the QEP process. As educators, we value the learning framework and find it necessary to measure student learning but also recognize that we need to package the stages of growth into a visual chart so students can more clearly understand. Therefore, the following Levels of Learning have been established for students, and the chart below further explains the correlation of each.


Bloom's Taxonomy — VSU Student Skill Learning Levels
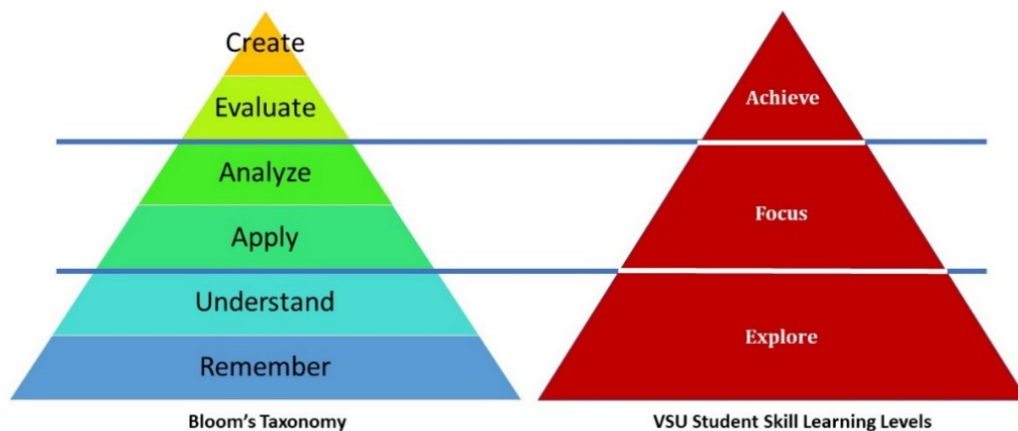
Combining Experiential Learning, Skills, Bloom's Taxonomy, and Reflection
In looking at one final experiential learning example, the below graphic outlines an opportunity to apply this approach to student worker positions on campus. Let us assume that in the future a training program is created and offered to all students employed on campus at VSU. First, it could be established that an on-campus student worker position will provide students the opportunity to develop skills in the area of Critical Thinking & Problem Solving, Communication, Digital Technology, Professionalism & Work Ethic, and Career Management.
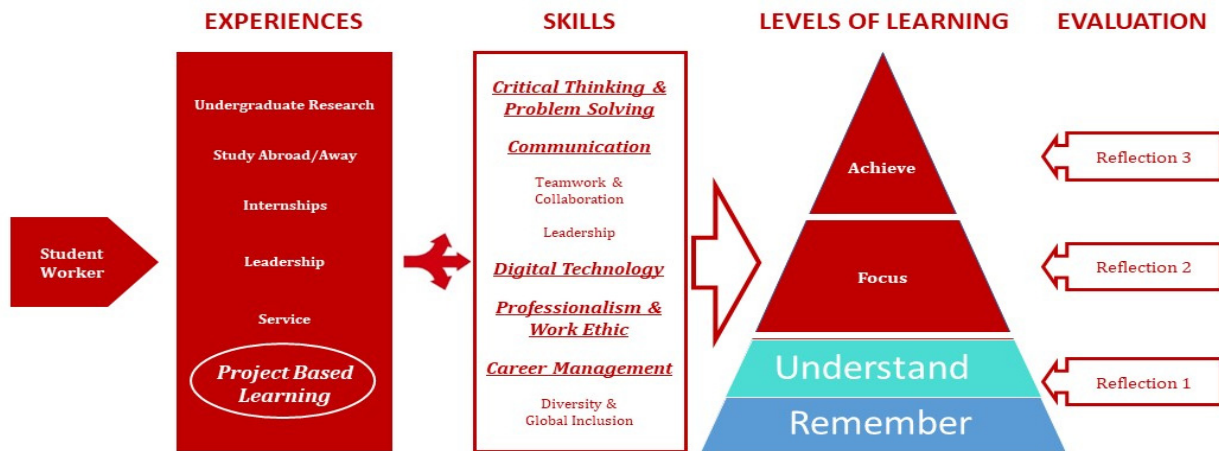
This training program might include online learning modules on customer service, telephone and email communication etiquette in an office setting, time management in the workplace, proper work attire, basic understanding of Microsoft Word and Excel, etc. Before obtaining a student assistant position on campus, it might be expected that all students include a cover letter and résumé with their employment application. The Explore level of learning (Bloom's Remember and Understand) could be measured through a student's completion and assessment of the student assistant training program in the early weeks of employment.

The further Focus level (Bloom's Apply and Analyze) is developed during the length of student's time in the student assistant position. This type of learning takes place under the supervision of the employer but students can be prompted to achieve the Focus level by submitting a reflection of their experience and drawing upon the application of the topics offered in the campus-wide training program.

Lastly, the student may be on a path to earn the final level of learning, Achieve (Bloom's Evaluate and Create). In this instance, a supervisor evaluation of the student employee could be submitted in addition to the student, offering a reflection of their entire employment experience, which includes ideas for how the work experience could be further enhanced and recommended changes to the training program to better prepare future student employees for the type of work in the given role. The student may also be utilized to help train new student employees and can offer this as further application of their knowledge.

3.4 Embedded Activities in For-Credit Courses
Faculty certifying that their academic course has embedded activities and assignments in which the same framework could be applied may submit the activities to be included as a co-curricular experience. In the example below, an art professor may partner with a state authority on an art mural installation in the downtown square. The professor might divide the class into three working groups, each of which are to interview the client about the project, conduct relevant research, and each present a proposed mural. Upon final selection by the

client, the entire class may then work together to implement the project for the community during the semester.
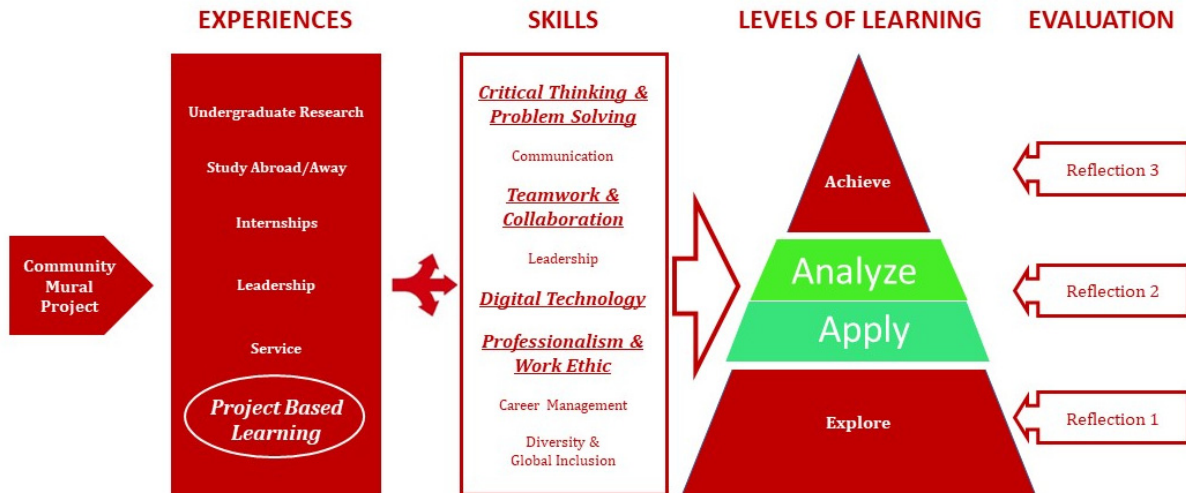
This type of project-based learning activity is common across the course offerings at Valdosta State but may not connect the student learning to the career readiness skills being developed through the work. Through the instructor identifying in advance the skills and levels of learning which should take place through the activity, evaluation of the work in the classroom can coincide with the project. These classes will also be identified in the Banner course directory (student information system) so that students are informed at the time of registration that a course will have an embedded experiential learning component.

3.5 Broad-based Support from Institutional Constituencies
The QEP development process included input from faculty, staff, and students from across the entire university, including Academic Affairs (the six Academic Colleges, Graduate School, Honors College and the University Library), Division of Student Affairs, Division of Student Success, and University Advising as well as the office of Institutional Effectiveness (including assessment and accreditation compliance). The QEP aligns with the institutional mission and reinforces the student-centered focus of the University's strategic plan as "a catalyst for regional comprehensive progress."

The QEP development taskforce (Appendix 7.1) was formed in September 2019, consisting of a diverse group of individuals representing every academic college and administrative division. Additional membership, participation, and input was solicited from the Division of Student Affairs, Information Technology, the VSU Student Government Association, and undergraduate students – including honors students – were invited to participate in the QEP process as well.

As stated in the executive summary, the QEP was developed with a realistic and pragmatic understanding of University System of Georgia (USG) and VSU funding and resources, including faculty, staff, facility, and financial limitations. The QEP Committee also took great care in reviewing the VSU Strategic Plan, which was created with extensive input from the campus community, and included a broad and diverse group of individuals that helped shape, vet, confirm, and approve the plans. The Academic Affairs and Student Affairs strategic plans, developed and adopted in a similar way as the University plan, further outline important action items to advance student learning through co-curricular experiences. The senior leadership at VSU has taken great care to be inclusive, open, transparent, thoughtful, and communicative, which has led to highly effective, actionable results – ultimately creating a true environment of inclusivity, shared governance and co-creation of these strategic plans, actions and outcomes. The QEP committee had a very clear understanding of our direction - Experiential Learning. The committee did evaluate other potential topics, but feedback from stakeholders always returned to experiential learning/high impact practices.

VSU's prior QEP, which spanned 2010 to 2016 and promoted undergraduate research, made a lasting impact on the institution, and, frankly, faculty and staff are ready for another transforming experience for our students. The key indicator of broad-based support for this QEP topic is the fact that it appears directly in VSU's Strategic Plan 2017-2022, as detailed in Section 3.1 and in Appendix 7.6. University leadership have committed institutional resources and, where possible, will solicit external resources to support this QEP.

