Campus to Community: WT and Beyond

Quality Enhancement Plan
West Texas A&M University
Prepared for the Southern Association of Colleges and Schools:
Commission on Colleges

On-Site Visit: March 29-31, 2016
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I. Executive Summary

West Texas A&M University (WTAMU), a member of the Texas A&M University System (TAMUS) has developed a Quality Enhancement Plan focused on improving student learning entitled *Campus to Community: WT and Beyond*. Campus to Community (C2C) was created through a multi-year process that included input from students, faculty, staff, and community members. One of the topical ideas that surfaced continuously throughout the process was that of experiential, practical learning applications to augment existing classroom practices. The need for improvement in this area was confirmed after reviewing existing campus data and current practices across the University. C2C development, led by the QEP committee, began with brainstorming and was later refined into a viable topic through a broad selection process.

The primary goal of *Campus to Community: WT and Beyond* is to use experiential learning as the vehicle to develop students’ capacity to transfer theory into practice in situations, communities, and environments while at the University and beyond (graduate school, career, etc). This goal aligns with and supports WTAMU’s mission of being a student-centered campus that “directs resources in support of empowering co-curricular experiences” and “maintains focus on the development of future leaders for our community, the state, the nation, and the world”. The goal of Campus to Community (C2C) also aligns with WTAMU’s vision statement that the university “will be recognized for its excellence in teaching and learning, with a strong focus on engaging students in challenging and meaningful experiences that aid in their intellectual and personal development. WTAMU alumni will be scholar-leaders empowered to advance their chosen field, to impact their communities, and to pursue excellence”. Additionally, Campus to Community promotes WTAMU’s core values of cooperation, communication, community service, and leadership.

While there are existing programs that involve experiential learning (i.e., internships, practicums, etc.) the University does not require that all undergraduate degree programs include an experiential learning component. Currently, there is no university-wide assessment or tracking system for experiential learning activities. During the research stage of the selection process, students, faculty, staff, and community members all indicated that authentic learning experiences should be a formalized part of the undergraduate programs at WTAMU. Campus to Community will provide a response to this need by organizing and enhancing existing experiential learning activities as well as adding new experiential opportunities for students in disciplines across the University. With this enhancement plan, WTAMU hopes to reach the target goal of at least 75% of WTAMU students participating in some form of experiential education (See Appendix B). Some programs have and others may establish an experiential learning requirement but that will be left to the discretion of each program.

Experiential Learning Opportunities (ELOs) will be categorized in the following pathways:

- Undergraduate research
- Service learning
- Career-focused experiences
Students may access these pathways in a variety of venues including: locally, regionally, nationally, study abroad, and/or distance learning (see Appendix C for detail). Learning opportunities in these three areas will help students bridge the gap between theoretical learning and authentic application of knowledge and ideas. These practices will allow students to connect their classroom learning activities more fully with their future profession or practice and gain the knowledge and skills necessary for the careers they have chosen.

Two student learning outcomes have been identified to measure the success of Campus to Community (please see Section IV: Student Learning Outcomes for more detail):

1) Students will engage in structured reflection throughout the experiential learning process.
2) Students will integrate their knowledge, skills, and dispositions (attitudes, beliefs, and ethics) acquired through course work within experiential learning environments.

Campus to Community will be a university-wide effort to improve student learning through connecting classroom theoretical knowledge with experiential opportunities that will deepen understanding of the learning process.

II. Process Used to Develop the QEP

Introduction

SACSCOC Core Requirement 2.12 states that the Quality Enhancement Plan (QEP) developed by the institution “includes a broad-based involvement of institutional constituencies in the development….of the QEP”. As the university began planning for the QEP, West Texas A&M University (WTAMU) leadership emphasized an open process involving all stakeholders (faculty, staff, students and community members). The process began early to allow time for stakeholders to gather information and provide input. A timeline for the QEP development process was developed with University President Dr. J. Patrick O’Brien’s support and shared with the University community.

Two committees were formed to begin the development process, the QEP Executive Committee and a larger committee, the QEP Full Committee. The QEP Executive committee was formed for initial process development and the QEP Full committee to develop and carry the process forward with input from the larger population across the University.

The initial QEP Executive Committee was comprised of five key members selected from the Division of Academic Affairs and the Division of Student Affairs to help launch the process. The committee met several times in the summer and fall of 2013 to begin brainstorming ways to find, narrow, and select a topic that emphasized improved student learning, aligned with institutional needs, and could be measured and assessed. The QEP Executive Committee formulated a variety of strategies to solicit QEP topic ideas from the community.

The members of the QEP Executive Committee are listed in Table 1 below.
Table 1
**QEP Executive Committee**

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Amy Andersen, Chairperson</td>
<td>Associate Provost, Associate Professor, Education</td>
</tr>
<tr>
<td>Dr. James Andrews</td>
<td>Director of External Programming</td>
</tr>
<tr>
<td>Ms. Kendra Campbell</td>
<td>Director of First Year Experience</td>
</tr>
<tr>
<td>Dr. Blake Decker</td>
<td>Assistant Vice President for Learning Assessment</td>
</tr>
<tr>
<td>Dr. Lance Kieth</td>
<td>Department Head, Associate Professor, Agriculture Sciences</td>
</tr>
</tbody>
</table>

The QEP Full committee was selected to ensure full representation from departments across the university. Individual members of this committee changed as some left the university between 2013 and 2015 but the representative positions remained the same. The current roster of the QEP Full Committee is represented in Table 2 below.

Table 2
**QEP Full Committee**

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Amy Andersen, Chairperson</td>
<td>Associate Provost, Associate Professor, Education</td>
</tr>
<tr>
<td>Mr. Oluwagbemiga (Edward) Akinyemi</td>
<td>Student Body President</td>
</tr>
<tr>
<td>Dr. James Andrews</td>
<td>Director of External Programming</td>
</tr>
<tr>
<td>Ms. Rebekah Bachman</td>
<td>Director of Advising Services</td>
</tr>
<tr>
<td>Ms. Carolyn Baum</td>
<td>Instructor of Communication Studies</td>
</tr>
<tr>
<td>Dr. Tim Bowman</td>
<td>Assistant Professor of History</td>
</tr>
<tr>
<td>Dr. De’Arno De’Armond</td>
<td>Associate Professor of Finance, Edwards Professor of Financial Planning, Director of Accreditation for College of Business</td>
</tr>
<tr>
<td>Dr. Blake Decker</td>
<td>Assistant Vice President of Learning Assessment</td>
</tr>
<tr>
<td>Ms. Lora Haasl</td>
<td>Instructional Technology Services Manager</td>
</tr>
<tr>
<td>Mr. Rick Haasl</td>
<td>Assistant to the Dean, College of Nursing and Health Sciences</td>
</tr>
<tr>
<td>Dr. Matt Jackson</td>
<td>Associate Dean, Engineering, Computer Sciences, and Mathematics</td>
</tr>
<tr>
<td></td>
<td>Associate Professor, Engineering</td>
</tr>
<tr>
<td>Ms. Mary Jarvis</td>
<td>Assistant Director of Information and Library Resources</td>
</tr>
<tr>
<td>Dr. Lance Kieth</td>
<td>Department Head, Associate Professor, Agriculture Sciences</td>
</tr>
</tbody>
</table>
As the QEP Full committee began meeting early in the fall semester of 2013, plans were finalized for a series of three round table discussions with students, staff, faculty and community members to begin the task of finding a topic for the QEP. Enhancing Quality Round Tables were held in September, October, and November of 2013. The round tables were advertised through mass email fliers, faculty invites to their students, and videos aimed at encouraging the university community to attend. All three videos for the round tables can be viewed here. Please note, a connection to the Internet is necessary to view these videos.

Link for video for Round Table 1
Link for video for Round Table 2
Link for video for Round Table 3

First Enhancing Quality Round Table
The first Round Table was held in September and was open to students, faculty, staff, and community members. The Executive Committee elected not to include sign-in sheets for the Round Tables in order to promote an informal, collegial working atmosphere. Based on head count at the event, there were approximately 45 participants including 20 faculty, 15 staff, and 10 students. Participants were asked to brainstorm ideas about the characteristics of the ideal WTAMU graduate. This was selected as a topic for discussion to review an ideal end “product” and then work backward to reveal strategies to help students be better supported by the learning environment on campus. Participants worked in small groups centering their discussions on the ideal WTAMU graduate. These groups then shared their recorded results with the larger group. These results were then compiled and analyzed for content to reveal patterns and then placed into categories and sub-categories as listed below:

- Professionalism including  
  o Readiness for employment  
  o Strong work ethic  
  o Professional demeanor  
  o Ability to work on an interdisciplinary team
- Personal Traits including  
  o Leadership skills  
  o Ethical judgement  
  o Critical thinker  
  o Ambitious  
  o Responsible
Community minded

- General Skills/Abilities including
  - Ability to communicate efficiently
  - Equipped with well-rounded education
  - Culturally aware world view
  - Ability to manage time well

Round Table participants were also asked to consider what the university needed to ensure that these traits were present in more graduates. The groups discussed and recorded these ideas which were analyzed for content to reveal patterns and then placed into categories and sub-categories as listed below:

- Jobs/Career Preparation
  - Comprehensive internship programs/on the job experience
  - Career related leadership and service opportunities

- Leadership Experiences
  - Good role models/mentors including faculty
  - Student involvement/engagement/investing in relationships with others at WTAMU

- Creating the Ideal Classroom Experience
  - Competent, motivated, and diverse faculty and student body
  - Opportunities for students to hear/ discuss new topics, cultures, and beliefs though guest lectures, study abroad, etc.
  - Service learning required on degree plans

- Study Abroad Experiences
  - Exposure to various experiences (possible exchange programs overseas)
  - More affordable study abroad experiences

- Campus Resources/Extra Programming
  - Support and encouragement (affordable on-campus childcare, support for first-generation and all freshmen, cultural awareness and language support, study skills, understanding of student background, perspective, and motivation)
  - Holding students accountable

- Financial
  - Lower cost education
  - More money/scholarships for students
  - Financial literacy for students

Round Table participants were then presented with background information about the QEP process, what it is and what it is not, and an estimated timeline of events for topic selection. The first Round Table concluded with an invitation to and preview of the Second Round Table to further focus topic ideas and consider student needs. A recording of the first Round Table was placed on the QEP website so those who were unable to attend could view it and take part in the process.
Second Enhancing Quality Round Table

The second Round Table was held in October and was open to students, faculty, staff and community members. Again, sign-in sheets were not used to keep the atmosphere informal and collegial. An observational headcount showed approximately 130 participants including (approximately) 50 faculty members, 45 staff, 30 students, and 2-3 community members/employers. This Round Table began with a brief review of the first Round Table and the results of the data gathered from those group discussions. Next, participants were asked to discuss the strengths that WTAMU students possess.

After this discussion, the director of First Year Experience shared information about the profile of our students including:

- Demographic data
- Percentage of students in each college
- Persistence from year-to-year
- Percentage of first generation students
- Pell grant eligible students
- Information on dual credit
- Students affected by developmental education
- Number of students working 20 hours per week or more

Participants were then asked to brainstorm ideas for a topic/theme on how the university might support student learning based on the strengths discussed at this Round Table and the student profile that was presented. Presenters shared that an email survey would be sent to all students, faculty, staff, and select community employers to gather ideas for possible topics for the QEP. This Round Table ended with an invitation to the final Round Table in November, 2015. The ideas generated at this Round Table were included with the ideas collected from the survey that followed the Round Table. A recording of the Round Table was made available on the QEP website for those who were unable to attend.

After the second Round Table, a survey was sent out to faculty, staff, students and select community employers (sent to approximately 9,000 email addresses three times and linked on the QEP website) that asked this question:

**What are your ideas for a topic/theme to support student learning and/or the learning environment at WTAMU?**

There were 229 responses to the survey question. Of those participants responding, students comprised 58% (number= 133), 29% were staff (n= 67), 20% were faculty members (n= 46), 6% were alumni (n=14) and 2.6% (n= 6) were employers/community members. These responses were then analyzed for content to reveal patterns. In turn, these patterns revealed categories and sub-categories. The QEP Full Committee used the results to narrow the list of topic ideas to the top ten which were then ranked by frequency with number 1 being the most popular idea. The results were presented at the third QEP Round Table. They were ranked as follows:

1. Passionate and effective (interactive) teaching with better teacher/student understanding
2. Practical experience/application of learning/internships/practicums
3. Study skills/tutoring/awareness of campus resources to support learning
4. Cultural/global diversity and awareness
5. Technology integration in teaching and learning
6. Sophomore (and beyond) experience program
7. Personal responsibility/accountability/self-discipline
8. Learning Communities
9. Service Learning
10. Financial responsibility

Third Enhancing Quality Round Table
The third Round Table was held in November. Approximately 115 participants attended this round table including (approximately) 50 staff, 30 faculty members and 35 students. Participants again worked in small groups and were asked to discuss the top ten topics revealed after the second Round Table and survey results were analyzed. Additionally, participants were asked to work in groups to draft abstracts for a QEP. An abstract form was provided to guide the participants’ writing. In writing the abstract they were asked to explain the topic and how it would enhance student learning or the learning environment. Participants were also told how these abstracts would be reviewed and evaluated by the QEP Full Committee. Authors of the most promising abstracts would then be contacted to further develop their abstract into a full proposal.

After the third Round Table, a University-wide request for abstracts was sent out so that those who were unable to attend the Round Table were included in the process. The abstract request was accompanied by some general background about the QEP as well as an explanation of the topic selection process and the top ten key ideas already identified by the process so far (see Appendix E for a copy of the guidelines and request for abstracts).

A total of 12 abstracts were received and evaluated by the QEP Full Committee. All authors were given comments on how the idea might be expanded into a full proposal. Additionally, a request for full proposals was disseminated across campus in January of 2014 with an April due date giving authors the time to meet and research ideas if needed. Authors who had completed abstracts were encouraged to submit full proposals, and those who were interested but did not initially submit an abstract were given an opportunity to write a proposal. Group proposals comprised of faculty/staff/students were encouraged as were cross-curricular proposals. The request for proposals included a basic description of the topic implementation idea, how it relates to the university mission, possible student learning outcomes, and how the idea translates into benefits, for faculty, staff, and students (see Appendix F for the RFP).

Process for Identifying the Topic
The committee received six fully expanded proposals. Two of these were expanded from the earlier abstracts and four were brand new proposal ideas. They were reviewed and evaluated by the QEP Full committee and then narrowed down to the three topic ideas the committee thought most viable. These top three topics were identified in April and May of 2014. During the summer of 2014, the committee met and developed a presentation describing these three ideas.
This presentation was shared at three Town Hall meetings during the 2014 Fall semester. Students, faculty, staff and community members were invited to all three meetings. The content of each Town Hall was the same including the presentation of the three topics and time for questions. The presentation was also placed on the QEP website so that those who were unable to attend one of the Town Hall meetings could review it.

A survey was created and distributed after the final Town Hall meeting to allow all stakeholders to vote on which topic they thought would be the best for the QEP. A link to the survey was sent to all students, faculty, staff, alumni and selected community members/employers. The survey link was also posted to the QEP website along with the presentation describing each idea. The survey was left open for three weeks in order to allow participants time to complete it and two reminders were sent during that time period.

The survey was simple including a brief description of each topic and requesting participants to rank all three topics. Wording on the survey was as follows:

- **Class to Community** - The goal of the Class to Community proposed QEP is to expose students to real world applications of knowledge and skills learned through their academic degree programs while at West Texas A&M University.

- **Enhancing Teaching and Learning** - The aim of this QEP is the enhancement and expansion of existing programs in order to help support student learning at West Texas A&M University (WTAMU) on the topics of Critical Thinking, Ethics, and Social Responsibility.