On July 27, 2020, a HyFlex interactive meeting with all academic deans, associate deans, department heads, and directors (43 people) was held to update stakeholders about the QEP proposal. Stakeholders were provided with 1) a history of how experiential learning has evolved at VSU and of work that past groups, such as the Interdisciplinary Taskforce and HIPs Committee, has done; and, 2) the process by which the QEP Development Taskforce developed support across campus. Stakeholders then provided input about numerous elements of the QEP proposal, several of which have been revised in this document based on their feedback. Stakeholder meetings were conducted including, Deans' Council (January 13, 2021), Faculty Senate (January 21, 2021), Student Government Association (January 25, 2021), Council of Department Heads (January 26, 2021), and President's Cabinet (February 22, 2021). Additional open forums to further incorporate feedback into the proposal and process for QEP were held February 4, 2021, and February 10, 2021.

To further develop interest among students, the QEP committee proposes developing a structure to recognize student achievement levels. Examples of this incentivizing reward structure could be:
- A multi-level certificate program to recognize student progress in learning development of each skill.
- Letters from University Administrators (VP Student Affairs, Provost, President) at various achievement stages which document skills learned while motivating them to continue.

- Assigning achievement points to experiences, which students can build and exchange for prizes.
- A notation of the skills mastered on their academic transcript or an Experiential Learning Certificate, which includes the definition of each skill.
- Incorporating the articulation of skills into the career counseling process to help students connect the learning to their job search process.

4. Institutional Capability

In June 2018, VSU sent a core group of faculty to the AAC&U 2018 Institute on High-Impact Practices and Student Success, hosted in Salt Lake City, Utah – supported by the (then) VSU IDEA Center (Innovative Designs for Enhancing the Academy, now CELT – the Center for Excellence in Learning and Teaching). Faculty attending the conference represented English, Biology, Criminal Justice, Psychology, and the Arts. The purpose of the institute was to help "campuses and state systems advance student success by making quality and equity the foundations for excellence in undergraduate education. Teams work[ed] with Institute faculty to articulate guided learning pathways that serve as catalysts to deepen connections between the assets students bring to college and their educational experiences."[22]

The work produced as a result of the conference included a wide range of materials; a presentation "Experience Centered Learning at VSU"; a comprehensive plan/timeline (aligned with the VSU strategic plan); several budget proposal options, and concepts to integrate Experiential Learning into current and future expanded curricula. Since then, VSU has made structural and philosophical changes to be better prepared to support experiential learning. The IDEA Center has evolved into the CELT, with a full-time faculty director appointed Fall 2018. Additionally, "programmatic gifts (through University Advancement) will allow for the creation of the Mary Virginia Terry Center (MVTC) for Experiential Learning that will provide VSU students the opportunity to make an impact working with leaders in VSU's 41-county service area."[23]

The proposed QEP/Experiential Learning will be connected and coordinated with and through future structure/leadership in the Terry Center for Experiential Learning in coordination with the Center for Excellence in Learning and Teaching (CELT) for faculty training, the Division of Student Affairs for out-of-class opportunities, as well as other units/stakeholder groups on campus. CELT, in particular, will serve to create pre-program workshops as well as post-program debriefing and reflection sessions with participants. This will include sessions to solicit faculty and staff input for refining experiential learning opportunities and developing future experiences. These sessions will teach program directors how to write meaningful reflections using Peter Elbow's Free Write technique.

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[22] https://www.aacu.org/summerinstitutes/hips/2018
[23] https://www.valdosta.edu/administration/advancement/capital-campaign/programmatic-opportunities.php

4.1 Implementation Timeline and Responsibilities

VSU will begin to set up the QEP infrastructure in Spring 2021 with intent to pilot in Fall 2021 and to run from Fall 2021 to Spring 2026, as shown in Exhibit 4.1 (QEP Implementation Timeline). For each task, a person is assigned responsibility. While the majority of the QEP Implementation occurs in Years 1 through 5, there were some planning activities that took place in Year 0 (Fall 2020 and Spring 2021). Some concluding activities may occur in Fall 2026 and Spring 2027. Due to COVID-19 disruptions in Spring 2020 to the present date, there may be budgetary repercussions or other direct effects that may impact the proposed timeline.

Exhibit 4.1: QEP Implementation Timeline

#	Task	Year 0 2020-2021			Year 1 2021-2022			Year 2 2022-2023			Year 3 2023-2024			Year 4 2024-2025			Year 5 2025-2026			Person Responsible
		Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	
1	Nominate/appoint Interim QEP Coordinator		■																	President's Cabinet to decide leadership structure
2	Hold open sessions with campus stakeholders about the QEP; invite faculty and staff to participate in a Fall 2021 pilot		■																	QEP Committee and QEP Coordinator
3	Develop and refine reporting infrastructure (BlazerLink, Qualtrics, Banner)			■																QEP Coordinator, Associate Dir. of Student Life, Dir. of Institutional Effectiveness
4	Hold training session for faculty and staff participating in pilot on experiential learning			■																QEP Coordinator, Associate Dir. of Student Life, Dir. of Institutional Effectiveness, Dir. of CELT
5	Pilot experiential learning activities and data collection				■															QEP Coordinator and Instructors
6	Advertise position for Director, Center for Experiential Learning					■														President's Cabinet to decide leadership structure
7	Invite faculty and staff participants in Spring for upcoming year					■			■			■			■			■		QEP Coordinator

#	Task	Year 0 2020-2021			Year 1 2021-2022			Year 2 2022-2023			Year 3 2023-2024			Year 4 2024-2025			Year 5 2025-2026			Person Responsible
		Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	
8	Hold training sessions for faculty and staff who will be new to designing and leading experiential learning activities				■		■			■			■			■			■	QEP Coordinator, Associate Dir. of Student Life, Dir. of Institutional Effectiveness, Dir. of CELT
9	Conduct workshop to reinforce concepts and processes, to debrief, and to reflect on summer experiences.						■			■			■			■			■	QEP Coordinator, Dir. of Institutional Effectiveness, Dir. of CELT, Facutly Ambassadors
10	Consolidate feedback from participants and prepare progress report; share achievements with VSU Leadership Team; implement suggestions/ refinements						■			■			■			■			■	QEP Coordinator
11	Deploy QEP Participant Survey				■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	QEP Coordinator and Instructors
12	Spotlight Experiential Learning projects for website feature (each semester)				■		■	■		■	■		■	■		■	■		■	QEP Coordinator, Communications and Marketing Specialist
13	Design, launch, and update QEP website				■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	QEP Coordinator
14	Prepare QEP Impact Report for Fifth-Year Interim Report - Due March 2027																	■		QEP Coordinator

4.2 Organizational Structure, Staffing, and Support

VSU has sufficient staffing to ensure the success of the proposed QEP. A new position, the Director for the Terry Center for Experiential Learning is recommended, and this individual will serve as the QEP Coordinator, responsible for implementation and coordination of VSU's QEP. The QEP will also be supported by expertise from multiple offices, as shown in Exhibit 4.2. Exhibit 4.2 provides a description of each supporting office's expertise and the service(s) that it will contribute to the QEP.

Exhibit 4.2: Staffing and Support for the QEP by Department/Position

DEPARTMENT/ POSITION	DESCRIPTION OF SUPPORT TO THE QEP	REPORTS TO
Director, Center for Experiential Learning (12-month)	- Serves as the QEP Coordinator. - Hires a graduate assistant to develop the QEP website. - Centralizes the promotion, tracking, and measurement of student participation in experiential learning. - Formalizes a student-centered design drawing from both Academic Affairs and Student Affairs activities with incentive for students completing one or more opportunities during their college experience. - Evaluates requests from faculty for course-embedded experiential learning activities. - Prepares an annual progress report (~2 pages) using data and reflections collected from organized post-program reviews. - Writes the QEP Impact Report for the *Fifth-Year Interim Report.* - A more detailed position description is located in Appendix 7.7.	President's Cabinet will decide Leadership Structure
Experiential Learning Advisory Committee[24]	- Faculty and staff members (about 5), either assigned or volunteered, to guide and evaluate student work products for the QEP. - Reviews experiential learning endorsement applications (see Appendix 7.5 for Applicaiotn and Appendix 7.11 for Evaluation Sheet). - Participate in the review, rating, and recommendation of mid-way changes to the QEP. - Provide professional development for faculty and staff coordinators about experiential learning within the context of VSU's QEP.	QEP Coordinator

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[24] This committee may be a subcommittee of an existing group such as the CELT Advisory Board, General Education Council, the Faculty Senate, or Undergraduate Research Council.

DEPARTMENT/ POSITION	DESCRIPTION OF SUPPORT TO THE QEP	REPORTS TO
Institutional Effectiveness	- Advises on assessment for the QEP and is SACSCOC Accreditation Liaison. - Creates the QEP Participant Survey in Qualtrics. - May participate on or advise the Experiential Learning Advisory Committee. - Creates the submission mechanism for the "Application for Courses or Programming with Experiential Learning" (Appendix 7.5). - Co-deliver trainings and evaluation sessions for the faculty and staff who directed the experiential learning experiences.	Provost and VPAA
Institutional Research	Provides data and assessment assistance (obtains institutional data needed for the QEP project, data analysis, etc.) to the QEP Coordinator.	Vice President for Student Success
Registrar	Ensures that courses with embedded experiential learning are coded appropriately in the student information system, Banner.	Vice President for Student Success
Faculty Ambassadors	- Advocate for experiential learning. - Train and assist faculty in designing meaningful and appropriate experiential learning activities. - Lead two sessions of an Experiential Learning FLC, collaboratively facilitated by all of the Ambassadors - Participate in the evaluation of student written reflections at the end of the activity. - Evaluate and rank Experiential Learning Seed Grant applications. - Liaise with the QEP Coordinator and Experiential Learning Advisory Committee.	QEP Coordinator
Faculty and Staff Coordinators of Experiential Learning Projects	- Provide day-to-day management and assessment of the projects. - Provide requested data and reflections to the QEP Coordinator. - Attends meetings with the QEP Coordinator, as needed.	QEP Coordinator
Student Life	- Associate Director for Student Life sets up Modern Campus/BlazerLink to capture reflections for experiential learning activities. - Train faculty and staff coordinators on using Modern Campus/BlazerLink. - Export reports routinely for the QEP Coordinator (or provide access for the QEP Coordinator to export reports/data).	Director of Student Life

DEPARTMENT/ POSITION	DESCRIPTION OF SUPPORT TO THE QEP	REPORTS TO
Graduate Assistant	• Assists the QEP Coordinator 14 hours per week during fall, spring, and summer semesters. • Assists with focus groups or other forms of assessment, such as monitoring data collected by the QEP Participant Survey. • Designs and maintains a QEP website that will feature experiential learning projects. • Assists with preparation of any status reports and the QEP Impact Report.	QEP Coordinator
Budget & Payroll Services and Financial Services	• Ensure that appropriate, separate budget departments are established for the QEP and assigns a budget manager. • Answer questions regarding appropriate spending of funds for the QEP to ensure that any equipment and supply purchases are done according to state and institutional purchasing guidelines.	Vice President for Finance and Administration
Information Technology	• Provide technical support and training for websites and BlazeView (VSU's course management software).	President

4.3 Financial Resources and Budget

VSU has committed the financial resources required to complete the scope and work of the proposed QEP to ensure the success of the QEP. The total budget for the QEP is $1,242,377 over a pre-planning period and the five years of the QEP. Exhibit 4.3 provides a breakdown of the QEP budget, followed by a detailed budget narrative.