- **Global Buffs** - The aim of Global Buffs will be to produce graduates who can not only compete but contribute productively in a globalized environment. Enhancing the international awareness of students, faculty, and staff will help our students be more competitive in the job market as they graduate with skills they need to be competitive in this global environment.

Please rank these with 1 being the one you think is best.

After the survey closed and the data was analyzed, the committee met to discuss the survey results and make the final decision. The survey was sent to approximately 10,000 email addresses and posted on the QEP website. There were 147 responses. Respondents were asked to rank the three topics from 1-3 with 1 being their first choice.

<table>
<thead>
<tr>
<th>Topic Choices</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiential Learning</td>
<td>50% First Choice</td>
</tr>
<tr>
<td></td>
<td>36% Second Choice</td>
</tr>
<tr>
<td></td>
<td>13% Third Choice</td>
</tr>
<tr>
<td>Enhancing Teaching and Learning</td>
<td>31% First Choice</td>
</tr>
<tr>
<td></td>
<td>39% Second Choice</td>
</tr>
<tr>
<td></td>
<td>30% Third Choice</td>
</tr>
</tbody>
</table>

Table 3
Survey Results of the Top Three Topics by Percentage
Globalization

| 20% First Choice |
| 24% Second Choice |
| 56% Third Choice |

In its discussion following the survey, the committee used the data from this survey as well as the data collected from the Round Table discussions to reach the final decision on the QEP topic. The committee unanimously agreed with the vote that the topic would be Experiential Learning.

III. Identification of the Topic

Overview

According to WTAMU’s Mission Statement the primary responsibility of this University is “to provide a diverse and inclusive student-centered community of learners dedicated to educating tomorrow’s scholar-leaders through innovative academic and co-curricular undergraduate and graduate programs” (see Appendix B for details). Experiential Learning is the topic that best supports our priority of helping our students bridge the gap between theory and practice in their undergraduate program. By including more hands-on opportunities in authentic settings, practical learning experiences and reflection, students will better understand how classroom learning in their program of study can and does relate to their chosen career path. The topic and ideas set forth for Campus to Community aligns with the University’s mission and vision and integrates with existing programs and experiences while also adding new experiences to undergraduate programs.

Rationale

Education is an ever-changing field, continuously developing new ways to reach and interact better with learners. Traditionally, higher education has relied on lecture-based classrooms. Practical experiences to support and enhance classroom teaching are becoming more prevalent as they provide purpose and authenticity to classroom learning through relevant practice and scaffolding of knowledge. Experiential learning opportunities through Campus to Community will allow WT students to practice new skills they have learned in a controlled and guiding atmosphere and reflect upon these experiences. These skills will then be applicable for our students in the world of work beyond graduation.

University Mission Statement

Campus to Community aligns with the university mission, vision, core values and strategic plan. There are several portions of the University mission that are directly supported by Campus to Community. West Texas A&M University “cultivates opportunities to develop critical thinking and problem solving skills, information literacy, and ethical behavior” can be directly supported as students are engaged in experiential learning opportunities in their field of study. Another part of the mission describes that WTAMU “directs resources in support of empowering co-curricular experiences”. Campus to Community will enhance and improve co-curricular, experiential learning opportunities for students in direct support of this part of our mission. WTAMU’s mission also includes developing future leaders for communities, the state, and beyond;
Campus to Community can directly support this development through the enhancement and addition of experiential learning opportunities.

Vision Statement
The University vision states that “WTAMU will be recognized for its excellence in teaching and learning, with a strong focus on engaging students in challenging and meaningful experiences that aid in their intellectual and personal development.” The vision statement additionally includes that WTAMU “alumni will be scholar-leaders empowered to advance their chosen field, to impact their communities, and to pursue excellence.” Campus to Community will provide important pathways for completing this vision as it will specifically provide meaningful experiences and help empower students to advance in their chosen field.

Core Values
Additionally, Campus to Community supports several of the core values of the university including cooperation, communication, community service, and leadership. Each of these values will be supported as students participate in partnerships with faculty and staff and community members through Campus to Community activities.

Strategic Plan
The strategic plan can also be supported by Campus to Community. Strategy 5.3.1 calls for the establishment of an Office of Service Learning “with the goal of providing the opportunity for service learning activities for students such that by 2017 a majority of graduates each year will have engaged in a service learning activity.” Campus to Community will be able to utilize this office, renamed the Office of Experiential Learning, to support experiential learning opportunities for students in programs across campus. Strategy 2.5.2 calls for at least 75% of WTAMU students to participate in some form of experiential education for at least one semester prior to graduation.” Similarly, strategy 2.5.3 describes embedding service learning opportunities in at least 80% of courses. Campus to Community will directly support these strategies by increasing experiential education through the pathways of undergraduate research, service learning, or career focused experiences in every program across campus.

Campus to Community also supports the strategic plan directly by helping with strategy 3.3.4 which states that funding will continue for a speaker who will “energize, engage, and educate the university community” and significant faculty development opportunities will be offered each year. The implementation of Campus to Community creates the need for faculty development in the area of experiential learning in order to enhance and expand faculty members’ knowledge of how to integrate and assess these experiences in existing programs as well as add new experiences.

The Eight Principles of Experiential Education
Imbedded within WTAMU’s mission statement, core values, vision statement, and strategic plan, is found applicable evidence of the Eight Principles of Good Practice for all Experiential Learning Activities (National Society for Experiential Education, 1998), thus providing further evidence that this QEP is an appropriate fit. For example, the Mission Statement includes the cultivation of “. . . opportunities to develop critical thinking and problem solving skills. . .”
Principle Three of Experiential Education addresses authenticity. That is the “experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation.” Another example is in WTAMU’s vision statement, that it be recognized . . . for its“ . . . strong focus on engaging students in challenging and meaningful experiences that aid in their intellectual and personal development.” Principle One, Intention “ . . . represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives and activities that define the experience.”

As these goals and strategies are a part of the University in the form of vision, mission, core values and strategic plan, the next step for the QEP committee was to meet with department heads and deans to determine the extent to which experiential learning opportunities were currently being offered in the form of internships, practicums, clinical experiences, service learning, etc. Note that not every program has an experiential learning opportunity available for students. Additionally, there is not a campus-wide assessment of these learning opportunities and the reflection on experiential learning, so important to the process, is not formalized. Campus to Community encourages programs across the university to review and improve current experiential opportunities as well as consider new or different opportunities where those are deemed needed.

Summary
Campus to Community is a vibrant, robust initiative that will enhance and improve the number and quality of experiential learning opportunities at WTAMU. It is a plan that enables students to bridge the gap between classroom theory and application of those theories and ideas. It allows students to reflect on their own learning. It is a logical expansion of the quality teaching and learning that currently takes place and directs the University to serve students more effectively as they prepare for their chosen career. It supports several strategic initiatives already present on campus and creates an impetus for new initiatives to support student learning. Campus to Community is a topic that clearly supports the mission, vision, and core values of the University. It can easily be integrated into the campus culture, and it allows for program enhancements to improve the readiness of students for the workforce in their chosen field.

IV. Student Learning Outcomes
The desired Student Learning Outcomes (SLOs) of Campus to Community (C2C) are grounded in the various contextual factors from which the overall QEP was derived. As an institution, WTAMU envisions “engaging students in challenging and meaningful experiences that aid in their intellectual and personal development.” This aligns with Principle of Good Practice Three, Authenticity. That is, the “experience must have a real world context and/or be useful and meaningful. Through these engaging experiences, WTAMU seeks to achieve a mission that includes “cultivating opportunities to develop critical thinking and problem solving skills, information literacy, and ethical behavior” while “maintaining a focus on the development of future leaders of our community, the state, the nation, and the world.” It is at this intersection of the University’s vision, mission, and strategic imperatives and the Eight Principles of Good Practice for All Experiential Learning Activities where C2C resides. The interconnected nature of C2C is evinced by the stated mission and primary goal of the QEP:
The mission of Campus to Community is to foster an institutional environment that encourages and supports the application of classroom knowledge and skills in authentic settings through student-centered, faculty-guided experiential learning opportunities.

The primary goal of Campus to Community is to use experiential learning as the vehicle to develop students’ capacity to transfer theory into practice in novel situations, communities, and environments while at WT and beyond.

As has been well-documented throughout the literature (see Section V: Literature Review and Best Practices), two of the distinguishing features of experiential learning are reflection and integration. While there are numerous other learning outcomes that have and can be associated with experiential learning (e.g., critical thinking, problem solving, cultural awareness, personal and social responsibility, etc.), these distinguishing features are directly linked to four of the Eight Principles of Good Practice for Experiential Learning: Reflection, Intention, Orientation and Training, and Assessment and Evaluation. WTAMU elected to focus specifically on these two constructs, reflection and integration, in creating the desired learning outcomes for C2C. Each SLO is supported by a set of benchmarks that operationally define the learning outcome and guide a rubric-based assessment process.

SLO 1: Students will engage in structured reflection throughout the experiential learning process.

**Benchmarks**

Students will

- Assess what they have learned about themselves as an individual (self-awareness).
- Assess what they have learned about themselves as members of the broader community (cultural self-awareness).
- Refer to previous learning and apply knowledge and skills in novel situations. Connect prior learning to changes resulting from the experiential learning process.
- Communicate clearly through effective use of format, language, and/or visual representation.

SLO 2: Students will integrate their knowledge, skills, and dispositions (e.g., attitudes, beliefs, and ethics) acquired through coursework within experiential learning environments.

**Benchmarks**

Students will

- Connect relevant experience and academic knowledge.
- Make connections across disciplines and perspectives. Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations.
• Communicate clearly through effective use of format, language, and/or visual representation.
• Demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work).

A complete assessment plan for Campus to Community is detailed in Chapter X: Assessment.

V. Literature Review and Best Practices

Experience alone is insufficient to be called experiential education, and it is the reflection process which turns experience into experiential education.
Joplin (1995)

Introduction
The primary goal of WTAMU’s QEP Campus to Community (C2C): WT and Beyond is to use experiential learning as the vehicle to develop students’ capacity to transfer theory into practice within authentic settings, communities, and environments, both at WT and beyond in support of the following student learning outcomes.

1. Students will engage in structured reflection throughout the experiential learning process.
2. Students will integrate their knowledge, skills, and dispositions (e.g., attitudes, beliefs, ethics) acquired through coursework within experiential learning environments.

The ability to reflect upon what one learns when putting classroom knowledge into practical application, to integrate the knowledge into practice, and to analyze when, where, and how to use knowledge from either classroom or experience into further practice is critical to having a positive experiential learning experience. Students critically analyze their experience through structured reflection to make the connections between theory and practice. Those experiences can occur in a variety of ways and the literature has numerous examples of the ways in which this learning has and can occur and how it has and can be assessed. The most effective way of assessment is through reflection. Reflection about what one has learned can lead to the ability to integrate that knowledge and to analyze future possibilities. Before looking at ways in which experiential learning can occur, we will look at the Liberal Education and America’s Promise (LEAP) initiative, experiential learning in context, and an experiential learning cycle developed by David Kolb.

Liberal Education and America’s Promise (LEAP)
The Association of American Colleges and Universities (AAC&U) has been conducting the most extensive, sustained effort in decades to reform undergraduate education through its Liberal Education and America’s Promise (LEAP) initiative. "The 2013 AAC&U President Carol Geary Schneider identified three goals of a liberal education: acquiring a broad understanding of
society; developing the powers of critical inquiry and/or communication skills; and “ensuring that learners acquire . . . a strong sense of ethical responsibility to themselves and society.” (DiSalvio, 2013). Through LEAP, hundreds of campuses are making far-reaching educational changes to help all their students—whatever their chosen fields of study—acquire the broad knowledge, higher order capacities, and real world experience they need to thrive both in the economy and in a globally engaged democracy (About LEAP, 2015).

The AAC&U and the LEAP campaign has developed a set of Essential Learning Outcomes (ELOs) that serve as a framework for students’ “cumulative progress through College and embody the goals associated with experiential education.” These outcomes include the following:

- Broad knowledge focused by engagement with big questions,
- Intellectual and practical skills,
- Personal and social responsibility
- Integrative and applied learning.

Integrative and applied learning is demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems (Albertine, 2012).

Texas is a LEAP state with the higher education mission to communicate, organize, and develop plans and policy recommendations that address the common interests of student success and the improvement of higher education in Texas. Thus Campus to Community appropriately connects the entities, the SLOs, and furthers the linkages among experiential learning outcomes and the experiences themselves.

Defining Experiential Learning in Context

Experiential learning is defined for the purposes of Campus to Community as learning by doing. Itin (1999) defines experiential learning “as the change in an individual that results from reflection on a direct experience and results in new abstractions and applications.” Examples of experiential learning opportunities that can be made available in a higher education setting include internships and practicums, study abroad/away programs, undergraduate research, and service learning.

Experiential learning has the power, ability, and possibility to give students a taste of what the working world expects and is like (Beck & Halim, 2008). It “helps students to bridge classroom study and life in the world and to transform inert knowledge into knowledge-in-use” (Eyler, 2009). For many students the experience can be valuable. The experiential learning process often provides the student the opportunity to say, “This is something I really like and want to do” or “How did I ever think that I would want to do this?” (Beck and Halim, 2008) Either way the student has learned a valuable lesson.

How does this “experiential learning” work? How can it enhance the quality of student learning? Beck and Halim (2008) found that interns reported a number of significant learning outcomes of which the most significant were personal and interpersonal skills and less technical skills.
Learning through reflection was the key to supporting those outcomes. According to Stevens (2008), as quoted by Zimmerman (2014), “service learning is a hands-on class project in which you learn by helping others, discover how class knowledge is useful in the real work, master practical skills … and gain an appreciation for diversity.” Social work field practicums, another form of experiential learning, allows “students to learn professional skills through practicing in real settings (Fortune, 2007). More emphasis, according to Fortune (2007), is placed on reflection, a social work teaching strategy. Alex-Assensoh and Ryan (2008) assert that “well-structured internships equip students with skills to move beyond the campus…”

**Kolb’s Experiential Learning Cycle**

David Kolb in his 1984 book, *Experiential Learning: Experience as the Source of Learning and Development*, outlined an “experiential learning cycle” divided into four stages (See Figure 1). The first stage is a concrete experience—that place “where the doing happens”. The second is a reflective observation—“This means taking time-out from ‘doing’ and stepping back from the task and reviewing what has been done and experiences.” The third stage—abstract conceptualization—is “the process of making sense of what has happened and involves interpreting the events and understanding the relationships between them.” The fourth and last stage is “active interpretation” in which what has been learned is then put into practice (McLeod, 2013).

![Kolb's Experiential Learning Cycle](image)

**Figure 1 Kolb’s Experiential Learning Cycle**

It is in this last stage where the learner makes sense of what is going on and where new experiences are created for the next learning cycle. (Beck & Halim, 2008) In the second edition of *Experiential Learning*, Kolb (2015) defines more exactly the concept of experiential learning
“as a particular form of learning from life experience; often contrasted with lecture and classroom learning.” His model, based on the individual, begins with the concrete experience followed by reflective observation, an essential key component to the experiential learning process (Kolb, 2015).

Reflection as Essential to Experiential Learning
Eyler (2009) in her article entitled The Power of Experiential Learning writes, “The challenge for liberal educators is to design learning environments and instruction so that students will be able to use what they learn in appropriate new contexts—that is, to enable the transfer of learning.” Indeed this is a complex and difficult challenge as it requires the student to not only broaden his scope of knowledge but also acquire a greater depth of knowledge in his chosen field of study.

To meet that challenge, Eyler (2009) identifies three intellectual goals associated with experiential education:

1. A deeper understanding of subject matter than is possible through classroom study alone.
2. The capacity for critical thinking and application of knowledge in complex or ambiguous situations.
3. The ability to engage in lifelong learning, including learning in the workplace.