Exhibit 4.3: QEP Budget

ITEM	Year 0 2020-2021	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026	Totals
Personnel							
Director, Center for Experiential Learning (12-month *salary*)	$0	$0	$84,846	$84,846	$84,846	$84,846	$339,384
Director, Center for Experiential Learning (12-month *benefits*)	$0	$0	$37,627	$37,627	$37,627	$37,627	$150,509
Summer Supplemental Pay for QEP Coordinator (10% salary x 2 courses)	$11,300	$11,900					$23,200
Course Reassignment for QEP Coordinator	$0	$9,200	$0	$0	$0	$0	$9,200

Trailblazing: Shaping the Undergraduate Experience through Experiential Learning
A Quality Enhancement Plan for the Next Decade

ITEM	Year 0 2020-2021	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026	Totals
Graduate Assistant to support QEP (3 semester's *salary*)	$0	$0	$8,000	$8,000	$8,000	$8,000	$32,000
Graduate Assistant to support QEP (3 semester's *tuition*)	$0	$0	$6,096	$6,096	$6,096	$6,096	$24,384
Administrative assistant for Center (Salary + Benefits)	$0	$0	$0	$55,512	$55,512	$55,512	$166,536
Faculty Ambassadors (5)	$0	$11,500	$11,500	$11,500	$11,500	$11,500	$57,500
Administrative support*	$0	$27,512	$27,512	$27,512	$27,512	$27,512	$137,559
Operating							
Experiential Learning Conference	$0	$2,000	$2,000	$2,000	$2,000	$2,000	$10,000
SACSCOC Summer Institute	$0	$0	$2,000	$0	$0	$2,000	$4,000
Supplies/Equipment	$0	$1,850	$1,850	$1,850	$1,850	$1,850	$9,250
QEP Promotion & Social Media (Buffer Pro)	$0	$680	$680	$680	$680	$680	$3,400
Assessment Support	$0	$300	$300	$300	$300	$300	$1,800
NSSE Administration*	$6,850	$0	$0	$6,850	$0	$0	$13,700
Modern Campus (BlazerLink)	$0	$7,500	$7,500	$7,500	$7,500	$7,500	$37,500
Experiential Learning Seed Grants	$0	$20,000	$40,000	$40,000	$40,000	$40,000	$180,000
Need-based, Student Financial Support	$0	$10,000	$10,000	$15,000	$15,000	$15,000	$65,000
TOTAL QEP COSTS	**$18,150**	**$104,442**	**$241,911**	**$307,273**	**$300,423**	**$302,423**	**$1,274,622**
* Denotes an in-kind contribution.							

4.3.1 Detailed Budget Narrative

Personnel: A total of $950,272 is budgeted for personnel (center director salary and benefits and staff salaries and benefits) over the five-year period. Personnel consists of summer supplemental pay and course reassignments for the QEP Coordinator during the pilot year (Year 1). Pending approval by SACSCOC, the President's Cabinet will review the QEP proposal and evaluate the appropriate area(s) within existing University structure to launch the QEP with appropriate staffing. Fifty percent reallocation of time of an existing employee is recommended for the pilot year. If this is a faculty position, a budget line has been included for course reassignment. After the first year, leveraging external funding, a full-time (12-month) director

for the Center for Experiential Learning would be hired at approximately $122,473 salary and benefits.

A total of $56,384 is budgeted over the four-year period for a graduate assistant's salary and tuition. A portion of the graduate assistant's time will be to develop and maintain the QEP website, Blazerlink database, and the student incentive programs for participation. The website will highlight and track key milestones of the QEP as well as serve as an information source for updates on activities related to the QEP.

After the Center for Experiential Learning is operational and has sufficiently demonstrated progress, an administrative assistant can be hired in Year 3 (approximately $55,512 salary and benefits per year).

To support the QEP coordinator, five Faculty Ambassadors will be identified totaling $57,500 ($11,500 for 5 Faculty Ambassadors total in Years 1-5). These five ambassadors will represent not only their own department and college but also work with faculty outside their college. All permanent, full-time faculty members (tenure-track, tenured, lecturers) without previously established administrative release time are eligible to apply. Remuneration for Faculty Ambassadors is awarded and approved by the Provost in conjunction with the Dean of the College, depending on resource and teaching needs of the college and institution. A Call for 2021-22 Faculty Ambassadors was issued in June 2021 (see Appendix 7.9 for call and application and Appendix 7.10 for the rating form for applications).

Administrative support personnel will represent $137,559 of in-kind contribution from the following departments: Academic Affairs, Institutional Effectiveness, Honors College, Institutional Research, Registrar, Information Technology, Student Life, Budget & Payroll Services, and Financial Services. A description of support provided by each of these departments is available in Exhibit 4.2. Calculations of personnel support are based on a percentage of time allocated to QEP tasks.

Operating: A total of $26,650 is budgeted for operating expenses such as supplies, materials, and travel for the QEP Coordinator over the five-year period. The QEP Coordinator will have a budget for office supplies and materials ($9,250) for administering the QEP as well as travel to conferences related to experiential learning ($10,000) and SACSCOC Summer Institute ($4,000). An example of such a conference would be the National Society for Experiential Education annual conference, which is eligible for members. Valdosta State will purchase an annual Institutional Membership ($450) for the QEP Coordinator and other institutional members focused on Experiential Learning to attend the conference. Operating may also include a consultant for assessment support or stipend for assessment training on experiential learning ($1,500) and QEP promotion ($3,400).

VSU has traditionally administered the NSSE every three years and anticipates using that data for QEP assessment; the cost to administer the NSSE two times during the QEP is $13,700 and is customarily funded by the University System of Georgia. VSU also currently pays an annual maintenance fee for the Modern Campus platform. Currently, the Division of Student Affairs funds the entire annual fee of $15,000, but now we forecast that 50% of this platform will be utilized to track experiential learning activities and therefore half the annual fee, $7,500, will be attributed to QEP expenses.

A total of $180,000 is budgeted over five years to support faculty and staff-guided Experiential Learning Seed Grants. A call will be distributed to campus whereby a sponsor can request funding for project, up to $4,000 total per annual award. Sponsors may request a budget to cover a course reassignment (or overload compensation), development support for implementing activities, off-set project costs, and or need-based student financial support (as described in the next paragraph).

Also leveraging external funding from the Mary Virginia Terry Center gift, $65,000 ($10,000-$15,000 per year for five years) will be requested as need-based, student financial support to help ensure access for all students to participate in experiential learning activities. An example award could be need-based aid for study-away travel, purchase of project supplies, etc.

5. Project Evaluation and Assessment

The assessment of the QEP will include multiple measures and performance data from a variety of sources including both direct and indirect measures of success. Exhibit 5.1 provides a matrix of how and when proposed assessments will be conducted.

Exhibit 5.1: Assessment Matrix

Type	Instrument	Comments	Scorer	QEP Learning Outcome	When Utilized, Administered, or Collected
Direct	Written student work responses describing what they learned, their values, and attitudes as it relates to the QEP's learning outcomes.	Appendix 7.2 contains the specific guided reflection instrument of questions/ prompts for students to address; Appendix 7.3 contains the proposed rubric to evaluate those reflections	Experiential Learning Advisory Committee Reading Group	1,2,3	At the end of each activity.
Direct	The number of experiential activities	Measure to show growth in offerings	Director of Terry		Each semester and evaluated annually

Type	Instrument	Comments	Scorer	QEP Learning Outcome	When Utilized, Administered, or Collected
	offered, the number and variety of skills and levels of learning, and the number of students participating in and out of the classroom in a given semester and given year.	and student participation	Center/QEP Coordinator		
Indirect	QEP Participant Survey	Appendix 7.4 contains the proposed instrument implemented and distributed by the faculty who are directly supervising the experiential learning activity	Collected using Qualtrics and evaluated by the Director of Institutional Effectiveness and QEP Coordinator		Administered the first time prior to the commencement of the activity or during the first week of the course; administered the second time at the conclusion of the activity or the course
Indirect	National Survey of Student Engagement (NSSE)	Because the NSSE is a very large instrument, several questions will be selected to evaluate student growth/ development. Those questions include: • About how many of your courses at this institution have included a community-based project (service-learning)? • Which of the following have	Director of Institutional Effectiveness and QEP Coordinator will extract out comparison data for the specified questions	1,2,3	Administered online at VSU in Spring 2021, Spring 2024, and Spring 2027 to freshman and seniors

Type	Instrument	Comments	Scorer	QEP Learning Outcome	When Utilized, Administered, or Collected
		you done or do you plan to do before you graduate? ○ Participate in a learning community or some other formal program where groups of students take two or more classes together. ○ Work with a faculty member on a research project. ○ Participate in an internship, co-op, field experience, student teaching, or clinical placement. ○ Participate in a study abroad program. ○ Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).			

Type	Instrument	Comments	Scorer	QEP Learning Outcome	When Utilized, Administered, or Collected
		○ Hold a formal leadership role in a student organization or group.			
Indirect	Retention rates	Number of and academic characteristics of students participating	Course instructor or activity coordinator provides ID number of participants to QEP director so demographics and academic attributes can be retrieved from student information system and analyzed	1,2,3	Measured each year of the cohort of students participating in prior year experiential learning.
Indirect	Graduation rates	Number of and academic characteristics of students participating	Course instructor or activity coordinator provides ID number of participants to QEP director so demographics and academic attributes can be retrieved from student information system and analyzed	1,2,3	At the conclusion of the QEP
Indirect	Follow-up interviews or focus groups with students	If utilized, the questions will be mirror the student	Experiential Learning Advisory Committee	1,2,3	Several weeks or months after the course, program,

Type	Instrument	Comments	Scorer	QEP Learning Outcome	When Utilized, Administered, or Collected
	who participated in an experiential activity	reflection prompts in Appendix 7.2	and/or QEP Graduate Assistant		or activity concludes
Indirect	Follow-up focus groups with faculty and staff who sponsored an experiential activity	If utilized, the questions will be mirror the student reflection prompts in Appendix 7.2	Experiential Learning Advisory Committee	1,2,3	Workshop to reinforce concepts and processes, to debrief, and to reflect will be conducted in the summer or early fall

5.1 Direct Assessment and Thresholds for Success
Direct Assessment is outlined in two separate measurements each to have their own staged thresholds for success as the QEP progresses each year. One direct assessment (learning outcomes) is embedded in the written reflection students must complete at the end of each Experiential Learning activity. Appendix 7.2 shows examples of prompts relative to each Student Learning Outcome. Students should satisfy one or more Student Learning Outcomes through participation in each experience.This direct reflection is required at three stages of the experience and is evaluated against the learning rubric in Appendix 7.3. The overall target for student learning will be at least 70% of participants will achieve "High Impact Level 3" or higher on the rubric. This will be determined by the normed Experiential Learning Project Evaluators. Students should also articulate growth as a result of the experience in each of the two subsequent Level 2: Focus and Level 3: Achieve reflections.

The second direct assessment is in the measurement of the number of student participants and the number of experiential learning opportunities offered. Below will be the thresholds for success with each:
- For QEP Years 1-5,
  - Year 1 Fall goal is 75.[25] Year 1 Spring goal is 75. Year total: 150
  - Year 2 Fall goal is 100. Year 2 Spring goal is 75. Year total: 175
  - Year 3 Fall goal is 115. Year 3 Spring goal is 85. Year total: 200
  - Year 4 Fall goal is 135. Year 4 Spring goal is 95. Year total: 230
  - Year 5 Fall goal is 150. Year 5 Spring goal is 125. Year total: 275

  The five-year goal for this metric is that a cumulative total of 1,000 students will participate.

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[25] For Fall 2020, the VSU freshman enrollment was 3,264 and sophomore enrollment was 1,769= 5,033 x 1.5 = 75.

- For QEP Years 1-5, a goal for the number of experiential learning opportunities focusing on the student population will be:
  - Year 1 Fall goal is 10. Year 1 Spring goal is 10.
  - Year 2 Fall goal is 20. Year 2 Spring goal is 20.
  - Year 3 Fall goal is 30. Year 3 Spring goal is 30.
  - Year 4 Fall goal is 40. Year 4 Spring goal is 40.
  - Year 5 Fall goal is 50. Year 5 Spring goal is 50.

  The learning opportunities must identify a satisfying at least one of the QEP's principal categories (Research and Creative Inquiry, Global Citizenship, or Servant Leadership and Community Engagement).

Experiential learning will be purposefully built into a minimum of 50 course sections (or ~5%) over the next five years. We will seek to make at least 50% of these offerings to be focused on first and second-year students. In Fall 2019, 1,069 for-credit sections of 1000- and 2000-level courses were offered, consisting of 28,090 registered seats. The QEP is targeting these courses for at least 50% of the Experiential Learning activities because many upper division courses already contain existing experiential learning suited to a particular major.

Schedule for course activities:
- For QEP Year 1 (AY2021-22), 10 sections will be pre-identifed and offered.
- For QEP Year 2 (AY2022-23), 10 more sections (20 sections total) will be pre-identifed and offered.
- For QEP Year 3 (AY2023-24), 10 more sections (30 sections total) will be pre-identifed and offered.
- For QEP Year 4 (AY2024-25), 10 more sections (40 sections total) will be pre-identifed and offered.
- For QEP Year 5 (AY2025-26), 10 more sections (50 sections total) will be pre-identifed and offered.

The following table contains baseline data, based on known existing institutional activities available to all undergraduate students. From an estimate of countable activities, 18 experiential learning opportunities were tracked, and 1,721 students participated in the most recent annual cycle (Exhibit 5.2). The majority, however, were experiential learning opportunities that third and fourth year students more commonly participate in.

Exhibit 5.2: VSU Baseline Data Used to Inform Targets for Success

Activity	Term/Year and Number of Participants
Undergraduate Research Symposium	April 2019: 313
Blazer Summer Research Institute	Summer 2019: 11 Summer 2020: 15 Summer 2021: 11
Honors Option Contract	Fall 2019: 25 Spring 2020: 17

Activity	Term/Year and Number of Participants
Honors Experiential Learning and Service Contract	Fall 2019: 129 Spring 2020: 80
Travel abroad with VSU or USG (Study Abroad)	Summer 2019: 161 2019-20: 17 (long term exchange)
VSU mentor on non-class based EL project	not currently collected centrally
VSU mentor on class based EL project	not currently collected centrally
VSU-sponsored experiences or programs	not currently collected centrally
Travel within the US (Study Away)	not currently collected centrally
Academic Internship (undergraduate course sections)	Summer 2019: 136 students in 35 sections Fall 2019: 228 students in 46 sections Spring 2020: 343 students in 64 sections
Cooperative Education Internship	Summer 2019: 10 students in 1 section Fall 2019: 9 students in 1 section Spring 2020: 12 students in 2 sections
LEADership Certificate Completers	Summer 2019 Tier I Graduates: 1 Tier II Graduates: 3 Total Applications: 0 Fall 2019 Tier I Graduates: 1 Tier II Graduates: 4 Total Applications: 99 Spring 2020 Tier I Graduates: 8 Tier II Graduates: 8 Total Applications: 24
Blazer Ready Completers	2018-19: 81 participants, 10 completers 2019-20: 22 participants, 4 completers
Leadership experiences	Number of active student organizations with president positions: 190 (Spring 2020)
Community service volunteer hours	FY2019: 1,705 FY2020: 1,960
VSU mentor on non-class based EL project	not currently collected centrally
VSU mentor on class based EL project	not currently collected centrally

Indirect measurement will be through a QEP participant survey. This assessment will be administered annually to a sample of participants with the goal of measuring student satisfaction in the QEP and the extent to which the goals of the QEP were delivered.

Our research also indicates that Experiential Learning has an impact on student success. Indirect measurements of the QEP have been identified to help determine whether the QEP has an impact on the retention, progression, and graduation of VSU students. These indirect assessments include administration of NSSE in years 1 and 3; comparing the retention rates and eventually graduation rates of student participants to their similarly classified non-participants;

conducting student, faculty, and staff participant interviews and focus groups to collect qualitative data; and comparing the final course grades of student participants in courses with embedded experiential learning to same course subjects without experiential learning.

5.2 Infrastructure for Data Collection, Reporting, and Assessment
A thorough assessment plan will be supported by the QEP Coordinator, Director of Institutional Effectiveness, QEP support personnel, and participating faculty and staff.

The QEP design committee explored several platforms currently in place that could be modified to collect experiential learning activities and reflections. The collection of artifacts and reflections serve an important role in the experiential learning process and for program assessment. While there are few standards in ePortfolio platforms, the process of documenting reflections and artifacts serve to reinforce the iterative cycle for ongoing learning and skill development. The plan does not establish one platform but provides guidance for how these non-traditional and co-curricular experiences are valued in the learning environment. The integration of an ePortfolio or digital commons is essential to establish a repository of evidence and successful learning outcomes. Four potential options are BlazerBriefcase, Modern Campus/BlazerLink, the eportfolio module in BlazeView (D2L), or the free version of Portfolium. After speaking with Presence's CEO (Presence was purchased by Modern Campus in Summer 2021) and a development specialist on March 24, 2020, the committee was able to see that we could operationalize some available modules in the Modern Campus platform. At VSU, Modern Campus is branded as BlazerLink.

The following exhibits are sample/draft screenshots from BlazerLink which demonstrate how the platform could be set up for faculty, staff, and students to track experiential learning activities, the skills associated with each, and to capture reflections that match each level of learning These samples were created quickly, and the language on each screen will be altered to mirror the approved QEP proposal. VSU would create a unit that allows students to identify experiences – the example below named Trailblazers. The intention of this platform is to create a consolidated database that can be used to export reports of experiential learning activities along with student reflections for evaluation.

Valdosta State University

Organizations   Events   Forms   Opportunities ▾   Resources ▾   👤 ▾

Trailblazers

🔍 Search Trailblazers   EARN ▾
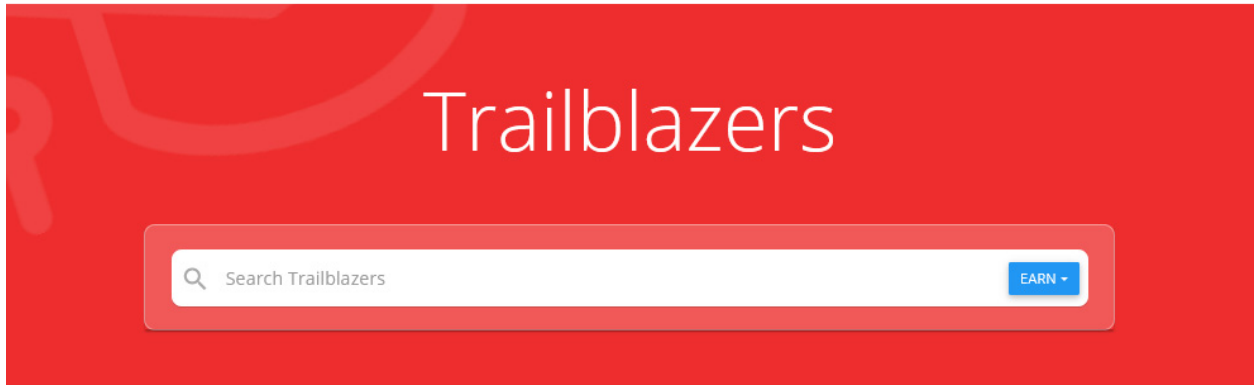
Details

Description

The Trailblazers Program will transform your way of thinking and experiencing college. By participating in six inside and outside the classroom transformative experiences during your time at Valdosta, you will step outside of your usual surroundings, gain authentic experiences, solve problems, become a leader, participate in real-world settings and put ideas into action.