These goals when used in an environment of “structured reflection, such as in a class or seminar, help students connect experience with theory. Thus it will help deepen their understanding and increase their ability to use what they know.” (Eyler, 2009). Reflection is a key concept within experiential learning as Jordi (2011) points out researchers and critics “. . . suggest that the concept of reflection has an inherent cognitive bias and is therefore irredeemable.” However, he proposes that “. . . the key elements of human experiential learning, taken together, provide a framework within which to develop both and expansive concept of reflection and a range of integrative individual and collective reflective practices (Jordi, 2011). Kallick and Costa (2008) further describe structured reflection: “Reflection involves linking a current experience to previous learnings [a process called scaffolding]. Reflection also involves drawing forth cognitive and emotional information from several sources: visual, auditory, kinesthetic, and tactile. To reflect, we must act upon and process the information, synthesizing and evaluating the data. In the end, reflecting also means applying what we’ve learned to contexts beyond the original situations in which we learned something.”

At the heart of experiential learning is the faculty member who guides students through the processes of applying past knowledge to new situations; who helps students learn to think about thinking (metacognition); and who teach them to remain open to continuous learning (Kallick and Costa, 2008). John Dewey is considered the father of experiential learning. In his 1938 work, Experience and Education, he laid the groundwork for active learning, as he considered learning to be an active process rather than static one. Thus experiential learning as a case in point with Campus to Community, takes on many forms such as internships, practicums, study abroad/away experiences whether they be short term or long term, undergraduate research,
service learning, or some other experiential form that allows students to have a taste of what their interests might be outside the classroom, especially in the world of work.

Increasingly we learn that students want more than the “fundamental aspects of higher education” and seek some advanced learning opportunities that take them beyond campus. At one time students who wanted to know about what it was like to do something for a living would be advised to, “go talk to...” Or if someone wanted to learn a trade or profession, they usually worked for someone in that field (Alex-Assensoh & Ryan, M., 2008). At this point in time students are seeking those opportunities to “experience” what their chosen field might be like before leaving the campus. With that in mind, it behooves the campus to provide applied learning opportunities.

Eight Principles of Good Practice for All Experiential Learning Activities

The National Society for Experiential Education (NSEE, 1988) developed Eight Principles of Good Practice that underlie the pedagogy of experiential education and recognize that regardless of the experiential activity “that both the experience and the learning are fundamental and that the learning process and the relationship between the learner and facilitator there exists a mutual responsibility.”

The eight elements are comprised of the following: intention, preparedness and planning, authenticity, reflection, orientation and training, monitoring and continuous improvement, assessment and evaluation, and acknowledgement. Each of these principles is addressed throughout this document as it relates to specific proposal components.

In brief:

*Intention* represents the purposefulness that enables experience to become knowledge. *Preparedness and Planning* ensures that participants enter the experience with sufficient foundation to support a successful experience. Authenticity says the experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. *Reflection* transforms simple experience to a learning experience. It is also an essential tool for adjusting the experience and measuring outcomes. *Orientation and Training* assures that the full value of the experience is accessible to both the learner and the learning facilitator(s), and to any involved organizational partners. *Monitoring and Continuous Improvement* assures that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience is sufficiently flexible to permit change in response to what that feedback suggests. It represents the formative evaluation tools. *Assessment* develops and refines the specific learning goals and quality objectives identified during the planning stages of the experience, while *Evaluation* provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it. *Acknowledgement* pulls together the transformative experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of
progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience. (NSEE, 1998)

NSEE’s Eight Principles of Good Practice informs how the Campus to Community effort connects to the University’s mission and vision statements, core values, and strategic plan. The Principles give the QEP definition, form, and structure. It also provides a framework for developing Student Learning Objectives and the contextual framework to guide the process.

Forms of Experiential Learning
Campus to Community identifies several categories and accompanying venues that serve as ways for students to gain access to experiential learning opportunities. These include internships, practicums, study abroad/away, undergraduate research, and service learning. These programs allow students to experience some essential component within the field of study. However, the majority of programs do not have such a requirement and some are not poised to readily provide the opportunity. By indicating the kinds of experiential learning opportunities reflected in the literature, we are able to provide experiential learning opportunities within a variety of venues.

Career Focused Experiences (Internships/Practicums)
Internships are those programs in which a student works in a “real-world” setting. Sometimes these are paid programs; sometimes they are programs for which the student earns credit toward his/her degree. O’Neill (2010) addresses the fact that internships help two distinct groups of students—those who need/want direction in a career field, want professional experience, and “sometimes discover what they don’t want to do.” For those students who are more sure of their goals, internships can help those students gain “substantial professional experience and begin to develop a network of people in fields that interest them,” in addition to allowing them to apply the theoretical (what they have learned) in real world situations. Simons, et al (2012) state that students are required to apply ‘real-world’ experiences to the academic content and to use this knowledge to make informed decisions about their career paths.

Simons, et al (2012) addressed four research questions regarding internships: Do student interns improve their personal and civic development? What knowledge and skills do students acquire? How consistent are the findings from students, field supervisors, and faculty? And, do these findings help us understand the impact of experiential learning on student development? Their study concluded that students improved their multicultural learning, that “almost all students thought that fieldwork enhanced their cultural competence and career interests” [and] “that the practicum/internship program is beneficial for all involved”.

Study Abroad (international)/Away (regional and national)
Study abroad programs are those programs in which students study in another country for a specified amount of time—often at another institution of higher learning—taking credit classes but in a cultural situation completely different from their home institution experience. Study away programs are those in which the student may not go to another country but in the home country become immersed in a totally different culture and cultural experience; a program is devised
whereby the student has specific criteria/programs/etc. to complete by the end of the experience. In both study abroad and study away programs, the student then reflects—in writing—the results of the experience, what he/she learned, how things might have been done differently to enhance the positive nature of the experience, and what other items might be important. Vandeveer and Menefee (2005) state that study abroad programs take students beyond the familiar and the experience is turned into deep learning through a reflective assessment of the lessons learned.

Service Learning

There are a multitude of definitions of service learning. The Office of Civic Engagement and Service Learning at Fayetteville State University in Fayetteville, North Carolina (2015) defines service learning as a process of involving students in community service activities combined with facilitated means for applying the experience to their academic and personal development. Lewin (2009) states that “…service learning has—with varying degrees of emphasis—the advantage of integrating teaching, research, and service within a coherent educational experience. It thus offers benefits, such as greater flexibility and utility, which enhance its efficiency and effectiveness” (Lewin, 2009). Hatcher and Bringle (1997) define service learning as a type of experiential education in which students participate in service in the community and reflect on their involvement in such a way as to gain a further understanding of course content and of the discipline and of its relationship to social needs and an enhanced sense of civic responsibility. We view service learning as a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. International service learning combines study abroad with the concept of service learning. It inherently calls upon participants to reflect on the differences and similarities of locale and on their own sense of civic identity in a comparative, if not collective, framework (Lewin, 2009).

Unlike extracurricular voluntary service, service learning is a course based service experience that produces the best outcomes when meaningful service activities are related to course material through reflection activities such as directed writings, small group discussions, and class presentations. Unlike practicums and internships, the experiential activity in a service learning course is not necessarily skill-based within the context of professional education.” (Bringle &Hatcher, 1996).

Undergraduate Research

Undergraduate research is a more difficult kind of experiential learning pathway because of the many differing disciplines involved and the range of activities from laboratory to field experiences requiring one-on-one interaction between student and faculty member. The sciences have afforded opportunities for undergraduate—and graduate—students for some time. In research done by Wilson (2003), he “harked back to the original Boyer Commission report (1999) entitled Reinventing Undergraduate Education: a Blueprint for America’s Research Universities, and a follow up study published in 2001. This follow up report recommends that undergraduates at all levels be given the opportunity for active involvement in research that is
concrete, hardly controversial at the outset, and ‘do-able’ within contracting budgets and competing programs. In evaluating research experiences, students “learn things doing research that they can’t learn as effectively or as well in any other way” and “that they have learned something about the “process of research itself” (Wilson, 2012).

In a study conducted at the University of Adelaide in Australia from 28 different courses identified, researchers were able to make five distinct findings - the more important [for our purposes] being “that students clearly perceived that they developed discipline-specific research skills and that these were useful for current or projected employment as well as for subsequent studies” [;] “that explicit research skill development in regular courses has the capacity to be more effective than mentored undergraduate research in helping student develop question framing skills”[; and] “academics indicated that facilitating explicit research skill development of students not only helped them clarify many curricular processes, but also stimulated them to reconsider the nature of disciplinary research…” (Willison, 2012)

*Sense-Making and Reflection*

It has been made clear throughout this literature review that reflection is the key to experiential learning. Paulo Freire (1970) suggested that educational praxis should combine both action and reflection as part of the educative process. Thus the connection that theory informs practice, while experiential and practical knowledge can be employed as a means to understanding and interpreting that theory is what completes the experiential learning process (Breunig, 2005).

Westera, (2005) states that experiential learning activities can greatly enhance learning for both student and educator. Experiential learning is a student-centered, educator-guided process through carefully selected experiences and guided reflection. Thus the critical process of sense and meaning making through discussion, reflection, and collaborative knowledge construction is critically important. For teachers in experiential education settings, those components are crucial; that is, what matters is not only what is taught but also how it is taught (Kopish, 2014). Also, “experiences that lack intention, purpose, and direction most often simply represent play. Play is fun; but play is not always enough, especially if there is some educational end toward which the practice (experience) is directed (Breunig, 2005). Thus, instructional approaches which facilitate reflective, critical dialogue provide students with opportunities to make meaning from experiential based learning (Guthrie & McCracken, 2010).

Reflection on these experiences is also important in distance learning settings. Babson Survey Research Group’s 2011 survey of more than 2,500 colleges and universities—including both nonprofit and for-profit institutions—found that more than 6.1 million students took at least one online class during fall 2010 (Babson, 2011). The National Center for Education Statistics reported in fall 2012, 11% of undergraduate students nationwide were enrolled exclusively in distance education courses (NCES, 2012). Similarly, during the fall 2015 semester, 12.8% of students at WTAMU were completely online.

With the anticipated increase of online enrollments in university courses and programs, those students need pathways to gain access to experiential learning opportunities. As technologies
are increasingly integrated into curricula, there is a growing need for the development of strategies which mobilize ways to create collaborative, interactive and relevant applications specifically within the framework of experiential learning (Guthrie & McCracken, 2010).

One of the greatest challenges faced in developing and teaching a course for delivery through distance education is to actively engage students with the course material so that their learning is maximized. Experiential learning activities may involve reflective questions and exercises, simulations/games, and video scenarios. These types of online experiential activities should be evaluated on the quality of the reflections rather than the activities themselves (Westera, 2002). While experiential opportunities are different in distances education course, they can be accomplished.

Conclusion

Research has shown that teaching that allows students to have experiences that supplement and reinforce classroom instruction provides the students with invaluable opportunities. These opportunities allow the students to adapt what they have learned in the classroom in supervised practical training and to develop problem-solving and critical thinking skills that will be as important as they enter the world of work (Duncan & Kopperud, 2008). These opportunities can be in the form of internships/practicums, service learning, study abroad/away, or undergraduate research. Whatever the opportunity, the student with the guidance of the faculty member must assess in some way the experience – typically through reflection.

VI. Actions to be Implemented

Introduction

Campus to Community (C2C) will help students make connections between curricular components to which they have been exposed and the larger world at the municipal, regional, national, and global levels. Campus to Community seeks to enhance the Experiential Learning Opportunities (ELOs) currently in place across programs using the Eight Principles of Good Practice for All Experiential Learning Activities; embedding the ELOs in course learning, organizational opportunities, and community connections that are local, regional, and global. This initiative is flexible so each department can create and enhance ELOs based on specific student needs focusing on intention. That is, colleges, departments, faculty mentors and students must be clear from the start why the experience selected was the chosen approach and what knowledge is to be demonstrated, applied or resulted from the experience. Flexibility in terms of learners and a result of reflection is essential for adjusting the experience and measuring outcomes.

Moreover, in recognizing the differences between active learning and experiential learning, the QEP Committee acknowledged the differences between active learning and experiential learning. Active learning involves the evaluation of course content in controlled settings and is sometimes transferrable to experiential-learning initiatives, whereas experiential learning emphasizes learning through reflection on doing. As such, the reflective component of C2C will be critical in helping students learn from ELOs.
In the early stages, QEP topic development involved soliciting proposals from WTAMU faculty and staff that provided the committee with numerous ideas from which we eventually formed the components of C2C. Campus to Community is an innovative approach to a comprehensive education. Over the next five years experiential learning opportunities will become a typical part of a student's education at WTAMU, with more students experiencing learning outside of the traditional classroom and faculty and staff being supported in their inventive approach to knowledge and skill development at all levels of the educational process. In fall 2013 during the university Round Table discussions, stakeholders identified the ideal WT graduate as a critical thinker with a well-rounded education, possessing leadership and communication skills, and ready for employment. The committee, armed with an array of ideas from faculty, staff and students and their vision of a WT graduate, further refined details for the topic. Ultimately, Campus to Community emerged as a QEP topic fully supported by WTAMU’s population, mission statement, and goals as an institution of higher learning. Put simply, students engaging in C2C will come away with a greater understanding of how curricular components inform and shape their actions in real-world settings.

Awareness and Marketing
The QEP Full committee has been working to generate awareness about the QEP since it was formed. This committee has kept the WTAMU community updated on its activities and progress. Our first task was to solicit QEP proposals from interested faculty members, which successfully generated a number of competitive submissions. Next, through campus-wide emails, the committee organized a number of public forums (Round Tables) - to update faculty, staff, and students on our progress as well as to solicit feedback from those groups. Following these public forums, the committee further narrowed and refined the topic based on the submitted proposals. After developing the experiential learning topic that became C2C, the committee next solicited faculty feedback and buy-in by circulating a survey to each department about initiatives related to experiential learning that are currently in place.

Once identified, these existing experiential learning opportunities can then be enhanced through the C2C initiative. Committee members next met individually with departments, faculty members, and college-level leadership councils. Student feedback provided directional information as well. For example, Student Government members identified the top five Experiential Learning Objectives that students felt have the greatest impact on learning application: (1) internships (2) networking (3) leadership opportunities (4) undergraduate research and (5) life skills/campus involvement. Student Government members also placed proposals of types of ELOs they would like developed. These proposals included, early internships/job shadowing, and cross-curricular opportunities to expand and enhance student perspectives.

The campus feedback helped determine the topic of Campus to Community. Once the topic had been selected and refined, members of the QEP Full committee updated the University staff and faculty on C2C during the spring 2015 all-university meetings. This committee’s next step was to determine how to brand the QEP to ensure that all faculty, staff, and students were aware of
Early in the rollout of C2C, in the fall 2015 semester, the committee conducted a campus-wide logo contest that garnered interest, educated the campus population, and engaged campus investment and ownership in the program. Fliers announcing the contest were sent through campus email and social media sites. The major components of C2C were shared so participants could include those components into the logo designs they created. There were 67 separate logos entered into the logo design contest with entries from students, faculty and staff. The largest majority of participants were students. The logo will be used in several marketing pieces to help brand the new QEP and spread awareness across campus.

Marketing Plan
Campus to Community will be marketed to the WTAMU community of students, faculty, and staff using a variety of marketing methods with the main focus on developing awareness and the ultimate focus of weaving the goals of the QEP into the culture of the institution.

Electronic communication plays a vital part in any marketing campaign in reaching today’s students, faculty, and staff. West Texas A&M University’s website, Facebook presence, Twitter feed, YouTube channel, and other social media sites along with the university digital signage system will be utilized to inform the university community about C2C. A website dedicated to the QEP efforts has been established and will be maintained initially through the office of the Associate Provost for Academic Affairs. This website will provide university community members with more in-depth information on the selected topics and monitor the progress towards the proposed outcomes. To encourage cooperation and generate enthusiasm for C2C efforts, proposals, progress reports, examples of high-impact learning experiences, and assessments will be publicly posted.

Other marketing activities are planned as follows:

Kick-Off Celebration – February 29, 2016:
- A come and go reception from 11:00 am – 2:00 pm in the JBK Legacy Hall has been planned for students, faculty, staff along with business and non-profits in the surrounding community.
- Promotions will provide information tailored to all stakeholders of C2C.
- Food will be provided and T-shirts and other promotional materials will be given away.

Initial Marketing Blitz:
- Infographic posters will be placed in university classrooms in all campus buildings. Printed 3X4 posters will be displayed in February 2016 at the front of each classroom for high visibility to on-campus students and faculty.
- Table tents will be displayed for C2C promotions in the JBK Student Center and in the WTAMU cafeteria in February and March of 2016.
- Bathroom signs (in designated sign holders) will be displayed in the JBK Student Center in February and March of 2016.
- Floor decals will be printed and placed in high traffic areas of the JBK Student Center in the hallways near Starbucks, the University Bookstore and the Student Success Center.
Promotional images will be posted on the campus-wide digital signage system starting in March.

A promotional banner will be placed on the landing page of WTClass for high visibility to all students and faculty. This banner will be rotated periodically with images that highlight different areas of experiential learning such as undergraduate research, study abroad, service learning and internships. WTClass is used by all students; on-campus and distance, in online and face-to-face courses and by all WTAMU faculty members. All syllabi are posted in WTClass and students receive access to WTClass 5-days prior to the first day of every semester. These banner images will be displayed starting in March for the initial awareness campaign and will continue periodically throughout in future years.

Promotional images/graphics will placed on the backgrounds, screensavers and/ or opening screens of all computers in the Hastig’s Electronic Learning Center’s open computer lab and computer classrooms. Students have access to the computers in the open computer lab at all times during open hours.

Yard signs will be displayed in front of all campus building entrances beginning in March.

Graphic for C2C will be added to the Buff Gold Card (student identification card). This will begin for new cards issued for Fall 2016 and beyond.

Future Marketing Campaign:

To keep the C2C marketing efforts fresh, it is vital to change and provide new information and promotions periodically. Each month, a student participating in an Experiential Learning Opportunity (ELO) will be spotlighted in a video that will be posted on the university website, the QEP website, the WTAMU Youtube channel, a Twitter post, in WTClass, on the campus digital signage system and sent via email to faculty, staff and students. Each year a highlight video comprised of the monthly student spotlights will be shown at the WTAMU Staff and WTAMU Faculty meetings to showcase some of the participation throughout the year.

Each month a faculty member, academic department or academic program participating in the QEP will be spotlighted in a video that will be posted on the university website, the QEP website, the WTAMU Youtube channel, a Twitter post, in WTClass, on the campus digital signage system and sent via email to faculty, staff and students. Each year a highlight video of comprised of the monthly faculty, department and program spotlights will be shown at the WTAMU Staff and WTAMU Faculty meetings to showcase some of the participation throughout the year.

Campus to Community will become a major component of the student, faculty and staff experience at WTAMU. For incoming students, New Student and Transfer Orientations will provide information on the program, incentives, and opportunities. The Director for Experiential Learning in conjunction with the Director of First Year Experience and student mentors will inform new students and incorporate C2C expectations throughout the first year experience. Embedded experiential learning is expected to become the norm for entering students. Committee members working with staff and faculty will ensure that experiential learning opportunities use the First Year Experience as a foundation, paving the road for continuous
involvement and growth. Overall, implementation of C2C is a recursive process that will allow for constant feedback, in turn informing the ongoing process of application of experiential learning opportunities.

For all students, the QEP committee will collaborate with faculty and staff members to promote experiential learning initiatives directly to students in a way that emphasizes the educational benefits of Campus to Community programs. The committee intends to offer recognition at commencement for all graduating seniors. Students will receive cords or some other honorific to wear at graduation that signifies completion of a significant number of ELOs, the specifics of which shall be determined at a later date. Distance students or others who do not attend the commencement ceremony can also receive the chord or other honorific. The committee is currently reviewing other avenues of recognition. Promotion of the graduation incentives for C2C participants will be included on the C2C webpage.

Additionally, the QEP committee also recognizes the utility of incentivizing C2C for WTAMU faculty members. As such, the committee will promote faculty participation by advertising grant possibilities for which faculty can apply in order to develop experiential learning initiatives in their various fields. Numerous incentives and awards will also be used to help facilitate the development of experiential learning initiatives. The QEP committee will manage a competitive grant proposal process. Grant proposals for both face-to-face and distance learning courses will be required to include a cover page, ELO description, syllabus, and a budget. Grant amounts will be determined on an as-needed basis, but awards will not exceed 2,500 USD. Preferred characteristics of C2C grants will include the following:

- Ideas for developing completely new experiential learning initiatives that faculty can incorporate into their course offerings (either for current courses or for as-yet to be developed courses).
- Ideas for enhancing experiential learning initiatives that WTAMU faculty members have already established in their courses.
- Experiential learning activities that can be marketed to freshman students in particular, which could help freshmen become more engaged.
- Any kind of proposal or idea that will expedite faculty members partnering with one another as well as ideas promoting faculty and staff collaboration.

Faculty will thus not only be able to have the time and the space necessary to develop competitive ideas, but grant awardees will also be able to claim their awards as internal incentives for promotion and tenure purposes. Grants awards can be included in the Intellectual Contributions section of faculty members’ yearly review and in their promotion and tenure materials.

**Training**

Effective and thorough training is essential for Campus to Community to meet the plan objectives. Using the Eight Principles of Good Practice for all Experiential Learning Activities as the basis for building a framework will provide important guideposts giving direction to faculty, staff, students and mentors interested in participating in and developing experiential learning
opportunities as either learners or facilitators of learning. For example, courses within departments and colleges will need to be identified as approved for and meeting Experiential Learning requirements. Guidelines will be given to the departments to help identify those courses they designate. Courses will be identified and designated based on factors such as why the experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.

Beginning in the summer of 2015 (Year 0), members of the QEP committee attended the National Society for Experiential Education (NSEE) Annual Conference focused on enhancing and implementing experiential learning on university campuses. Those committee members will train others who will disperse the information campus-wide, engaging faculty from all colleges, staff from critical departments, and students. The first training is scheduled for the Spring 2016 semester and will focus on assessment of experiential learning. Faculty and staff will be trained in the program, incentives, and implementation and students will be trained in the purpose of engagement, student incentives, and opportunities available. In addition to disseminating information in student, staff, and faculty training, the committee will work with the WTAMU Teaching Excellence Center to host faculty workshops and provide ongoing support; such training will occur during each fall and spring semester and will be hosted by the WTAMU’s Teaching Excellence Center. The Teaching Excellence Center was established in 2009 as a resource to support teaching and learning across the University through workshops, seminars, discussion, and review of quality materials. The TEC also provides consulting services and peer review/observation opportunities for enhancing teaching. The mission of the TEC is to promote effective teaching and engaged learning through support of faculty as they strive to provide valuable learning experiences for our students.

The Fall 2015 Faculty Development workshop, for example, served as a general introduction to experiential learning across the curriculum. Faculty members from several different colleges and departments were chosen to share experiential learning opportunities that are already included in their courses, how they created them, how they assessed them, and how this enhanced student learning. Participants then worked in groups to brainstorm how they could include or already were including experiential learning in their own programs and courses.

The follow-up Spring 2016 Faculty Development program (scheduled for April 2016) will narrow the focus, addressing specifically how to assess experiential learning in the context of individual program learning objectives/outcomes. Moving forward, the Teaching Excellence Center will continue to serve as a repository of articles on, and examples of, experiential learning. The Center will continue to support and/or fund faculty travel to conferences like the aforementioned NSEE with the intent of training additional faculty, who can then return to their departments/programs and serve as part of the university’s broader training mechanism.

Additionally, faculty/staff grant awards will be contingent upon training for the assessment of the Experiential Learning Opportunities. A training module will be created in the summer of 2016 to help support faculty/staff in learning how to use the assessment rubrics created for evaluation of
Experiential Learning Opportunities (see section X. Assessment for these rubrics). This training will be based on input from faculty members who engaged in pilot programs and used the rubrics to evaluate student progress in the two Student Learning Outcomes for C2C.

To enhance the process and be fully prepared for a Fall 2016 implementation, pilot programs in experiential learning were generated for the 2015-2016 academic year. The pilot program for Fall 2015 was connected to COMM 2341, Basic Performance of Literature. These class members in conjunction with High Plains Public Radio (HPPR) developed and presented the program "People of the Plains". Eighteen students, some working individually and some working in pairs or groups of three, interviewed individuals throughout the Texas Panhandle, including a woman's adoption story, a former Bandito president, an international student, a local professor, artist Kenneth Wyatt and other individuals from throughout the area. Students obtained releases, recorded the interviews, and engaged in the creative process by creating human interest stories based on these interviews and submitting pictures, stories, and soundbites to High Plains Public Radio for website publication. Students can reference their production on their resumes and send employers directly to the HPPR site http://hppr.org/programs/people-plains (this link will work only with an Internet connection) to review their work. Students performed these stories live at Palace Coffee in Canyon, TX on November 17, 2015 with 87 guests in attendance. Students were recorded for an HPPR broadcast, but because of sound quality students re-recorded these stories at a later date. High Plains Public Radio has the recordings, and anticipates broadcasting these creative performances in 2016. Finally, students created a reflective essay synthesizing the experience and evaluating its application and utility to their career paths (Appendix I).

Of the 18 students, 15 completed the reflection process. The assessment results of the C2C Rubric Application are located in Appendix J. In most of the domains, student averages are between Emerging and Accomplished. As a sophomore level course, this is a reasonable expectation based on skill sets and acquired education. For example, 11 of the 15 students were Emerging on the Benchmark “Make connections across disciplines and perspectives.” The likelihood of students having extensive experience across multiple disciplines is low, so Emerging is appropriate for this particular benchmark. Overall, the student products were effective and most students found growth in real-life application and understood the significant connection and necessary application of classroom knowledge to complete their final experiential project. Other pilot programs are currently in development for spring 2016.

Following the evaluation of the pilot programs, further training will be shared with the campus community, including administration, faculty, staff, and students. This campus-wide involvement will encourage participation in all steps and benefits of the plan. The overall rollout evaluates experiential learning that is currently in place, enhances those opportunities through incremental change and creating new valuable and relevant experiences through disruptive innovation. Feedback and training will be shared in each step of the process.

Criteria for Experiential Learning Opportunities
Campus to Community is designed to provide real-world experience that is relevant to student educational and career goals. Experiential Learning Opportunities are vast and varied, therefore
requirements must be sufficiently flexible to allow for adaptation within various degree programs and student services encouraging enhancement and development of pertinent programs that faculty and staff deem useful and relevant to specific goals. At the same time, certain standards must be set forth by the C2C committee to ensure equal quality and receive quantifiable feedback throughout the plan.

Broadly defined, experiential learning opportunities support students in applying curricular knowledge to real-world situations directed by either a WTAMU faculty member or staff mentor. Using the Eight Principles of Good Practice for all Experiential Learning Activities as the basis for building a framework, the principles will provide important guideposts giving direction to faculty, staff, students and mentors interested in participating in and developing experiential learning opportunities as either learners or facilitators of learning. We recognize that regardless of the experiential learning activity, both the experience and the learning are fundamental. Thus the standards can be adjusted based on assessment of ongoing data and experiences, a key principle that allows for adjusting the experience and measuring outcomes. In the initial introduction of C2C, the following are basic minimum elements required for the incentives and grant opportunities.

- Proposed ELOs must connect the experience to each of the two student learning outcomes; however, they need not contain a direct-line relationship with any given community immediately. C2C’s impact on targeted communities may come later upon the student’s completion of any given ELO.
  - Students will engage in structured reflection throughout the experiential learning process
  - Students will integrate their knowledge, skills, and dispositions (attitudes, beliefs, ethics) acquired through coursework within experiential learning environments
  - Every ELO must include a written component, examples including but not limited to a reflective essay, an online portfolio, or a research product.
  - Each ELO must demonstrate the impact that it will have on specific communities involved in the program.
  - Each ELO must have a Faculty or Staff supervisor/mentor that oversees the process and provides feedback to the student.

Each of the following Experiential Learning Opportunities require further specific requirements to be considered for the C2C Program. Further standards may be set forth by individual colleges or student services as faculty and staff members create strategies to best meet the needs of the students and are within the framework provided by the Eight Principles of Good Practice for All Experiential Learning Activities.

- Service Learning--minimum five hours, reflection component required
- Internships--semester long, paid or unpaid, reflection component required
- Undergraduate Research--requires faculty mentor and submission to journal or conference
- Field Study Activities--minimum five hours, reflection component required
• Study Abroad/Away--can be short or long term but must be a minimum of 7 days, reflection or research component required
• Life Skills Programs--must complete five hours of application
• Cross-curricular programs--reflection or research component required
• Networking--minimum of five hours per semester, reflection component required
• Graduate School/Professional Mentors programs--minimum five hours, reflection component required

It should be noted that the above Experiential Learning Opportunity categories are diverse. For example, "undergraduate research" includes the more traditional types of laboratory-based research typical to the sciences, but also includes non-laboratory-based research. Each funnels into WTAMU's Undergraduate Research Day, which occurs every spring semester. This research conference highlights both traditional research methods and creative student productions. Students can participate in oral paper presentations, poster presentations, and visual arts creative expressions. Faculty judges provide feedback and top presentations are recognized at an awards ceremony at the end of the conference. The 2015 conference included 141 student presentations. Additionally, disciplines in the humanities, such as history, have required courses that also promote research and include numerous forms of Experiential Learning Opportunities themselves (working with original documents, learning about researching in archives, etc.).

Developing Experiential Learning Opportunities
The QEP Committee plans to issue an RFP in late spring 2016 to faculty and staff to encourage the designation of courses as C2C for inclusion on student transcripts as well as to encourage development of ELOs. The QEP Committee maintains ELO development funds to be awarded to faculty and staff members whose proposals are selected for development. The draft application for C2C designation and possible funding of experiential learning courses is found in Appendix H and includes a scoring rubric.

It is hoped that a significant number of submitted proposals will include existing courses that have been identified as Experiential Learning eligible by the colleges. This process will expedite QEP integration and will allow for establishing a group of courses with C2C designation for students to choose from. All proposals will address the two student learning outcomes for C2C and how those are reflected in the proposed course ELOs. Some proposals may include non-course activities, including those proposed by WTAMU staff members without the collaboration of WTAMU faculty members. These proposed ELOs may include service learning and volunteerism opportunities. If associated with a credit course, staff members will partner with a faculty member upon approval of direct supervisors such as department heads, deans, or appropriate vice presidents.

Assessment
Assessment data for C2C will be collected on a bi-annual basis. The QEP Committee will require the submission of assessment data for participating faculty and staff at the end of the spring and fall semesters each year. Participants will submit their assessment data to the
Assistant Vice President for Learning Assessment. Data relating to preexisting experiential learning opportunities will also be compiled from WTAMU Career Services' Buff Jobs database, which contains data on some experiential learning opportunities that are already in place on campus. Instructions for the submission of assessment data will be provided on the participants’ initial application for the development of C2C initiatives as well as on the C2C website. Additionally, the QEP Committee will examine the impact of C2C as well as the institutionalization of experiential learning at WTAMU along the lines of four dimensions:

- The philosophy and mission of experiential learning
- Faculty support for experiential learning
- Student involvement in experiential learning
- Institutional support for experiential learning

Reporting of the QEP assessment data will be the responsibility of the assessment subcommittee, chaired by the Assistant Vice President for Learning Assessment. Data will be compiled on an on-going basis and will be compared to the committee’s targets for each assessment measure for C2C. Based on a review of pilot data, the target for success on each dimension/benchmark of the two SLO rubrics has been set as “80% of all students will perform at an assessment level of ‘Accomplished’ on all dimensions of the SLO Rubrics.” (See section X. Assessment for more detail).