Overview

Transformative experiences are educational experiences that, when done well, have been shown to have significant impact on learning, grades, graduation, and more. In short, these are the types of educational experiences that transform you.

Transformative experiences create Valdosta graduates that are

- Critical and creative problem solvers
- Ethical, reflective and engaged citizens
- Skilled communicators
- Service-oriented leaders and professionals who are dedicated to excellence

Note: The platform text and tiles presented in this graphic are samples of competencies and experiential learning activities. The actual text will mirror the approved QEP proposal.

What will I learn?

Through a competency-infused curriculum and co-curriculum, you will gain the competencies & skills that employers seek in new college graduates:

- Diversity & Global Inclusion
- Career Management
- Professionalism/Work Ethic

- Critical Thinking/Problem Solving
- Communication
- Teamwork/Collaboration
- Digital Technology
- Leadership

Undergraduate Research
Study Abroad/Study Away
Internships
Leadership

Service Learning
Project Based Learning
Trailblazers Certificate

Note: The platform text and tiles presented in this graphic are samples of competencies and experiential learning activities. The actual text and tiles will mirror the approved QEP proposal.

Study Abroad/Study Away
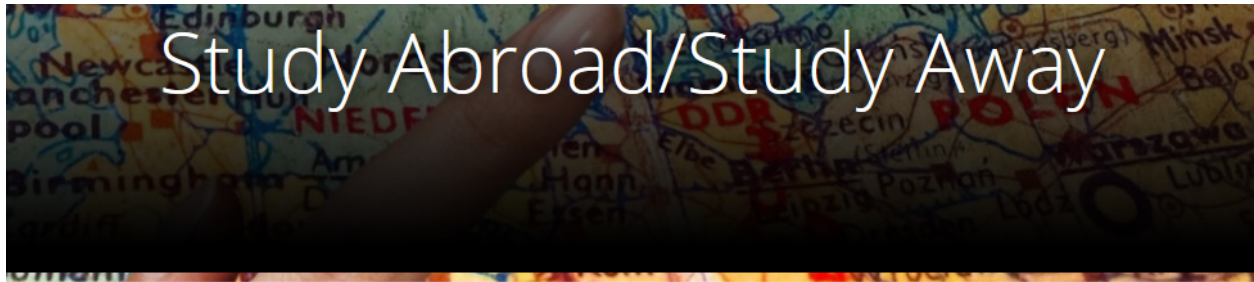
Details

Description

The Center for International Programs facilitates and coordinates international academic study, research, and internship opportunities for all Valdosta students, as well as partnerships and exchanges with institutions abroad. Students may study abroad on short-term programs - often with faculty in their majors - or through semester or even academic year-long programs at major universities throughout the world.

Earn Study Abroad/Study Away 4 Ways

Complete the following requirements to earn the Study Abroad/Study Away experience

| Earn an Global Learning opportunity of Study Exchange | VIEW EXPERIENCE |

Submit a Reflection Form for 'Earn an Study Abroad/Study Away opportunity of Study Exchange'

or

| Earn an Global Learning opportunity of Summer Abroad | VIEW EXPERIENCE |

Earn Opportunities

Earn opportunities by earning this experience

1

Experience

4

Skills

Note: The platform text and tiles presented in this graphic are samples of competencies and experiential learning activities. The actual text will mirror the approved QEP proposal.

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7. Appendices

7.1 QEP Development Taskforce

- Michael Schmidt (chair), College of the Arts
- Michael Black, Institutional Effectiveness
- Lavonna Lovern, College of Humanities and Social Sciences
- Vince Miller, Division of Student Affairs
- Mike Savoie, Honors College
- Carla Jordan, Career Opportunities
- Barbie Radcliffe, College of Education and Human Services
- Victoria Russell, College of Humanities and Social Sciences
- James Martinez, College of Education and Human Services
- Jocelyn Wood, student representative
- Jan Drake, College of Science and Mathematics
- Rob Freidhoff, Division of Student Success
- Shá Wilfred, College of Humanities and Social Sciences
- Carla Gervin, Business Career Strategies Center
- Zulal Denaux, College of Business
- Lois Bellflowers, College of Nursing and Health Sciences
- Russ Hoff, College of Nursing and Health Sciences
- Lee Grimes, College of Education and Human Services
- Emily Rogers, Odum Library
- Sheila Hall, Information Technology
- Jamie Landau, Center for Excellence in Learning and Teaching (CELT)

7.2 Reflection Prompts

Reflection requires one to think critically about and analyze the emotional responses to the experiential activity in the context of the course/program content and the learning objectives for that particular experience.

Examples of Reflection Assignments for Student Learning Outcomes

Student Learning Outcome	Reflection Assignment	Prompts for Students to Describe and Expand Upon
SLO 1. Students will be able to reflect, either verbally, in writing, or through performance, how they developed knowledge, skills, and values as a direct result of experiences outside a traditional academic setting.	Give a brief overview of your activity, stating whether it was delivered orally, in writing, or through performance. Did you develop new understandings of your topic as a result of this activity? What about your values and perspectives? Did this activity challenge your worldview? If so, how?	• I can learn about my topic outside of the classroom setting. • I can reflect on my experience(s). • I can articulate my experience(s) to others. • I can describe how this activity helped me develop new knowledge, skills, or understandings. • I can discuss my values, perspectives, and/or worldview as it relates to this activity. • I can examine whether my values, perspectives, and/or worldview has changed as a result of this activity.
SLO 2. Students will be able to describe, either verbally, in writing, or through performance, how they took initiative, made decisions, and were held accountable as a direct result of experiences outside a traditional academic setting.	Give a brief overview of your activity, stating whether it was delivered orally, in writing, or through performance. Did you take the initiative for this activity? If so, how? What decision(s) did you make with respect to the activity? How were you held accountable for completing the activity?	• I can learn about my topic outside of the classroom setting. • I can reflect on my experience(s). • I can articulate my experience(s) to others. • I can take the initiative for learning outside of a traditional academic setting. • I can make decisions regarding my learning outside of a traditional academic setting. • I can be held accountable for learning outside of a traditional academic setting.

Student Learning Outcome	Reflection Assignment	Prompts for Students to Describe and Expand Upon
SLO 3. Students will be able to reflect, either verbally, in writing, or through performance, how they grew and developed intellectually, creatively, emotionally, socially, or physically as a direct result of experiences outside a traditional academic setting.	Give a brief overview of your activity, stating whether it was delivered orally, in writing, or through performance. Did you experience growth intellectually, creatively, emotionally, socially, or physically as a result of this activity? Please explain how this activity helped you to experience this growth? Were there any unexpected challenges or problems? If so, how did you overcome them?	- I can learn about my topic outside of the classroom setting. - I can reflect on my experience(s). - I can articulate my experience(s) to others. - I can grow intellectually, creatively, emotionally, socially, or physically outside of a traditional classroom setting. - I can overcome challenges or problems outside of a traditional academic setting.

Examples of Reflection Prompts for Skills Developed

Mark the skills that you enhanced through this experience:

☐Problem-Based Learning

☐Explore Cultural Differences

☐Explore Individual Differences

☐Reflect and articulate personal growth and development

☐Take initiative and make decisions while being held accountable

☐Reflect and articulate development of knowledge

☐Reflect and articulate development of skills

☐Reflect and articulate development of values

(A dynamic form will provide the appropriate reflection box for each skill selected and additional prompts for the student to consider in their reflection. An example is provided below)

> Give a brief overview of your activity, stating whether it was delivered orally, in writing, or through performance. Did you develop new understandings of your topic as a result of this activity? What about your values and perspectives? Did this activity challenge your worldview? If so, how?[26]

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[26] Reflection Guide for Instructors, https://qep.valdosta.edu/Exploring-experiential-learning-reflection-guide/

7.3 Trailblazing and Reflecting Rubric

Student Learning Outcomes:

1. Students will be able to reflect, either verbally, in writing, or through performance, how they developed knowledge, skills, and values as a direct result of experiences outside a traditional academic setting.
2. Students will be able to describe, either verbally, in writing, or through performance, how they took initiative, made decisions, and were held accountable as a direct result of experiences outside a traditional academic setting.
3. Students will be able to reflect, either verbally, in writing, or through performance, how they grew and developed intellectually, creatively, emotionally, socially, or physically as a direct result of experiences outside a traditional academic setting.

Student Learning Outcome	Little or No Impact from the EL 1	Moderate Impact from the EL 2	High Impact from the EL 3	Higher Impact from the EL 4	Highest Impact from the EL 5
1. Developed knowledge, skills, and values	Reflection generally contains very little positive comment on or enthusiasm about the value and meaningfulness of the experience compared to other aspects of the student's educational preparation.	Reflection generally contains some positive comment on or enthusiasm about the value and meaningfulness of the experience compared to other aspects of the student's educational preparation, but the experience is not reported to be among the more meaningful or valuable of the student's educational experiences.	Reflection generally contains substantial positive comment on or enthusiasm about the value and meaningfulness of the experience compared to other aspects of the student's educational preparation, and the experience is reported to be a meaningful or valuable one among the student's educational experiences.	Reflection clearly contains strong positive comment on or great enthusiasm about the value and meaningfulness of the experience compared to other aspects of the student's educational preparation, and the experience is reported to be among the more meaningful or valuable of the student's educational experiences.	Reflection clearly contains exceptionally strong positive comment on or great enthusiasm about the value and meaningfulness of the experience compared to other aspects of the student's educational preparation, and the experience is reported to be the most or nearly the most meaningful or valuable of all of the student's educational experiences.