The QEP Committee is also sensitive to the idea that on-going changes might be necessary for C2C to remain consistent with the dynamic nature of teaching and learning at the university level. As such, the results of assessing C2C will be used to continually refine the program in order to ensure that the QEP plan remains relevant for years to come. Finally, the QEP committee understands that C2C will impart a lasting legacy on teaching and instruction at WTAMU. Additionally, C2C will also serve as a general blueprint for future QEP proposals in terms of enhancing the quality of education at WTAMU. Consequently, assessment is at the heart of C2C leaving a lasting legacy on how instruction at a dynamic university can be enhanced in various ways for future generations of WTAMU faculty members, staff members, and students alike.

VII. Timeline

Implementation of Campus to Community (C2C): WT and Beyond actually began in the fall of 2015. The following graphic illustrates the implementation process for the WTAMU Campus to Community initiative. The labeled arrows across the top of the graphic indicate an associated process stage during implementation. The items in the boxes labeled by year indicate associated action items to be completed during each implementation phase respectively. Those items will also be continued and expanded throughout the implementation. As implementation begins in Year 0-1, the focuses of the action items are to educate and engage the university community. Years 1-5 adds an additional focus on assessing and enhancing existing experiences into C2C designated courses. Years 3-5 adds the additional focus of innovation with new courses. Years 4-5 adds additional focus of action items for impact. The five year
implementation process centers on educate, engage, assess, enhance, innovate, impact with key associated action items listed as appropriate to the process time line.

Using the first year to market and introduce the QEP will help faculty, staff and students to better understand the proposed initiatives and slowly make changes in years one and two to existing programs before moving forward with more innovative changes to programs in years 3-5. This overview graphic was used by the committee to introduce the QEP topic to students, faculty, and staff and to conceptualize the timeline for C2C over the entire five year period. While we understand that will likely be changes to the timeline, this gives the implementation team and the QEP director a road map to follow for implementation of Campus to Community.

The table below contains a general timeline for C2C.

<table>
<thead>
<tr>
<th>Year 0</th>
<th>Fall 2015</th>
<th>Year 1-5</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Market C2C</td>
<td>Incremental Change</td>
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<tr>
<td></td>
<td>Logo contest, town hall, departmental meetings</td>
<td>- Enhance existing courses</td>
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<td></td>
<td>Pilot C2C in communications course</td>
<td>- Grant proposals</td>
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<td></td>
<td>Faculty development event on experiential learning</td>
<td>- Director Experiential Learning</td>
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<td></td>
<td>Campus wide discussions on experiential learning</td>
<td>- Create faculty/student recognition</td>
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<tr>
<td></td>
<td>Rubric development for reflection</td>
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<tr>
<td></td>
<td>Team attends National Society for Experiential Learning Conference</td>
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<thead>
<tr>
<th>Year 0</th>
<th>Spring 2016</th>
<th>Year 3-5</th>
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<tbody>
<tr>
<td></td>
<td>Hire Director of Experiential Learning</td>
<td>Innovation</td>
</tr>
<tr>
<td></td>
<td>C2C Kick-Off Celebration</td>
<td>- New courses</td>
</tr>
<tr>
<td></td>
<td>Continue to market C2C</td>
<td>- New internships</td>
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<tr>
<td></td>
<td>Submit C2C to SACSCOC</td>
<td>- New components</td>
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<tr>
<td></td>
<td>Host SACSCOC Review team March 29-31</td>
<td>- New capstone</td>
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<td></td>
<td>Continue campus wide discussions on experiential</td>
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<tr>
<td>Year 1</td>
<td>Fall 2016</td>
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<td></td>
<td>- Continue to market C2C</td>
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<td></td>
<td>- Identify existing initiatives that support C2C</td>
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<tr>
<td></td>
<td>- Continue faculty development training on experiential learning</td>
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<tr>
<td></td>
<td>- Request proposals for faculty grants and applications to identify C2C designated course sections for Spring 2017</td>
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<tr>
<td></td>
<td>- Members of implementation team attend National Society for Experiential Learning Conference</td>
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<td></td>
<td>- Gather baseline data for assessment of rubrics, NSSE, etc.</td>
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<td></td>
<td>- Team meets to create faculty and student recognition for C2C learning opportunities</td>
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<tr>
<th>Spring 2017</th>
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<tbody>
<tr>
<td>- Continue to market C2C</td>
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<tr>
<td>- Request for proposals for faculty grants/award grants</td>
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<tr>
<td>- Continue faculty development training on experiential learning</td>
</tr>
<tr>
<td>- Collect assessment data for indirect assessments and develop action plans with implementation team</td>
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<tr>
<td>- Direct assessment of SLOs</td>
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<tr>
<th>Summer 2017</th>
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<tbody>
<tr>
<td>- Prepare C2C annual report</td>
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<tr>
<td>- Prepare Year 2 calendar for Office of Experiential Learning</td>
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<tr>
<td>- Continue faculty development training on experiential learning</td>
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<th>Year 2</th>
<th>Fall 2017</th>
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<tr>
<td></td>
<td>- Continue to market C2C</td>
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<tr>
<td></td>
<td>- Implementation team reviews assessment results and develops action plans</td>
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<td></td>
<td>- Identify existing initiatives that support C2C</td>
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<td></td>
<td>- Continue faculty development training on experiential learning</td>
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<tr>
<td></td>
<td>- Next round of faculty grants to identify C2C designated learning</td>
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- Review pilot data and add pilot courses
- Continue faculty development training on experiential learning
- Establish C2C implementation team
- Director of Experiential Learning establishes office of Experiential Learning
- Finalize reflection rubrics
- Finalize proposal criteria for faculty grants and C2C course designation
- RFP for C2C designated courses/faculty grants
- NSSE administered to students
- Continue faculty training and development
- Prepare Year 1 calendar for Office of Experiential Learning
- Distribute criteria/request proposals for faculty grants and C2C course designation for Fall 2016
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<tr>
<th>Year</th>
<th>Quarter</th>
<th>Activities</th>
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<td><strong>Spring 2018</strong></td>
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|      |         | - Members of implementation team attend national conference on experiential learning  
|      |         | - Collect assessment data for indirect assessments and develop action plans with implementation team  
|      |         | - Direct assessment of SLOs  
|      |         | **Summer 2018** |
|      |         | - Continue to market C2C  
|      |         | - Request for proposals for faculty grants/award grants  
|      |         | - Continue faculty development training on experiential learning  
|      |         | - Collect assessment data for indirect assessments and develop action plans with implementation team  
|      |         | - Direct assessment of SLOs  
|      | Fall 2018 | - Prepare C2C annual report  
|      |         | - Prepare Year 3 calendar for Office of Experiential Learning  
|      |         | - Continue faculty development training on experiential learning  
|      |         | **Year 3** |
|      | Fall 2018 | - Continue to market C2C  
|      |         | - Implementation team reviews assessment results and develops action plans  
|      |         | - Continue faculty development training on experiential learning  
|      |         | - Next round of faculty grants to identify C2C designated course sections and request proposals for Spring 2019  
|      |         | - Faculty members attend national conference on experiential learning  
|      |         | - Programs propose new courses, new experiential opportunities or new experiential capstones through curriculum process  
|      |         | - Collect assessment data for indirect assessments and develop action plans with implementation team  
|      |         | - Direct assessment of SLOs  
|      |         | **Spring 2019** |
|      |         | - Continue to market C2C  
|      |         | - Request for proposals for faculty grants/award grants  
|      |         | - Continue faculty development training on experiential learning  
|      |         | - Collect assessment data for indirect assessments and develop action plans with implementation team  
|      |         | - Direct assessment of SLOs  
|      |         | **Summer 2019** |
|      |         | - Prepare C2C annual report  
|      |         | - Prepare Year 4 calendar for Office of Experiential Learning  
|      |         | - Continue faculty development training on experiential learning  
|      | Fall 2019 | - Implementation team reviews assessment results and develops action plans  
|      |         | - Continue faculty development training on experiential learning  
|      |         | **Year 4** |
|      | Fall 2019 | - Continue to market C2C  
|      |         | - Request for proposals for faculty grants/award grants  
|      |         | - Continue faculty development training on experiential learning  
|      |         | - Collect assessment data for indirect assessments and develop action plans with implementation team  
|      |         | - Direct assessment of SLOs  

- C2C: Collaborative Competency Development
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<th>Year 5</th>
<th>Fall 2020</th>
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<td>• Implementation team reviews assessment results and develops action plans</td>
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<td>• Continue faculty development training on experiential learning</td>
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<td>• Next round of faculty grants to identify C2C designated course sections and request proposals for Spring 2021</td>
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<td>• Prepare C2C annual report</td>
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<td>• Prepare Year 5 calendar for Office of Experiential Learning</td>
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<td>• Continue faculty development training on experiential learning</td>
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<td>Develop new course, experiential opportunities, or new</td>
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<td>experiential capstones approved in fall curriculum process</td>
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<td>develop action plans with implementation team</td>
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<td></td>
<td>Direct assessment of SLOs</td>
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<td></td>
<td>NSSE administered</td>
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<tr>
<td>Summer 2021</td>
<td>Prepare C2C Impact report</td>
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VIII. Organizational Structure
The organizational structure provides support for demonstrating WTAMU’s capability to initiate, implement, and support Campus to Community. This project management plan includes broad based involvement of stakeholders in the development and proposed implementation of the QEP and identifies goals and a plan to assess their achievement.

The Director of Experiential Learning/ QEP Coordinator is a new position and a new office at WTAMU. This position will be responsible for overseeing all aspects of implementation, evaluation, assessment, sustainability, and reporting of Campus to Community. Three advisory teams will be established to provide support and direction for the responsibilities assigned to the director, an Implementation Team, a Proposal Review Team, and an Assessment Team.

C2C organizational structure reflects the support needed to ensure the successful project management of the QEP. Included are faculty, staff, teams, and support areas as shown in the organizational chart below.
**Assistant Vice President of Learning Assessment**
Role: Provides input and direction for all aspects of the QEP including Teams and Support Areas and informs the director.

**Office of Experiential Learning and QEP Coordinator**
*Director of Experiential Learning/ QEP Coordinator*
Role: The position administers and coordinates the QEP assuring that all stakeholders are involved. The position leads the following teams: Assessment, Proposal Review, and Implementation.

Responsibilities:
- Administers the QEP Budget
- Coordinates and monitors assessment
  - Assessment Team
  - AVP for Learning Assessment
- Faculty Recruitment
  - Proposal Review Team
- Maintains and QEP Website
  - Implementation Team
- Develops and coordinates coaching and professional development
  - Implementation Team
  - Teaching Excellence Center
- Data Collection
  - Implementation Team
  - Assessment Team
  - AVP for Learning Assessment
- Compiles 5-year SACS QEP Report
- Establishes the Experiential Learning Framework
  - Deans and Department Heads
  - Proposal Review Team
  - Implementation Team
- Serve on the Institutional Effectiveness Committee
- Attend Curriculum Review and provide input
  - APAA
  - AVP for Learning Assessment
- Develops process and procedures for recognizing student experiential learning success
  - Implementation Team
  - VPAA and APAA
  - Faculty Senate
- Market the QEP
  - Revise and update the marketing plan as needed.
Secretary I
Role: Supports the Director, performs general office and administrative duties including receptionist, scheduling, assisting and maintaining data collection.

Graduate Assistant
Role: Enters assessment data, assists with the distribution of materials and supplies for QEP faculty members and assists with any other duties required to deliver the QEP as assigned by the Director.

Teams
Role: Teams provide support and institutional feedback in the development and implementation of the QEP.

Assessment Team- The Assessment Team will work with C2C leadership to coordinate and monitor assessment and evaluation processes while also providing direction in the collection and analysis of data generated as a result of experiential learning opportunities (direct assessment), as well as the various indirect assessments described in section, “X. Assessment” of this report. The Assessment Team will provide periodic reports to the Director of Experiential Learning that will assist the Implementation Team and Grant Review Team in making informed decisions. In addition to the AVP for Learning Assessment, the Assessment Team will be comprised of one faculty member from each college (appointed by the dean) and two staff members who have strong analytical backgrounds (quantitative and/or qualitative). Team members will serve two year terms.

Proposal Review Team- The Proposal Review Team will consist of one representative from each college appointed by the dean, two student representatives appointed by the Student Senate, one representative from Student Affairs, and one representative appointed by the Director of External Programming. The Proposal Review Team will review applications for C2C designated courses as well as faculty grants to help enhance or establish C2C designated courses. Team members will serve two year terms although student members may change more frequently if needed.

Implementation Team- The Implementation Team will be chaired by the Director of Experiential Learning and consist of one representative from each college appointed by the dean, two student representatives appointed by the Student Senate, one representative from Student Affairs appointed by the VP of Student Affairs, and one representative appointed by the Director of External Programming. This team will help guide and inform the implementation of Campus to Community throughout the five year process. Team members will serve two year terms although student members may change more frequently if needed.

Faculty members at West Texas A&M University are evaluated each calendar year on their teaching effectiveness, intellectual contributions, and service. Service performance weights can range as high at 40% and most faculty participate at a level of 25%. With this level of the faculty workload dedicated to service, little incentive should be required for faculty to serve, beyond that
provided by the annual evaluation process. Other incentives may be awarded (such as reassigned time) but this is at the discretion of the department.

**Support Areas**
Role: Support Areas support the implementation of the QEP with input from the Director and the AVP for Learning Assessment.

*Teaching Excellence Center* – Informs the QEP of best practices in implementing and training faculty in the various aspects of experiential learning. Assists in planning and conducting training for faculty and staff with input from the Implementation Team.

*Study Abroad* – Provides the infrastructure for students and faculty to develop short term experiences abroad.

*Other support areas* - Career Services, Undergraduate Research, Service Learning, Institutional Effectiveness, Advising Services

**IX. Resources**
West Texas A&M University has committed to implementing and sustaining Campus to Community as our QEP. The university has already committed support for some experiential learning on campus but C2C will enhance and create new avenues for learning. As seen in the budget table below, there is ample commitment for resources to accomplish the goals of C2C. A more detailed explanation of the budget items can be found below the following table.
# West Texas A&M University

## QEP Budget

**FY 2016 - 2020**

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>2016(Spring)</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salaries</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Experiential Learning Director</em></td>
<td>35,000</td>
<td>71,400</td>
<td>72,828</td>
<td>74,285</td>
<td>75,770</td>
<td>77,286</td>
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<tr>
<td><em>Secretary I</em></td>
<td>10,000</td>
<td>20,400</td>
<td>20,808</td>
<td>21,224</td>
<td>21,649</td>
<td>22,082</td>
</tr>
<tr>
<td>Graduate Assistant</td>
<td>5,250</td>
<td>10,500</td>
<td>10,500</td>
<td>10,500</td>
<td>10,500</td>
<td>10,500</td>
</tr>
<tr>
<td><strong>Total Salaries</strong></td>
<td>50,250</td>
<td>102,300</td>
<td>104,136</td>
<td>106,009</td>
<td>107,919</td>
<td>109,867</td>
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<tr>
<td><strong>Benefits</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits Other than Insurance</td>
<td>10,042</td>
<td>16,592</td>
<td>16,919</td>
<td>17,253</td>
<td>17,593</td>
<td>17,939</td>
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<tr>
<td>Insurance</td>
<td>16,680</td>
<td>17,347</td>
<td>18,041</td>
<td>18,763</td>
<td>19,513</td>
<td>20,294</td>
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<td><strong>Total Benefits</strong></td>
<td>26,722</td>
<td>33,940</td>
<td>34,960</td>
<td>36,015</td>
<td>37,106</td>
<td>38,233</td>
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<tr>
<td><strong>M&amp;O</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Supplies</td>
<td>5,000</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
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<tr>
<td>Recognition for Experiential Grads</td>
<td>-</td>
<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
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<tr>
<td>Assessment</td>
<td>500</td>
<td>500</td>
<td>1,000</td>
<td>500</td>
<td>500</td>
<td>1,000</td>
</tr>
<tr>
<td>Faculty Grants</td>
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<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
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<tr>
<td><strong>Faculty Development</strong></td>
<td>7,500</td>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
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<tr>
<td>Travel</td>
<td>3,200</td>
<td>6,400</td>
<td>6,400</td>
<td>6,400</td>
<td>6,400</td>
<td>6,400</td>
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<tr>
<td>Marketing</td>
<td>6,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
<td><strong>Total M&amp;O</strong></td>
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<td>53,400</td>
<td>53,400</td>
<td>53,400</td>
<td>53,400</td>
<td>53,400</td>
</tr>
<tr>
<td><strong>Capital</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Startup for Office</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ongoing HEAF</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Total Capital</strong></td>
<td>4,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Total Budget Required</strong></td>
<td>104,172</td>
<td>190,040</td>
<td>193,496</td>
<td>196,424</td>
<td>199,425</td>
<td>202,500</td>
</tr>
<tr>
<td><strong>Total Five Year Need</strong></td>
<td>1,086,056</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*This position was created and budgeted before the QEP topic was chosen so those amounts will not have to be part of the QEP budget but is in-kind support of the QEP.*

**The Teaching Excellence Center currently receives funding of 12,000 per fiscal year so 12,000 of this amount each year will be in-kind from the university.*
Components of the budget for Campus to Community (C2C) are defined in the following section.

**Personnel Salaries/Benefits**

*Director of Experiential Learning/QEP coordinator*- The Director of Experiential Learning will lead the implementation of C2C working with the Implementation Team and reporting to the Associate Provost. This position was budgeted as a Service Learning director before the QEP topic was chosen so will not be part of the new QEP budget but is an amount that will support C2C.

*Secretary*- Creation of the Office of Experiential Learning will require a secretary/administrative assistant. The budget for the office was created before the QEP topic was chosen so half this salary will come out of that budget and half out of the QEP budget.

*GA*- The office of Experiential Learning will also have GA support throughout the QEP.

**M&O**

*Supplies*- This will consist of general office supplies needed for the Office of Experiential Learning or by the implementation team throughout the QEP.

*Recognition of Experiential Graduates*- This will be for recognition of students who have completed a prescribed amount of experiential learning opportunities. They will be recognized with cords or some other signifier at commencement. Levels of participation will be developed based on how many ELO’s were completed and how intensive they were. Recognition will change based on the level of participation (higher levels=higher recognition). Additionally, official ELO courses and the level of participation will be designated on student transcripts with a C2C designation.

*Assessment*- Ongoing assessment of C2C is essential in order to determine the impact and make changes where needed. This cost includes administration of the NSSE two times during the five years of implementation as well as some funds for GA help in years 3-5.

*Faculty Grants*- These funds are for competitive grants for faculty to enhance existing or develop new experiential learning opportunities. The Teaching Excellence Center will work with the Proposal Review team to establish and issue the call for proposals as well as review proposals and award grants. Funding amounts allow for 10 grants at the maximum level of $2500 per year or more if the request is less that the maximum amount.

*Faculty Development*- Faculty development in experiential learning is an important piece of C2C. The Teaching Excellence Center (TEC) will deliver training throughout the QEP which may consist of nationally recognized speakers, “Lunch and Learn” sessions, panel discussions, etc. The TEC is budgeted $12,000/year which will support C2C outside of the QEP budget. The rest of the funding each year will be in the budget for C2C.

*Travel*- Funds for travel are budgeted for four members of the implementation team and/or faculty to attend the National Society for Experiential Education conference held each fall or some other high quality conference related to experiential learning.
Marketing—These funds will be used to market C2C to the campus community as well as to the community outside the university. Garnering awareness and support will most intense in the first two years of C2C. Funds will still be available in subsequent years but the amount will be less as C2C becomes part of the campus culture.

Capital
These funds are for start-up costs for the Office of Experiential Learning and ongoing costs after year one and will include items such as computer, printer, maintenance fees, telephone, data lines, office furniture, software, etc. After year 1, these expenses will be much smaller and used to maintain phone/data line and other office expenses.

X. Assessment

Introduction
The effective assessment of desired outcomes and outputs is an integral component of any successful initiative, even more so for one of the magnitude and scale of the Quality Enhancement Plan. The Faculty Development Program and the C2C Support Initiatives are intended to, as indicated in the C2C goal statement, “develop students’ capacity to transfer theory into practice in novel situations, communities, and environments, while at WT and beyond.” Through the use of direct and indirect measures of student learning outcomes, as well as key performance indicators for intended outputs, WTAMU has developed an assessment plan that will not only assure student attainment of learning outcomes, but also provide the University with a mechanism to monitor systematically the successful implementation of the QEP processes and activities as well.

Campus to Community Student Learning Outcomes (SLOs)
Beginning with the end in mind, the ultimate success of C2C will be determined by whether students graduate from WTAMU with the requisite capacity to transfer their knowledge, skills and dispositions into the personal and professional communities with which they will engage in the future. Preparing students to function effectively in this manner is at the core of the C2C: WT and Beyond initiative. Identified through an extensive review of the literature, C2C is intentionally focused on increasing student learning in two specific areas as delineated in the SLOs:

- SLO 1: Students will engage in structured reflection throughout the experiential learning process.
- SLO 2: Students will integrate their knowledge, skills, and dispositions (e.g., attitudes, beliefs, ethics) acquired through coursework within experiential learning environments.

These SLOs directly relate to and provide support for the Eight Principles of Experiential Education (Appendix D). Specifically, SLO 1: Reflection aligns with Principle #4: Reflection by ensuring that each experiential learning opportunity in C2C will incorporate reflection as a primary component and will be assessed using a common rubric. SLO 2: Integration aligns with Principle #6: Monitoring and Continuous Improvement, as C2C experiential learning
opportunities will intentionally and explicitly encourage students to make connections between their classroom learning and the authentic settings in which they engage through C2C opportunities. The use of C2C SLO Rubrics also aligns with Principle #7: Assessment and Evaluation, as experiential learning facilitators (faculty, staff) can use these rubrics to conduct formative and summative assessments of student work. The C2C Assessment Team will also use the collective results of various experiential learning opportunities to evaluate the effectiveness of C2C in achieving specific outcomes, while also providing data to C2C leadership that will inform decision-making processes as part of the continuous improvement process.

In order to assess student attainment of these intended learning outcomes, WTAMU will use a combination of direct and indirect measures that are described below.

**Direct Assessment of Student Learning Outcomes (SLOs)**

Direct assessment of student learning is a critical factor for determining the success of C2C at WTAMU. Due to the varied combination of pathways and venues for which experiential learning can occur, the QEP assessment subcommittee sought to develop assessment tools with the breadth to capture a wide range of learning opportunities while also assessing the requisite depth of learning necessary to transfer theory into practice. The tools resulting from this process are SLO-specific rubrics that are adapted from the Association of American Colleges and Universities’ (AAC&U) Value Assessment of Learning in Undergraduate Education (VALUE) rubrics (http://www.aacu.org/value-rubrics). The 16 VALUE rubrics, which are essential components to AAC&U’s Liberal Education & America’s Promise (LEAP) initiative, are familiar to WTAMU faculty and administrators, as modified VALUE rubrics have been adopted as direct measures to assess the General Learning Outcomes (GLOs) on campus. WTAMU is also a member of LEAP Texas, a statewide collaboration of higher education institutions created for the primary purpose of enhancing institutional capacity to assess the Texas Core Curriculum that is mandated by the Texas Higher Education Coordinating Board. Central to the LEAP Texas work are the use of VALUE rubrics to assess the six required Core learning outcomes.

Given WTAMU’s existing engagement with the VALUE rubrics, the assessment subcommittee examined all 16 VALUE rubrics to determine which specific items appropriately measured the C2C SLOs. Once the items were selected, they were adapted to align with the mission, goal, and SLOs, with adjustments made to the wording of both the benchmarks and the levels of performance. The four performance levels on each rubric describe the progression of performance from a beginning level to emerging to accomplished to advanced. In general, the third level accomplished serves as the achievement target for students involved in C2C-related learning opportunities. Based on a review of pilot data, the target for success on each dimension/benchmark of the two SLO rubrics has been set as “80% of all students will perform at an assessment level of ‘Accomplished’ on all dimensions of the SLO Rubrics.”

Faculty members who want to participate in C2C will be required to align the experiential learning opportunity with the C2C SLOs and assess student learning using the appropriate rubric. In order to facilitate usage of these rubrics, which are presented below, support for implementing the rubrics with fidelity will be provided by the Office of Learning Assessment in
conjunction with the faculty development activities that are planned for C2C. The Office of Learning Assessment is working closely with WTAMU’s Teaching Excellence Center to develop training sessions and support materials that will guide experiential learning facilitators in how to incorporate the Eight Principles of Experiential Education into each ELO while also effectively preparing these facilitators to utilize the SLO Rubrics as both formative and summative assessments of student learning outcomes.
## Campus to Community (C2C): WT and Beyond

**SLO 1: Students will engage in structured reflection throughout the experiential learning process.**

<table>
<thead>
<tr>
<th>BENCHMARK</th>
<th>4: ADVANCED</th>
<th>3: ACCOMPLISHED</th>
<th>2: EMERGING</th>
<th>1: BEGINNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENTS WILL...</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess what they have learned about themselves as an individual (self-awareness)</td>
<td>Demonstrates a clear sense of self as a learner, building on prior experiences to respond to new and challenging contexts (and possibly makes plans to build on past experiences that have occurred across multiple and diverse contexts).</td>
<td>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</td>
<td>Articulates strengths and challenges (within specific performance or events) to increasing effectiveness in different contexts (through increased self-awareness).</td>
<td>Describes own performances with general descriptors of success and failure.</td>
</tr>
<tr>
<td>Assess what they have learned about themselves as members of the broader community (cultural self-awareness)</td>
<td>Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how his/her experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).</td>
<td>Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer).</td>
<td>Identifies own cultural rules and biases (e.g., with a strong preference for those rules shared with own cultural group and seeks the same in others).</td>
<td>Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s) (e.g., uncomfortable with identifying possible cultural differences with others).</td>
</tr>
<tr>
<td>Refer to previous learning and apply knowledge &amp; skills in novel situations</td>
<td>Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
<td>Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
<td>Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
<td>Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.</td>
</tr>
<tr>
<td>Connect prior learning to changes resulting from the experiential learning process</td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.</td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.</td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) at some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.</td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.</td>
</tr>
<tr>
<td>Communicate clearly through effective use of format, language, and/or visual representation</td>
<td>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.</td>
<td>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that explicitly connect content and form, demonstrating awareness of purpose and audience.</td>
<td>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).</td>
<td>Fulfills the assignment(s) (i.e., to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.</td>
</tr>
</tbody>
</table>

**NOTE:** Adapted from AAC&U VALUE Rubrics
### SLO 2: Students will integrate their knowledge, skills, and dispositions (e.g., attitudes, beliefs, ethics) acquired through coursework within experiential learning environments.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>4 Advanced</th>
<th>3 Accomplished</th>
<th>2 Emerging</th>
<th>1 Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will...</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connect relevant experience and academic knowledge</td>
<td>Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden one's points of view.</td>
<td>Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.</td>
<td>Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than one's own.</td>
<td>Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to one's own interests.</td>
</tr>
<tr>
<td>Make connections across disciplines and perspectives</td>
<td>Independently creates wholes out of multiple parts (synthesis) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.</td>
<td>Independently connects examples, facts, or theories from more than one field of study or perspective.</td>
<td>When prompted, connects examples, facts, or theories from more than one field of study or perspective.</td>
<td>When prompted, presents examples, facts, or theories from more than one field of study or perspective.</td>
</tr>
<tr>
<td>Adapt &amp; apply skills, abilities, theories, or methodologies gained in one situation to new situations</td>
<td>Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</td>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</td>
<td>Uses skills, abilities, theories, or methodologies gained in one situation to contribute to understanding of problems or issues.</td>
<td>Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation to contribute to understanding of problems or issues.</td>
</tr>
<tr>
<td>Communicate clearly through effective use of format, language, and/or visual representation</td>
<td>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.</td>
<td>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.</td>
<td>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).</td>
<td>Fulfills the assignment(s) (i.e., to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.</td>
</tr>
<tr>
<td>Demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</td>
<td>Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).</td>
<td>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</td>
<td>Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).</td>
<td>Describes own performances with general descriptors of success and failure.</td>
</tr>
</tbody>
</table>

**NOTE:** Adapted from AAC&U VALUE Rubrics
Findings from the Application of SLO Rubrics in the Fall 2015 Pilot Project

During the pilot project conducted in Fall 2015, 15 of 18 students submitted a reflective essay in which they synthesized their experience and evaluated its application and utility to their career paths (Appendix I). For this sample of 15 essays, both C2C SLO Rubrics were applied to assess collectively the achievement of the reflection and integration SLOs. As shown in Appendix J, the average score in most of the dimensions on the Rubrics was between the Emerging and Accomplished levels of performance. As a sophomore-level course, this is a reasonable expectation based on skill sets and acquired education. For example, 11 of the 15 students were Emerging on the dimension, “Make connections across disciplines and perspectives.” The likelihood of students having extensive experience across multiple disciplines is low, so Emerging is appropriate for this particular benchmark. Across the 10 dimensions on both Rubrics, the lowest average scores were on benchmarks dealing with integration-specific constructs. Overall, the student products were effective in promoting student growth in real-life application of course content. Students gained a better understanding of the significant connection and necessary application of classroom knowledge to complete their final experiential project.

While this pilot project provided only 15 data points from which to assess the effectiveness of the SLO rubrics, the initial findings that students scored lowest on the integration-related benchmarks has highlighted the need for ensuring that faculty are provided with sufficient training in how to guide students in explicitly making the connections between the knowledge, skills, and dispositions cultivated in the classroom and the application of those learning domains within an authentic experiential learning opportunity.

Indirect Assessment of Student Learning Outcomes (SLOs)

Indirect measures of student learning are incorporated into the C2C assessment plan as a means for capturing perceptual changes resulting from participation in C2C learning opportunities. Part of the initial implementation of the QEP will be the creation of a series of surveys designed to collect feedback from students, faculty, and staff at WTAMU. The following surveys will be developed:

- Survey to assess the efficacy of the Faculty Development Program activities
- Survey to administer to students after participating in a C2C experiential learning opportunity that will provide feedback to the C2C Implementation Team and director regarding their experience, which will also serve as an additional opportunity for students to achieve the structured reflection SLO.
- Survey to administer to faculty after completing a C2C experiential learning opportunity that will provide an opportunity for faculty to engage in structured reflection to determine how effectiveness of that experience can be improved moving forward.

Indirect assessment of student learning will also occur through the use of the National Survey of Student Engagement (NSSE). Since 2005, WTAMU has administered the NSSE to first-year and senior students during the spring semester of all but two years in the past decade. According to NSSE, the annual survey is designed to capture “two critical features of collegiate quality:
- amount of time and effort students put into their studies and other educationally purposeful activities
- how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning" (http://nsse.iub.edu/html/about.cfm).

Participation in NSSE allows WTAMU to benchmark student responses and results against a number of comparison groups, including Southwest Public Universities, Carnegie Classification institutions, all NSSE participants, top 50% of NSSE institutions, and top 10% of NSSE institutions. Through these comparisons, WTAMU can establish specific targets of success that are relative to peers, which contextualizes the University's results to aid in determining the effectiveness of campus efforts to engage students in activities that promote positive student outcomes.