2. Took initiative, made decisions, and was held accountable	Reflection generally contains little or no new insight on how the experience led to the student taking initiative, making decisions, and showing accountability through their efforts and contributions.	Reflection generally contains some new insight, albeit limited in depth and sophistication, on how the experience led to the student taking initiative, making decisions, and showing accountability through their efforts and contributions.	Reflection clearly contains some new insight which is deep and sophisticated on how the experience led to the student taking initiative, making decisions, and showing accountability through their efforts and contributions.	Reflection clearly contains many deep, substantive, and sophisticated new insights on how the experience led to the student taking initiative, making decisions, and showing accountability through their efforts and contributions.	Reflection clearly contains an exceptionally rich array of deep, substantive, and sophisticated new insights on how the experience led to the student taking initiative, making decisions, and showing accountability through their efforts and contributions.
3. Grew and developed intellectually, creatively, emotionally, socially, or physically	Reflection generally contains little or no reference to or examples of how the experience allowed the student to grow and develop intellectually, creatively, emotionally, socially, or physically.	Reflection generally contains some reference to or a couple of examples of how the experience allowed the student to grow and develop intellectually, creatively, emotionally, socially, or physically.	Reflection clearly contains notable reference to or some good examples of how the experience allowed the student to grow and develop intellectually, creatively, emotionally, socially, or physically.	Reflection clearly contains much noteworthy reference to or many very good examples of how the experience allowed the student to grow and develop intellectually, creatively, emotionally, socially, or physically.	Reflection clearly contains exceptionally strong, numerous, and noteworthy references to or excellent examples of how the experience allowed the student to grow and develop intellectually, creatively, emotionally, socially, or physically.
Bloom's Taxonomy Levels	Remember & Understand		Apply & Analyze		Evaluate & Create

Setting of this experiential learning activity: _____

Acknowledgment to Kennesaw State University for the template on which this rubric was based.

7.4 Participant Survey

The survey is currently live for testing/viewing at https://tinyurl.com/vsuqep

Dear Student,

Congratulations on your participation in one of Valdosta State University's Quality Enhancement Plan (QEP) experiential learning projects, courses, or programs. Your sponsoring faculty or staff member(s) have developed a creative project to engage and enhance your VSU experience.

To help VSU measure your learning and success, the University needs to know more about you and your prior experience. Please complete the below questions at the beginning of your learning experience and again at the conclusion of your learning experience. All answers are anonymous.

Status of project:

○ I have **not started** (or recently started) the project/course/program.

○ I have **completed** (or nearly completed) the project/course/program.

What is the name of the project, course, or program you will complete (or have completed)?

How were you selected to participate?

○ As part of a course I registered for
○ A faculty or staff member recommended me
○ I volunteered
○ Other (specify)

Have you participated in a college-level experience like this before?

○ No, I have not had a prior college-level experiential learning experience.
○ Yes, during one college academic semester.
○ Yes, during multiple college academic semesters.
○ Yes, during a summer college program.
○ Not applicable / Prefer not to answer.

How important was each reason for you to participate in this QEP project?

	Not important	Moderately Important	Very Important	Not applicable
To fill a requirement for my major	○	○	○	○
I need it for graduate or professional school	○	○	○	○
I need it for my desired employment after college.	○	○	○	○
Interest in the subject matter.	○	○	○	○
To learn lab techniques.	○	○	○	○
To get hands-on experience in my field.	○	○	○	○
It fit in my schedule.	○	○	○	○
The faculty instructor/mentor has a good reputation.	○	○	○	○

Rate your personal experience with each item at this stage in your college career.

	No experience or feel inexperienced	Little experience	Some experience	Much experience	Extensive experience or mastered this element	Not applicable / Prefer not to answer
Creativity	O	O	O	O	O	O
Research	O	O	O	O	O	O
Decision Making	O	O	O	O	O	O
Learning and Reasoning	O	O	O	O	O	O
Overcome Problems	O	O	O	O	O	O
Verbal articulation and expression	O	O	O	O	O	O
Non-verbal communication	O	O	O	O	O	O
Advocate for a point of view	O	O	O	O	O	O
Facilitation	O	O	O	O	O	O
Public speaking	O	O	O	O	O	O
Listening	O	O	O	O	O	O
Writing	O	O	O	O	O	O
Adapting to new technology	O	O	O	O	O	O
Using technology to create efficiencies	O	O	O	O	O	O
Developing positive digital communities	O	O	O	O	O	O

Motivate and inspire	○	○	○	○	○	○
Achieve common goals	○	○	○	○	○	○
Interdependence	○	○	○	○	○	○
Change leadership	○	○	○	○	○	○
Identify development	○	○	○	○	○	○
Model the way	○	○	○	○	○	○
Personal accountability	○	○	○	○	○	○
Organization	○	○	○	○	○	○
Workload management	○	○	○	○	○	○
Integrity and ethical behavior	○	○	○	○	○	○

Professional work image	O	O	O	O	O	O
Articulate strengths, knowledge, and experiences	O	O	O	O	O	O
Identify areas for growth	O	O	O	O	O	O
Navigate and explore careers	O	O	O	O	O	O
Pursue opportunities	O	O	O	O	O	O
Self-advocate	O	O	O	O	O	O
Value and learn from diverse cultures and people	O	O	O	O	O	O
Openness and inclusivity	O	O	O	O	O	O
Understanding other's differences and perspectives	O	O	O	O	O	O
Develop equal and equitable environments	O	O	O	O	O	O

Academic Class Standing:

○ Freshman (0-29 credits)
○ Sophomore (30-59 credits)
○ Junior (60-89 credits)
○ Senior (90+ credits)
○ Graduate Student

Gender:

○ Female
○ Male
○ Non-binary/third gender
○ Prefer to self-describe
　［　　　　　　　　］
○ Prefer not to say

Ethnic origin:

White	Hispanic or Latino	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	I prefer to self-describe:	I prefer not to respond
☐	☐	☐	☐	☐	☐	☐	☐

Have you already declared your major?

○ Yes
○ No

Currently, what are your plans beyond your undergraduate degree?

○ My goal is to go to graduate school.

○ My goal is to seek full-time employment after college.

○ Other (specify)

○ Not applicable / Prefer not to answer.

Submit

7.5 Application for Courses or Programming with Experiential Learning

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Application for Courses or Programming with Experiential Learning (FY 2021-2022)

Instructor (faculty or staff) or program coordinator (faculty or staff) certifying that their academic course or program has embedded activities and/or assignments which meet one or more of the three QEP engagement opportunities must submit the following to the QEP coordinator 30 days prior to the start of the program/activity.
Direct questions to qep@valdosta.edu

Additional information regarding Experiential Learning is located on the QEP website:
QEP.valdosta.edu

Principal Instructor or Program Coordinator: _____
Course Prefix and Number or Name of Program _____
If Course, CRN: _____
If Credit-Bearing Course, Total Credits: _____
Term(s) or Length: _____
Estimated Frequency of Offering: _____

1. Please identify the experiential learning category[ies] for this activity/program:

   ☐ GOAL1= Research and Creative Inquiry

   ☐ GOAL2= Global Citizenship

   ☐ GOAL3= Servant Leadership and Community Engagement

***Please describe the activities associated with each stage of the Experiential Learning Cycle on the next two pages.*

Experiential Learning Cycle
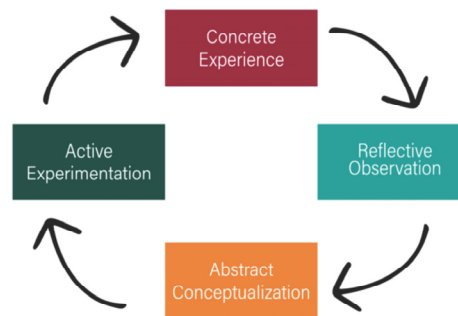
David Kolb (1984)

1

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<u>Concrete Experience</u>

Choose one of the following options that represents the Concrete Experience task for students participating the Experiential Learning activity.

Select the Concrete Experience

Describe this task in further detail.

<u>Reflective Observation</u>

Choose one of the following options that represents the Reflective Observation task for students participating the Experiential Learning activity.

Select the Reflective Observation

Describe this task in further detail.

2

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Abstract Conceptualization

Choose one of the following options that represents the Abstract Conceptualization task for students participating the Experiential Learning activity.

Select the Abstract Conceptualization Task

Describe this task in further detail.

Active Experimentation

Choose one of the following options that represents the Active Experimentation task for students participating the Experiential Learning activity.

Select the Active Experimentation Task

Describe this task in further detail.

3

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2. I agree to have student participants submit the **written reflections** about the opportunity using the instruments provided by the QEP Coordinator.
   ☐ Yes
   ☐ No

3. I agree to score the student written reflection using the rubric provided and provide that information to the QEP Coordinator 30 days after completing the learning opportunity.
   ☐ Yes
   ☐ No

4. I agree to write an instructor or program coordinator reflection about this experiential learning activity and provide it to the QEP Coordinator 30 days after completing the learning opportunity. [1-2 max pages]
   ☐ Yes
   ☐ No

5. A) If credit-bearing course, USG-approved attributes will be assigned to the course in Banner for the term specified. Mark those codes below for which you believe best describe the learning to take place in the course.
   B) If program or non-credit-bearing course, identify the total contact hours for the experiential learning opportunity _____

   Service Learning. Courses that (1) require student participation in service projects or community engagement (either on campus or through institutional partnerships with off-campus organizations) and (2) integrate the service experience into the course content
   ☐ZSL1= Service learning courses that require 10 or less hours of service
   ☐ZSL2= Service learning courses that require 11 to 20 hours of service
   ☐ZSL3= Service learning courses that require 21 to 50 hours of service
   ☐ZSL4= Service learning courses that require 51 or more hours of service

   Undergraduate Research or Creative Project. Courses that are primarily focused on an undergraduate research experience where the students conduct an original research or creative project
   ☐ZUR1= Research or creative project requires 30 or less contact hours
   ☐ZUR2= Research or creative project requires 31 to 50 contact hours
   ☐ZUR3= Research or creative project requires 51 to 100 contact hours
   ☐ZUR4= Research or creative project requires 101 or more contact hours

4

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Work-based Learning. Courses that (1) require for-credit internships, practicums, clinicals, co-ops, or similar work-based experiences and (2) integrate the work experience into the course content.