For the intended C2C SLOs, the assessment subcommittee reviewed all of the items on the most recent NSSE administration in spring 2015 to determine which items linked specifically to each student learning outcome. The table below shows which items are linked to the specific SLO.
<table>
<thead>
<tr>
<th>NSSE ITEM</th>
<th>SLO 1</th>
<th>SLO 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. DURING THE CURRENT SCHOOL YEAR, ABOUT HOW OFTEN HAVE YOU DONE THE FOLLOWING?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Combined ideas from different courses when completing assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Connected your learning to societal problems or issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</td>
<td></td>
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</tr>
<tr>
<td>d. Examined the strengths and weaknesses of your own views on a topic or issue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective</td>
<td></td>
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</tr>
<tr>
<td>f. Learned something that changed the way you understand an issue or concept</td>
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<td></td>
</tr>
<tr>
<td>g. Connected ideas from your courses to your prior experiences and knowledge</td>
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</tr>
<tr>
<td>4. DURING THE CURRENT SCHOOL YEAR, HOW MUCH HAS YOUR COURSEWORK EMPHASIZED THE FOLLOWING?</td>
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</tr>
<tr>
<td>b. Applying facts, theories, or methods to practical problems or new situations</td>
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<tr>
<td>c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts</td>
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</tr>
<tr>
<td>d. Evaluating a point of view, decision, or information source</td>
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<tr>
<td>e. Forming a new idea or understanding from various pieces of information</td>
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<td></td>
</tr>
<tr>
<td>6. DURING THE CURRENT SCHOOL YEAR, ABOUT HOW OFTEN HAVE YOU DONE THE FOLLOWING?</td>
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<td></td>
</tr>
<tr>
<td>a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)</td>
<td></td>
<td></td>
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<tr>
<td>c. Evaluated what others have concluded from numerical information</td>
<td></td>
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<tr>
<td>8. DURING THE CURRENT SCHOOL YEAR, ABOUT HOW OFTEN HAVE YOU HAD DISCUSSIONS WITH PEOPLE FROM THE FOLLOWING GROUPS?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. People of a race or ethnicity other than your own</td>
<td></td>
<td></td>
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<tr>
<td>b. People from an economic background other than your own</td>
<td></td>
<td></td>
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<tr>
<td>c. People with religious beliefs other than your own</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. People with political views other than your own</td>
<td></td>
<td></td>
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<tr>
<td>14. HOW MUCH DOES YOUR INSTITUTION EMPHASIZE THE FOLLOWING?</td>
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</tr>
<tr>
<td>e. Providing opportunities to be involved socially</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Attending events that address important social, economic, or political issues</td>
<td></td>
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<tr>
<td>15. ABOUT HOW MANY HOURS DO YOU SPEND IN A TYPICAL 7-DAY WEEK DOING THE FOLLOWING?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Doing community service or volunteer work</td>
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<td></td>
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<tr>
<td>17. HOW MUCH HAS YOUR EXPERIENCE AT THIS INSTITUTION CONTRIBUTED TO YOUR KNOWLEDGE, SKILLS, AND PERSONAL DEVELOPMENT IN THE FOLLOWING AREAS?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Writing clearly and effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Speaking clearly and effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Thinking critically and analytically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Analyzing numerical and statistical information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Acquiring job- or work-related knowledge and skills</td>
<td></td>
<td></td>
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<tr>
<td>f. Working effectively with others</td>
<td></td>
<td></td>
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<tr>
<td>g. Developing or clarifying a personal code of values and ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Solving complex real-world problems</td>
<td></td>
<td></td>
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<tr>
<td>j. Being an informed and active citizen</td>
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</tbody>
</table>
Since 2005, WTAMU has administered NSSE annually (except in 2006 and 2011). This practice is currently under review by assessment leadership. However, for the purposes of collecting data to assess student perceptions related to Campus to Community, WTAMU will administer NSSE to first-year students and seniors during the spring semesters in 2016, 2019, and 2021. The upcoming administration in 2016 will provide the C2C with baseline data from which changes in student perceptions can be measured at two time points during the life cycle of the QEP. This staggered schedule will also allow ample time for C2C to have a measurable impact on student engagement with experiential learning activities stemming from participation in C2C learning opportunities.

Assessment of C2C Outputs
While achieving the intended student learning outcomes is essential to the success of C2C, it is also vitally important to evaluate the effectiveness of the QEP from the perspective of institutional change and sustainability. The specific activities and actions that will be implemented have been designed to result in systemic changes that promote the learning outcomes presented above. As shown in the Logic Model below, a number of key performance indicators will be tracked throughout the course of the C2C, including the following:

- Number and type of workshops/presentations
- Number of faculty participating in C2C-based workshops
- Number and type of consultations with faculty
- Quality of faculty development workshops/presentations/consultations
- Number of applications for grants
- Amount of C2C grant funding dispersed
- Effectiveness of data system and processes
- Number of students participating in course-based and independent experiential learning opportunities
- Number of experiential learning opportunities in each pathway (Undergraduate Research, Service Learning, and Career-focused Experiences)
- Alumni feedback
- Employer feedback
LOGIC MODEL FOR C2C: WT AND BEYOND

RATIONALE

WHY IS THIS IMPORTANT?
Benefits for students
Benefits for faculty
Benefits for campus
Benefits for communities

INPUTS

WHAT COMPONENTS AND STRUCTURES CURRENTLY EXIST?
Internships
Service learning
Existing courses with experiential opportunities
Teaching Excellence Center
Distance education
Student teaching
Study abroad
Undergraduate research

ACTIVITIES

WHAT WILL WE DO? WHICH ENTITIES WILL BE INVOLVED?
Faculty Development Program
• Workshops and presentations
• Assessment resources and support
• Mentoring and consultation
• Centralized data system and processes
C2C Support Components
• Office of Experiential Learning
• Teaching Excellence Center
• Director of Experiential Learning
• Undergraduate Research
• Grant funding
• Service Learning
• Funding for activities and events
• Career-focused Experience
• Alumni assessments
• Employer assessments
• Career Services

OUTPUTS

WHAT PRODUCTS, EVENTS, AND SERVICES WILL LEAD TO PROGRAM OUTCOMES?
Faculty Development Program
• Number and type of workshops/presentations
• Number of faculty participating in C2C-based workshops
• Number and type of consultations with faculty
• Effectiveness of data system and processes
C2C Support Components
• Quality of faculty development workshops/presentations/consultations
• Number of experiential opportunities – Undergraduate Research
• Number of experiential opportunities – Service Learning
• Number of experiential opportunities – Career-focused Experiences
• Alumni feedback
• Employer feedback
• Increase in experiential opportunities

OUTCOMES

WHAT LEARNING OUTCOMES WILL BE ACHIEVED?
SLO 1: Students will engage in structured reflection throughout the experiential learning process.
SLO 2: Students will integrate their knowledge, skills, and dispositions (e.g., attitudes, beliefs, ethics) acquired through coursework within experiential learning environments.

Adapted from University of Tennessee CEP (2015)

For more information, contact Dr. Amy Andersen at aandersen@wtamu.edu or 806-651-2931.
**Assessment Timeline**

As discussed above, there are three main categories of assessment activities which will be conducted in C2C: direct assessment of SLOs, indirect assessment of SLOs (including NSSE), and assessment of C2C outputs. Due to the varied nature of these activities, different data will be collected at differing intervals throughout the five-year initiative. Collectively, assessment activities will be conducted each semester for direct and indirect assessment measures, with the NSSE being administered prior to, at the mid-point, and at the end of the five-year C2C initiative. The table below shows the intended timeline for these categories of assessment activities.

<table>
<thead>
<tr>
<th>ASSESSMENT ACTIVITIES</th>
<th>SPRING 2021</th>
<th>FALL 2021</th>
<th>SPRING 2022</th>
<th>FALL 2022</th>
<th>SPRING 2023</th>
<th>FALL 2023</th>
<th>SPRING 2024</th>
<th>FALL 2024</th>
<th>SPRING 2025</th>
<th>FALL 2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct assessment of SLOs</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Collect data for indirect assessments (outputs and</td>
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<td>counts)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Conduct NSSE survey of students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
</tbody>
</table>

**XI. Conclusion**

West Texas A&M University has developed a QEP that will enhance the learning for all undergraduate students with input from campus and community constituents. By building on pockets of experiential learning that are already in place across campus, the university can enhance, expand, and create new opportunities for undergraduate students to bridge the gap between theory and practice and therefore be better prepared for career, professional school, or graduate school upon graduation.

_Campus to Community: WT and Beyond_ is supported by the literature and in turn supports the university mission, goals, and strategic plan. The initiative will ensure that undergraduate students have the necessary tools and experience for life after college through the assessment of the two student learning outcomes. This assessment will provide data to help inform changes and growth in C2C over time.

The university commitment to C2C is evident in the time, effort and funding earmarked for the program and will ensure successful implementation and quality throughout the timeline of C2C. The creation of a new Office of Experiential Learning will support and organize the successful roll out of C2C and will closely monitor the day-to-day implementation and use data gathered to make needed changes to ensure student success.
West Texas A&M University considers this initiative important to enhance the learning of our undergraduate students and will be crucial in advancing our goals as a learning institution and in partnering with our community. Supporting students with experiential learning opportunities will help them to use experiential learning as a vehicle to develop their ability to transfer theory into practice in new situations, communities and environments while at WT and after graduation. Students, faculty, and staff all had input into the selection of C2C. This input will continue so that the program supports undergraduate students to success. This program will create students who are uniquely prepared to take on whatever path they choose after graduation with the knowledge and confidence that they are equipped to take on the responsibilities of their career. We want them to take their experiences from campus to community and flourish both while at WT and beyond.
 References


XI. Appendices

Appendix A- Definition of Terms

**Active learning**- Active learning is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content. Cooperative learning, problem-based learning, and the use of case methods and simulations are some approaches that promote active learning. (Center for Research and Teaching @ University of Michigan).

**Experiential learning**- Learning by doing through reflection

**ELOs**- Experiential Learning Opportunities

**Internship**- Programs in which a student works in a real world setting to apply what they have learned. An internship could be paid or unpaid for credit).

**Incremental change**- Small changes to existing forms of experiential learning to create a more formalized, structured approach

**Integrate**- Combine one thing with another so they become a whole. For Campus to Community, would combine knowledge, activity, and reflection to change thoughts and action based on the activity and new learning.

**Study abroad/Study away**- Study abroad programs have students studying in another country for course credit. Study away- In these programs, students stay in the home country but travel away from campus to become immersed in different cultural experiences and study for course credit.
Appendix B- West Texas A&M University’s Mission, Vision, Core Values, Strategic Initiatives Related to Campus to Community

Mission Statement

West Texas A&M University is a diverse and inclusive student-centered community of learners that:

- provides a technology-rich, academically rigorous educational experience at the undergraduate and graduate levels;
- cultivates opportunities to develop critical thinking and problem solving skills, information literacy, and ethical behavior;
- directs resources in support of empowering co-curricular experiences;
- maintains focus on the development of future leaders for our community, the state, the nation, and the world; and
- serves through education, research, and consultation as a catalyst for economic development and enhancement of the quality of life for the region.

Vision Statement

Guided by its pioneering spirit, West Texas A&M University will be recognized for its excellence in teaching and learning, with a strong focus on engaging students in challenging and meaningful experiences that aid in their intellectual and personal development. WTAMU alumni will be scholar-leaders empowered to advance their chosen field, to impact their communities, and to pursue excellence.

Core Values

West Texas A&M University holds these core values as those principles that the University will not compromise, even to overcome obstacles or achieve short-term gain:

- academic and intellectual freedom
- pursuit of excellence in all endeavors
- creativity and innovation
- respect for the dignity of all individuals
- cooperation and communication
- community service and leadership
- exceed expectations of internal and external customers
- continuous improvement
- integrity
- diversity

Strategic Plan Initiatives

Strategy 2.5.2: At least 75% of WTAMU students to participate in some form of experiential education for at least one semester prior to graduation.

Responsible Person: Provost/Vice President for Academic Affairs
Strategy 2.5.3: Embed service-learning opportunities in at least 80% of the courses offered.

Responsible Person: Provost/Vice President for Academic Affairs

Strategy 2.5.4: Create a culture of expectation specific to student use of Career Services so that all students who desire to secure or advance employment or enroll in graduate school are, at some point, are seeking guidance or assistance from Career Services.

Responsible Person: Vice President for Student Affairs
Appendix C - Campus to Community Summary and Visual Schema

Campus to Community (C2C): WT and Beyond

MISSION

The mission of C2C is to foster an institutional environment that encourages and supports the application of classroom knowledge and skills in authentic settings through student-centered, faculty-guided experiential learning opportunities.

GOAL

The goal of C2C is to use experiential learning as the vehicle to develop students' capacity to transfer theory into practice in situations, communities, and environments while at WT and beyond (graduate school, career, etc.).

STUDENT LEARNING OUTCOMES (SLOs)

The intended Student Learning Outcomes (SLOs) are:

- Students will engage in structured reflection throughout the experiential learning process.
- Students will integrate their knowledge, skills, and dispositions (e.g., attitudes, beliefs, and ethics) acquired through coursework within experiential learning environments.

SCHEMA
Appendix D - Principles of Experiential Education

Eight Principles of Good Practice for All Experiential Learning Activities

Regardless of the experiential learning activity, both the experience and the learning are fundamental. In the learning process and in the relationship between the learner and any facilitator(s) of learning, there is a mutual responsibility. All parties are empowered to achieve the principles which follow. Yet, at the same time, the facilitator(s) of learning are expected to take the lead in ensuring both the quality of the learning experience and of the work produced, and in supporting the learner to use the principles, which underlie the pedagogy of experiential education.

1. Intention: All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.

2. Preparedness and Planning: Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.

3. Authenticity: The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that it should be designed in concert with those who will be affected by or use it, or in response to a real situation.

4. Reflection: Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.

5. Orientation and Training: For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner’s appreciation of the context and skill requirements of her/his work.

6. Monitoring and Continuous Improvement: Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. While reflection
provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools.

7. Assessment and Evaluation: Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it.

8. Acknowledgment: Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience.

Source: National Society for Experiential Education. Presented at the 1998 Annual Meeting, Norfolk, VA
Appendix E- Topic Selection and Request for Abstracts

Quality Enhancement Plan - Topic Selection Process

As you may know, West Texas A&M University is in the process of selecting a topic for its Quality Enhancement Plan (QEP) as part of our reaffirmation with the Southern Association of Colleges and Schools (SACS). A QEP describes an institution’s commitment to enhance student learning. This plan must identify a specific area of student learning (the topic). It must also identify goals and measurable objectives regarding the improvement of student learning in this area. The QEP is a long term initiative for the institution (typically 7-10 years).

This QEP must support WTAMU’s mission and strategic plan and will play a key role in implementing the academic portion of that plan across the institution. The QEP must emphasize and support student learning or the learning environment. Once the topic is selected, plans will be developed across campus to support student learning relative to the topic.

Characteristics of a QEP

A QEP is a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning and/or the environment supporting student learning while supporting the mission of the institution. A QEP should enhance overall quality and effectiveness, focus on an issue important to the institution to improve student learning, and be both doable and measurable.

Topic Selection Process

The QEP committee invites you to submit an abstract to help us identify a topic for the new QEP. The purpose of the abstract is to solicit substantive suggestions for the committee to consider in selecting a topic. This will be a one page abstract submission. The QEP committee consists of representatives from faculty, students and staff and will review these abstracts and identify broad themes that emerge. The results of this review will form the basis of a call for more detailed proposals.

We encourage teams of faculty/staff/students (or any combination) to submit an abstract. The committee has provided a form and a rubric that will be used to review each of these abstracts.

We look forward to your thoughts and ideas!
QEP Abstract Submission

Names of those submitting abstract:

1. **What QEP topic are you submitting (5-10 words)?**
   Click here to enter text.

2. **Briefly describe the proposed topic.**

3. **Explain how and in what way(s) the topic would promote student learning.**
   Click here to enter text.
Appendix F- Request for Proposals for QEP Topics

Request for Proposals—Quality Enhancement Plan

The QEP committee has narrowed topics based on the abstracts that were turned in at the end of January. These topics are: multidisciplinary projects, practical experiences woven into coursework, enhancement of learning through support of faculty in various ways (faculty development, purposeful faculty engagement through the freshman seminar or other means). Additionally, diversity and global awareness was integrated into several of the abstracts.

To learn more about the QEP or how to submit a proposal, the QEP committee will have a workshop on March 4 from 2:00---4:00 in the JBK Thunder Room. Another workshop will be scheduled after Spring Break if you cannot make this one. Here is a link to the rubric the committee will use to evaluate proposals http://www.sacscoc.org/pdf/Quality%20Enhancement%20Plan%20Guidelines.pdf

Request for Proposals—Quality Enhancement Plan

3 to 5 page proposals are due Tuesday, April 15, 2014. Please email your proposal to QEP@mail.wtamu.edu

Sections to Address in the Proposal

List the Names of Persons involved with the Proposed Project

List a contact person and include e---mail address and phone number. List other contributors who will be participating and include e---mail address and phone number. Indicate if the participant is a student, faculty member or staff.

Provide an Overview/Description

Provide a two to three sentence description of your QEP.

Show how your plan is congruent with the University Mission and Strategic Plan

What parts of the mission and plan does your proposal support? Here is the link to the current Mission Statement Strategic Plan http://www.wtamu.edu/about/statements.aspx

Please note, changes to the mission statement are currently in progress so this information could change.

Describe the Proposed Program (design)

Please include a statement of need for the program, specific program components and logistics, the population and number expected to benefit, and timeline of activities.
Estimated Budget

Provide a “ballpark” estimate of the cost of your plan. Include existing resources and new resources. Categories may include: personnel (release time, full or part—time or hourly) any equipment needs; materials and supplies; travel; professional development (faculty/staff).

Student Learning Outcomes

List the student learning outcome(s) that your proposal expects to address. For example, if your plan were to be adopted, what would students be expected to know after implementation of the QEP that they don’t know now? What should students be able to do that they can’t do now? How should their behavior change?

Explain how you will know your plan is working

How will the effectiveness of this plan be assessed?

Special consideration will be given to proposals that are cross-departmental or interdisciplinary
Activities may still be funded even if not selected for QEP

Please refer to the rubric found at http://www.sacscoc.org/pdf/Quality%20Enhancement%20Plan%20Guidelines.pdf as this will be used by the committee for evaluation of the proposals.
Appendix G - C2C Logo Contest Information

West Texas A&M University

Campus to Community (C2C): WT and Beyond

Logo Design Contest

The logo YOU design could be selected as the official logo for WTAMU’s Quality Enhancement Plan.

What is the Quality Enhancement Plan?

Campus to Community (C2C): WT and Beyond seeks to enhance Experiential Learning Opportunities across campus—embedding them in all levels of course learning, expanding organizational opportunities, and creating community connections.

As part of this plan, experiential learning (undergraduate research, career-focused experiences and service learning) will become essential to readying students for life beyond WTAMU and supporting faculty and staff in their innovative approach to knowledge and skill development.

1st Place: $150 Buff Cash
2nd Place: $100 Buff Cash
3rd Place: $ 50 Buff Cash

- Download and Complete the Official Entry Form at http://wtamu.edu/qep
- Create a logo design in jpeg, psd, pdf, png or hand-drawn formats.
- You may submit more than one logo design. Please complete a separate entry form for each design.
- Submit your completed Entry Form and logo design to qep@wtamu.edu (20 MB file size limit) or hand-drawn submission at Vice President of Student Affairs Office, JBK 102F

Entries must be received by Friday, November 13, 2015.

For more information, rules, and regulations.

wtamu.edu/qep
Campus to Community (C2C) Application for Experiential Learning Opportunity

Purpose and Overview
Campus to Community: WT and Beyond (C2C) emerged as the topic selected for West Texas A&M University’s Quality Enhancement Plan (QEP). Topic selection was a multi-year process that included students, faculty, staff, and community members and focused on improving student learning. One of the topical ideas that surfaced continuously throughout the process was that of experiential learning applications to augment existing classroom practices. The Campus to Community Faculty Grant initiative is designed to support efforts in developing and implementing authentic, real world, experiences to supplement classroom instruction and is in keeping with the goal of the QEP: To use experiential learning as the vehicle to develop students’ capacity to transfer theory into practice in situations, communities, and environments while at WT and beyond.

Eligibility
All full-time university faculty members who wish to develop or redesign a course curriculum to include an Experiential Learning Opportunity (ELO) are eligible to apply for up to $2,500 in support funds. ELOs have three pathways: undergraduate research, service learning, and career-focused experiences. They may occur in one of the following venues: locally, regionally, nationally, study abroad, and/or distance learning. The commonality within these opportunities is to engage our students in challenging and meaningful experiences that aid in their intellectual and personal development and empower our graduates to advance in their chosen field, to impact their communities, and to pursue excellence.

Program Requirements
Faculty submissions will indicate the course(s) in which the experiential-learning activity will occur. This course will then become a C2C designated course and as such, will be required to align with the QEP Student Learning Objectives:

- SLO 1: Students will engage in structured reflection throughout the experiential learning process.
  - Assess what they have learned about themselves as an individual (self-awareness).
  - Assess what they have learned about themselves as members of the broader community (cultural self-awareness).
  - Refer to previous learning and apply knowledge and skills in novel situations.
  - Connect prior learning to changes resulting from the experiential learning process.
  - Communicate clearly through effective use of format, language, and/or visual representation.
• SLO 2: Student will integrate their knowledge, skills, and dispositions (attitudes, beliefs, and ethics) acquired through coursework within experiential learning environments.
  - Connect relevant experience and academic knowledge.
  - Make connections across disciplines and perspectives.
  - Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations.
  - Communicate clearly through effective use of format, language, and/or visual representation.
  - Demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work).

Use of the QEP designated assessment and training in this use is required.

Recipient Expectations
In addition to the program requirements, faculty members receiving funding through the C2C Faculty Grant initiative will agree to the following:

1. Submit assessment results to Office of Experiential Learning at the end of each semester including an action plan for future improvements.
3. Share your experiential learning experience in campus-wide discussions in a forum to be determined.
4. Comply with WTAMU and TAMUS policies and procedures for purchasing, travel, inventory, and budget management.
Complete applications include the following:

1. Cover Page  
2. Narrative (two-page maximum): Respond to Sections I and II as indicated in below.  
3. Complete a detailed description of the budget.  
4. Completed C2C Faculty Grant Template.  
5. Course syllabus of the proposed C2C designated course.  

For the narrative, please follow this format and respond to all items, providing corresponding headers.  

**I. Project Description** - Describe the proposed ELO component for the course, and how this component will enhance instruction and improve student learning. Also include how you will orient and prepare students for the experience.  

**III. Budget** - Please provide a detailed description of the budget. Allowable expenses include supplemental/overload pay and/or reassigned time (may not exceed three workload hours and must be clearly justified), educational materials, supplies, equipment, consultant fees, professional development and exploratory travel related to curricula revision. A clear, itemized justification with appropriate budget code for each item is required. Proposals are limited to a maximum of $2,500.
C2C Faculty Grant Cover Page

Applicant: ________________________________  College: ________________________________
Department: ________________________________  Phone: ______  email: ________________________________
Amount requested: ____________________ (Maximum request is $2,500).
Co-applicant: ________________________________  College: ________________________________
Department: ________________________________  Phone: ______  email: ________________________________

Please check all that apply regarding your proposal

<table>
<thead>
<tr>
<th>Pathways</th>
<th>Venues</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Research</td>
<td>Local</td>
<td>SLO 1</td>
</tr>
<tr>
<td>Service Learning</td>
<td>National</td>
<td></td>
</tr>
<tr>
<td>Career-focused Experience</td>
<td>Study Abroad</td>
<td>SLO 2</td>
</tr>
<tr>
<td></td>
<td>Distance Learning</td>
<td></td>
</tr>
</tbody>
</table>

Is this an existing course?  ☐ Yes  ☐ No
Is this course an elective?  ☐ Yes  ☐ No
Is this course required?  ☐ Yes  ☐ No
If yes, which major/minor? ______________________________________

Please describe the ELO (i.e. undergraduate research, service learning, career-focused experience) and the venue(s).

How many students per semester do you anticipate will enroll for the EL opportunity? _________

Estimated number of experiential contact hours in the ELO. _______

Does the proposal involve research on human or vertebrate animal subjects?  ☐ Yes  ☐ No
(If yes, include a brief statement describing the status of the Institutional Review Board (IRB). Grant proposals may be reviewed before approval. Funds will not be made available until the IRB approval has been obtained.)
## C2C Proposal Course Alignment Template

<table>
<thead>
<tr>
<th>QEP Student Learning Outcome 1</th>
<th>Course Student Learning Outcomes that align with C2C Student Learning Outcome</th>
<th>Describe the learning activities that will be used to measure the Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will engage in structured reflection throughout the experiential learning process.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(add more as needed)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QEP Student Learning Outcome 2</th>
<th>Course Student Learning Outcomes that align with the QEP Student Learning Outcome</th>
<th>Describe the learning activities that will be used to measure the Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will integrate their knowledge, skills, and dispositions (e.g., attitudes, beliefs, and ethics) acquired through coursework within experiential learning environments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(add more as needed)</td>
</tr>
</tbody>
</table>
Rubric for C2C Proposal Evaluation

Complete Application

1. □□Cover Page
2. □□Narrative (two-page maximum): Respond to Sections I and II
3. □□A detailed description of the budget.
5. □□Course syllabus of the proposed C2C designated course.

Projection Description

1. □□The project is described without clarification.
2. □□The project description is stated, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.
3. □□The project description is stated, described ,and clarified so that understanding is not seriously impeded by omissions.
4. □□The project description is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.

Budget (still under construction)

1. □□The budget is presented without clarification or description.
2. □□The budget has some detail, but description leaves is not clear enough to show full justification of budget.
3. □□The budget is mostly detailed, described ,and clarified so that understanding is not seriously impeded by omissions and most items are justified.
4. □□The budget is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.

C2C Proposal Course Alignment Template

1. □□The template is present but course outcomes are not aligned with C2C outcomes.
2. □□The template shows some alignment, but description is not elaborated enough.
3. □□The template shows well alignment described well enough that understanding is not seriously impeded by omissions.
4. □□The template shows clear and detailed alignment between course objectives and C2C outcomes.
Appendix I- Synthesis Assignment for Pilot Program

Synthesis Paper (100 pts.)

Purpose: Explain the significance of this course to your academic and professional career. Reflect on class readings, class lectures and activities, and personal preparation and connect it to the experience of preparing and presenting public performances (People of the Plains), the hands-on judging experience, and your online submission to High Plains Public Radio.

A strong paper will contain the following:

➔ 3-4 pages
➔ a clearly articulated thesis statement
➔ logical organization that includes an introduction and conclusion
➔ minimal grammar and spelling errors
➔ APA format (Title page, header, font, margins, references—if any)

A strong paper should accomplish the following:

➔ synthesize the connection between classroom knowledge and practice and your experiential learning activities (i.e. People of the Plains, GPY Tournament)
➔ discussion of the long-term impact of this course and the experiential learning activities and how they might affect your personal and professional goals
➔ reflect how it affected you personally and permanently
➔ reflect on how your perspective has been impacted (of performance, of regional peoples, UIL events, etc.)
➔ discuss areas that provided less benefit to personal goals/academics/professional career
➔ suggest improvements for the course and experiential learning activities

DUE: December 1, WTClass Dropbox, by 11:59 p.m.
## Appendix J- Assessment of the Pilot Program

**SLO 1: Students will engage in structured reflection through the experiential learning process**

<table>
<thead>
<tr>
<th>BENCHMARK</th>
<th>4—ADVANCE D</th>
<th>3—ACCOMPLISHED</th>
<th>2—EMERGING</th>
<th>1—BEGINNING</th>
<th>Average:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess what they have learned about themselves as an individual (self-awareness)</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>2.8</td>
</tr>
<tr>
<td>Assess what they have learned about themselves as members of the broader community (cultural self-awareness)</td>
<td>3</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>2.87</td>
</tr>
<tr>
<td>Refer to previous learning and apply knowledge &amp; skills in novel situations</td>
<td>0</td>
<td>10</td>
<td>4</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>Connect prior learning to changes resulting from the experiential learning process</td>
<td>0</td>
<td>4</td>
<td>9</td>
<td>2</td>
<td>2.13</td>
</tr>
<tr>
<td>Communicate clearly through effective use of format, language, and/or visual representation</td>
<td>1</td>
<td>12</td>
<td>2</td>
<td>0</td>
<td>2.93</td>
</tr>
</tbody>
</table>
**SLO 2: Students will integrate their knowledge, skills, and dispositions (e.g. attitudes, beliefs, ethics) acquired through coursework within experiential learning environment**

<table>
<thead>
<tr>
<th>BENCHMARK</th>
<th>4—ADVANCED</th>
<th>3—ACCOMPLISHED</th>
<th>2—EMERGING</th>
<th>1—BEGINNING</th>
<th>Average:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connect relevant experience to academic knowledge</td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>0</td>
<td>2.4</td>
</tr>
<tr>
<td>Make connections across disciplines and perspectives</td>
<td>1</td>
<td>3</td>
<td>10</td>
<td>0</td>
<td>2.2</td>
</tr>
<tr>
<td>Adapt &amp; apply skills, abilities, theories, or methodologies gained in one situation to new situations</td>
<td>1</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td>2.73</td>
</tr>
<tr>
<td>Communicate clearly through effective use of format, language, and/or visual representation</td>
<td>1</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>3.07</td>
</tr>
<tr>
<td>Demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</td>
<td>1</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>2.53</td>
</tr>
</tbody>
</table>
Appendix K- Job Description for Director of Experiential Learning

The Director of Experiential Learning will establish and maintain the Office of Experiential Learning at West Texas A&M University. Our new Quality Enhancement Plan involves experiential education and will infuse experiential learning into the curriculum as the vehicle to develop students’ capacity to transfer theory into practice in novel situations, communities and environments while at WTAMU and beyond. Pathways for experiential learning include undergraduate research, service learning, and career-focused experiences. The director will provide leadership, establish the Office of Experiential Learning, manage and allocate the program budget and oversee the development, implementation, assessment, and execution of program initiatives related to the pathways of undergraduate research, service learning, and career-focused experiences.

Work performed includes:

- Work to establish Office of Experiential Education
- Lead the implementation of our QEP, Campus to Community: WT and Beyond
- Create a structure for experiential learning opportunities across campus
- Work closely with leadership, faculty, staff, and community partners to create and maintain partnerships related to experiential pathways (service learning, undergraduate research, and career focused opportunities).
- Track and maintain records for all experiential learning opportunities across campus working in partnership with academic programs, career services, and others
- Other duties as assigned.

Necessary Qualifications:

- Master’s degree in appropriate discipline.
- Five years’ experience in higher education in roles related to student learning, engaged learning, experiential learning, or service learning.
- Some supervisory experience.
- Some academic advising experience.
- Knowledge of coordinating experiential learning activities.
- Demonstrated ability to work with campus and community partners to plan and complete projects.
- Demonstrated ability to collaborate and motivate different campus constituencies.
- Ability to conduct program assessment.
- Ability to manage program budget.
- Strong verbal and written communication skills.
- Ability to multitask and work cooperatively with others.

Preferred Qualifications

- Terminal degree in appropriate discipline.
- Experience successfully implementing an experience-based program.
- Professional experience with service learning, experiential learning, innovative teaching strategies, undergraduate research programs.