☐ZWL1= Work-based component requires 30 or less contact hours
☐ZWL2= Work-based component requires 31 to 50 contact hours
☐ZWL3= Work-based component requires 51 to 100 contact hours
☐ZWL4= Work-based component requires 101 or more contact hours

Capstone.
☐ZCAP= Course offered to undergraduate students to capture a culminating project or exhibition (e.g., a thesis, performance, project) that serves as a final academic experience.

Study Abroad
☐ZSAB= Study Abroad (The course is taught outside of the United States and results in progress towards a degree at the student's home institution)
☐ZSAW= Study Away (The course is similar to Study Abroad in that it generates similar educational, learning and development objectives by teaching students to think, reflect upon themselves and interact with others but it is taught within the United States in a location significantly different than the home campus.)

Identify the duration of the trip (not the length of the course):
   ☐ZSA1= Less than 2 weeks
   ☐ZSA2= 2 to less than 4 weeks
   ☐ZSA3= 4 to less than 8 weeks
   ☐ZSA4= At least 8 weeks but less than a full semester
   ☐ZSA5= One semester

Identify other applicable components about the study abroad/study away experience:
   ☐ZSAC= Faculty Led (The course is taught by a faculty member at your institution who is leading the trip)
   ☐ZSAD= Branch Campus Abroad (The course is taught at a USG's branch campus abroad such as the sites in Costa Rica, Cortona, Oxford, Montepulciano)
   ☐ZSAE=Embedded (The course is partially taught on the USG campus, and partially taught abroad, such as courses with a trip over Spring or Winter Break)
   ☐ZSAF=USG Consortium Study Abroad (The course is taught as part of one of the USG World Regional Council Study Abroad trips, such as European Council and Asia Council trips)
   ☐ZSAG=International Service Learning (credit bearing volunteering, community development and/or other related educational experience abroad)
   ☐ZSAH =Internship Abroad/Away (credit bearing work experience abroad)
   ☐ZSAI =Research Abroad/Away (credit bearing research experience abroad, self-organized or sponsored)

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6. Please mark which skills that a student will learn more about and experience through participation in this course:

- ☐ Problem-Based Learning
- ☐ Explore Cultural Differences
- ☐ Explore Individual Differences
- ☐ Reflect and articulate personal growth and development
- ☐ Take initiative and make decisions while being held accountable
- ☐ Reflect and articulate development of knowledge
- ☐ Reflect and articulate development of skills
- ☐ Reflect and articulate development of values

**When you have reached this point, please email your application (i*ncluding the Defining Experiential Learning Activities in Your Course or Program document*) along with the names of your Department Head and Dean to the QEP Coordinator at qep@valdosta.edu with the subject line: *Application for Courses or Programming with Experiential Learning*. Any revisions or questions can be addressed at this stage. The QEP Coordinator will conduct an initial review of the application within 10 days. The approval process will be completed using Docusign after an initial review of the application.

7. Approval of Department Head: _____ Date: _____

   Approval of Dean/Director: _____ Date: _____

   Approval of QEP Coordinator: _____ Date: _____

6

7.6 VSU Strategic Plan 2017-2022

Goal #1

Valdosta State University will increase retention, progression, and graduation rates through creating a campus culture focused on individual student success.

OUTCOME 1.1 – By fall 2018, in line with national best practices, VSU will implement a University-wide advising model with professional advisors working in conjunction with faculty as mentors within all academic colleges.

OUTCOME 1.2 – By spring 2019, VSU will develop evidence-based responses to identify and address barriers to successful retention, progression, and graduation of students at the University.

OUTCOME 1.3 – By spring 2019, VSU will complete a University-wide revision of its three-year Strategic Enrollment Management Plan that addresses barriers found in Outcome 1.2.

OUTCOME 1.4 – By fall 2019, VSU will develop clear academic pathways for all undergraduate degree programs, publicize corresponding two-year rolling course schedules, and implement an annual review process to ensure that all posted information (e.g., catalog, DegreeWorks, website, etc.) remains accurate and up-to-date.

OUTCOME 1.5 – VSU will attract, develop, and retain a quality and diverse workforce that promotes student success by forming a more outcomes-oriented training program for managers by spring 2019; completing a classification & compensation study for faculty and staff by fall 2019; creating a faculty workload model that is consistent with comparator norms by spring 2020; and connecting promotion & tenure, as well as funding to support research and High Impact Practices, to the values inherent in this plan by spring 2021.

OUTCOME 1.6 – By fall 2019, VSU will move to a new entrepreneurial model to fund summer schedule instruction and increase available seats in high-demand courses to meet the programmatic needs of both majors and non-majors as evidenced by a decrease in the number of courses with waitlists in excess of 25 students by 50% from the spring 2018 baseline.

OUTCOME 1.7 – By fall 2020, VSU will create a clear definition for "under-enrolled courses" and decrease the number of such courses by 25% from the fall 2017 baseline in order to focus existing resources on growing academic programs as evidenced by student demand and/or regional need.

OUTCOME 1.8 – By fall 2020, VSU will develop a new University-wide model for evaluating the quality of teaching that promotes excellence in both face-to-face and online modalities, and then implement that model in fall 2021.

OUTCOME 1.9 – By fall 2022, VSU will increase freshmen-to-sophomore-year retention by 13% over the fall 2017 baseline of 67%, increase on-time progression by 10% over the fall 2017 baseline of 26%, and increase the University's six-year graduation rate for all students by 10% over the 2017 baseline of 36%.

Goal #2

Valdosta State University will increase student participation in expanded transformational and experiential opportunities through implementing high impact and best practices focused on evolving student needs.

OUTCOME 2.1 – By spring 2018, VSU will establish a faculty-led task force on cross-disciplinary experiences to identify and evaluate such opportunities for future launch. By spring 2019, the task force will report back to the Provost with recommendations for immediate opportunities for implementation by fall 2020.

OUTCOME 2.2 – By spring 2019, VSU will develop a system to track and assess success in High Impact Practices as identified by the Association of American Colleges & Universities, such as common intellectual experiences, undergraduate research, global learning, and internships, within the University and against comparative and aspirational competitors.

OUTCOME 2.3 – By spring 2020, each undergraduate degree program will identify a menu of experiential learning opportunities and require that students select and complete at least one in order to graduate.

OUTCOME 2.4 – By fall 2020, VSU will complete a housing master plan to assess existing housing inventory, occupancy projections, and competitive housing options, and provide a recommendation regarding the future needs of housing inventory at the University.

OUTCOME 2.5 – VSU will increase the total annual duplicated headcount at all student engagement activities, such as those offered by faculty and/or academic departments, student life, recreation, fine arts, diversity & inclusion, athletics, Greeks, and registered student organizations, by 3% annually over the fiscal year 2018 baseline, while also increasing total annual unduplicated headcount at such programs by 2% annually over the fiscal year 2018 baseline through the end of the strategic plan period in spring 2022.

Goal #3

Valdosta State University will increase community and regional impact through leading development in and serving as a resource for industry, health care, arts, education, athletics, and other changing economic regional needs that support the growth of South Georgia and the communities our students will serve.

OUTCOME 3.1 – By spring 2018, VSU will conduct a comprehensive assessment of current community outreach activities and launch an external marketing campaign to educate the community about services and impact already offered.

OUTCOME 3.2 – VSU will establish The Center for South Georgia Regional Impact and hire an Executive Director for the center. By fall 2018, the Executive Director will: 1) compile a content-area expert database including VSU faculty, staff, and administrators, and 2) a database of key contacts in the fields of government, economic development, education, healthcare, and the arts for each county in VSU's service area. By spring 2020, the Executive Director will: 1) compile an initial list of issues confronting communities in South Georgia and will connect those issues to faculty, staff, and student expertise, 2) prepare a quarterly report that outlines areas of concern from VSU's service area and the outcomes offered by VSU assets, 3) prepare an annual report of the impact that VSU has made in our 41-county service area, highlighting specific problems that VSU identified or was brought to VSU by the community and the specific solutions offered by VSU experts, and 4) work with Academic Affairs leadership to create a robust "Study Away" program that will be managed within each college with the goal of providing students with service learning opportunities by working with area businesses, non-profit organizations, and other entities primarily within VSU's 41-county service area.

OUTCOME 3.3 – By spring 2019, each college will have an industry/community advisory board comprised of industry/discipline leaders (preferably alumni) who reflect the diversity of the region and will provide input into course and program development to ensure that VSU students are well prepared to enter the workforce, graduate school, or professional school.

OUTCOME 3.4 – By spring 2021, VSU will complete a renovation of Ashley Cinemas to provide enhanced space for the theatre and dance programs and to create an improved and more visible performance space for Peach State Summer Theatre and other high-valuecultural opportunities.

7.7 Position Description for QEP Coordinator

Valdosta State University
Director of Terry Center for Experiential Learning
Position Description

Position Number: _____

Proposed Start Date: July 1, 2022

Compensation: Commensurate with Experience

Hiring Timeline: Job announcement (February 10); Applications Submission Closes (February 23); Candidate interviews by committee conclude (February 28); Campus Interviews conclude (March 13).

Summary: The Director, which will also oversee university-level initiatives and programs related to VSU's Quality Enhancement Plan, *Trailblazing: Shaping the Undergraduate Experience through Experiential Learning*, in consultation with faculty, staff, and relevant administrators, offices, and committees. The Director will serve as an advocate for students, faculty, staff, and the vitality of VSU's experiential learning experiences.

Required Qualifications:
Human Resources CVIOG minimums for Director level position.

Duties:
60% Leadership, Coordination, and Policy
The Director is responsible for leadership and day-to-day coordination and implementation of VSU's QEP, *Trailblazing: Shaping the Undergraduate Experience through Experiential Learning*, policies and processes.

> 1. Provides students, faculty/staff, departments, and colleges with information about the QEP.
> 2. Acts as a resource for colleges, departments, and faculty/staff interested in developing activities in experiential learning.
> 3. Analyzes experiential learning course offerings and scheduling, including tracking course offerings and makes recommendations to the college deans and appropriate department heads/program coordinators.
> 4. Provides support for the articulation of experiential learning with other institutions.
> 5. Promotes wide knowledge and understanding of experiential learning goals (e.g., incorporation into course syllabi, into new student orientation, and into new faculty orientation).
> 6. Coordinates with the leaders of various VSU committees and the USG on experiential learning initiatives.

7. Meets regularly with stakeholders to facilitate improvement of the QEP program and to monitor program implementation activities.

20% Assessment of QEP
The Director is responsible for coordinating assessment of the QEP program and student learning outcomes.

> 1. Identifies faculty and staff members to serve on an Experiential Learning Advisory Committee.
> 2. Assesses the quality of the QEP program.
> 3. Facilitates and supports assessment efforts for VSU's QEP.
> 4. Works with the relevant offices and committees to ensure the design, implementation, analysis, documentation, and funding of experiential learning assessment.

20% Communication and Reporting
The Director is responsible for communicating broadly the goals and accomplishments of the QEP program.

> 1. Prepares appropriate reports related to the QEP including those for accreditation.
> 2. Collaborates with University offices and programs to ensure that accurate information about the QEP program is communicated to new and continuing students as well as to faculty and staff.
> 3. Prepares and update the Experiential requirements information for university publications, including catalog copy and website in accordance with University procedures.
> 4. Maintains and updates the university's Terry Center website (ensure currency of information, highlight successes, etc.).

7.8 Guided Reflection Instrument for a Global Experience

Journal Template

The Global Experience activity fosters understanding of global and cultural issues. Please complete these questions to provide a contextual understanding of your experience.

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably (AACU, 2015).

To provide guidance for the Global Experience projects or activities, students should review and reference the Center for Strategic and International Studies (CSIS), Seven Revolutions Program (http://csis.org/program/seven-revolutions). The CSIS program is a research effort to identify and analyze important trends shaping our world. Any project or activity used to satisfy the Global Experience requirement should connect to one of these themes.

PART I: PRE-DEPARTURE

SECTION I (Personal Motivation)
1. What made you choose study abroad?
2. Have you been abroad before? If so, where?
3. Who helped influence your decision to participate?
4. Why did you choose this country to study?
5. What experiences do you expect to gain from this experience?
6. What do you expect to learn from this experience?
7. What are some personal qualities you would like to see change or grow as part of this experience?
8. What are some challenges you expect to encounter?
9. What are some things you plan to do that you would consider fun or enjoyable?
10. How do you manage stress at home?

SECTION II (Goals)
1. Academic Engagement –
    a. Are there any specific academic goals that you have set for yourself?
    b. Do you plan to generate an academic artifact such as a paper, video, or presentation from this experience?
2. Cultural Exploration –
    a. What are relevant historical and sociological qualities that you should know before going to this location?

      b.   Do you have preconceived notions of the people you will encounter?

      c.   What do you know about this society's food, religion, sport, and law?

3. Career Development –
   a. Will your exploration assist you in your chosen occupation/field?
   b. How will this experience factor into your future occupational choices?
   c. How will this experience be represented in your portfolio/resume?
4. Person Interests –
   a. What are activities that you plan to do in your free time?
   b. What are activities on the itinerary that you are looking forward to doing?
   c. Any other comments about what you anticipate?

SECTION III (Logistics)
1. Provide a detailed itinerary of the program schedule including a map.
2. Write a brief description of each site, activity, and event.
3. In the CSIS materials listed below, describe any thoughts about the upcoming experience to one of the seven revolutions that shape our world.
   a. Population
   b. Resource Management
   c. Technology
   d. Information and Knowledge
   e. Economics
   f. Security
   g. Governance
4. List any pre-conceived notions of the sites, activities, or events, you will visit. Do you think this will be exciting or would you rather do something else?

PART II: ON-SITE

SECTION I (Daily Journal)
1. You should have a journal entry everyday with the following information:
   a. What is on today's agenda?
   b. What will you remember about this day?
   c. What actions did you take to meet your goals today?
   d. What did not work today?
   e. On a scale of 1-10, how would you rate the daily activities?

SECTION II (Reflection)
1. Did any experiences remind you of home or situations that are similar to what you encounter at home?
2. What did you do in your free time? Was this important to your overall growth and development?
3. What artifacts do you plan to generate to remind you of this experience? How are these artifacts important to you?

PART III: ONCE HOME

1. How has this experience changed your perspective about yourself?
2. How has this experience changed your perspective of the people you met?
3. How has this experience changed your perspective of your local community?
4. Did this experience have academic value for you?

7.9 Call for 2021-2022 Faculty Ambassadors

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Call for 2021-2022 Experiential Learning Faculty Ambassadors

The Quality Enhancement Plan (QEP) Coordinator and Advisory Committee announce applications are now being accepted for Experiential Learning Faculty Ambassadors for the 2021-2022 academic year. Faculty Ambassadors will work with the QEP Coordinator and QEP Advisory Committee to promote Experiential Learning by advocating with faculty and staff across the university and providing training and assistance for faculty to create and implement appropriate experiential learning activities.

As part of this effort, we are recruiting Faculty Ambassadors for the 2021-2022 academic year to support the QEP, QEP Coordinator, and the Experiential Learning Advisory Committee. We are seeking 5 Ambassadors who can represent not only their own department and college but who can also work with faculty outside their college. All permanent, full-time faculty members (tenure-track, tenured, lecturers) without previously established administrative release time are eligible to apply.

Faculty Ambassadors are expected to:
- Advocate for experiential learning.
- Train and assist faculty in designing meaningful and appropriate experiential learning activities. In collaboration with CELT, Ambassadors will be asked to lead two sessions of an Experiential Learning FLC. This unique FLC will be collaboratively facilitated by all of the Ambassadors during the Fall 2021 and Spring 2022 semesters.
- Participate in the evaluation of student written reflections at the end of the activity.
- Evaluate and rank Experiential Learning Seed Grant applications.
- Liaise with the QEP Coordinator and Experiential Learning Advisory Committee.

Faculty Ambassadors will receive $2300 for their work during 2021-22 with the understanding that some final reporting will occur during summer 2022. Remuneration for Faculty Ambassadors is awarded and approved by the Provost in conjunction with the Dean of the College, depending on the resource and teaching needs of the college and institution. Faculty Ambassadors are eligible to apply to be a Faculty Ambassador in the subsequent year. Faculty Ambassadors cannot serve in the capacity for more than two consecutive academic years. Faculty Ambassadors are not eligible to receive an Experiential Learning Seed Grant while serving as a Faculty Ambassador.

Interested applicants should apply using the application on the next page no later than Friday, June 30, 2021 by 5 pm for consideration. Completed applications should be emailed to QEP@valdosta.edu.

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Experiential Learning Faculty Ambassador Application 2021-2022

Name: _____

Position/Rank: _____

Department: _____

College: _____

Describe experiential learning activities included in courses that you previously taught at Valdosta State University or elsewhere. Describe how you introduced students to experiential learning as part of this process.

Describe how you would apply Kolb's Experiential Learning Cycle (1984) to experiential learning activities in courses you teach in the future. (*Learn More About Experiential Learning Here*: https://qep.valdosta.edu/exploring-experiential-learning-reflection-guide/)

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Describe how you assess experiential learning activities and provide examples from previous courses to illustrate your approaches.

Guided reflection is an important part of the experiential learning process. Describe how you incorporate guided reflection into experiential learning activities.

Describe previous experiences in which you have collaborated with other faculty in Experiential Learning and/or trained other faculty in pedagogy or content areas.

Signature of Applicant: _____ Date: _____
Signature of Dept. Head: _____ Date: _____
Signature of Dean: _____ Date: _____

Completed applications along with a short CV (less than 5 pages) should be emailed to QEP@valdosta.edu by June 30, 2021 at 5 pm. If questions arise, please email the QEP Coordinator at QEP@valdosta.edu.

7.10 Rating Form for Experiential Learning Faculty Ambassador Applications

Rating Form for Experiential Learning Faculty Ambassador Applications
2021-2022

Name: _____

College: _____

Department: _____

Applicant described experiences with Experiential Learning activities in previous courses.

1-5 scale (1: Low, 2: Marginal, 3: Acceptable, 4: Strong, 5: Exceptionally Strong)

Applicant demonstrated application of Kolb's Experiential Learning Cycle to learning activities in courses.

1-5 scale (1: Low, 2: Marginal, 3: Acceptable, 4: Strong, 5: Exceptionally Strong)

Applicant demonstrated assessment knowledge in experiential learning activities through the use of previous examples.

1-5 scale (Low, Marginal, Acceptable, Strong, Exceptionally Strong)

Applicant demonstrated the use of guided reflection in experiential learning activities.

1-5 scale (Low, Marginal, Acceptable, Strong, Exceptionally Strong)

Applicant demonstrated a track record of collaborating with other faculty in Experiential Learning and/or training other faculty in pedagogy or content areas.

1-5 scale (Low, Marginal, Acceptable, Strong, Exceptionally Strong)

Total Score   0

Additional comments regarding the applicant's submitted materials that should be considered as part of the evaluation for this application.

7.11 Evaluation Sheet for Expertiential Learning Endorsement Applications

VALDOSTA STATE UNIVERSITY

Evaluation Sheet for

Courses or Programming with Experiential Learning Application

Name of Principal Instructor or Program Coordinator

Course Prefix and Number or Name of Program

Term(s) or Number of Program Days

Estimated Frequency of Offering

Does the Experiential Learning Course Activity or Program meet one of the three stated goal areas?

◯ Yes   ◯ No

Rate the level of understanding demonstrated by the applicant in outlining a Concrete Experience for the Experiential Learning Activity or Program.

1-5 scale (Low, Marginal, Acceptable, Strong, Exceptionally Strong)

Rate the level of understanding demonstrated by the applicant in outlining a Reflective Observation for the Experiential Learning Activity or Program.

1-5 scale (Low, Marginal, Acceptable, Strong, Exceptionally Strong)

Rate the level of understanding demonstrated by the applicant in outlining Abstract Conceptualization for the Experiential Learning Activity or Program.

1-5 scale (Low, Marginal, Acceptable, Strong, Exceptionally Strong)

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Rate the level of understanding demonstrated by the applicant in outlining Active Experimentation for the Experiential Learning Activity or Program.

1-5 scale (Low, Marginal, Acceptable, Strong, Exceptionally Strong)

0   **Total Score**

Would you endorse the approval of this Experiential Learning Course Activity or Program for the 2021-2022 school year?

◯ Yes   ◯ No   ◯ Yes, with noted revisions

Please insert any additional comments regarding the applicant's submitted materials that should be considered as part of the evaluation for this application.