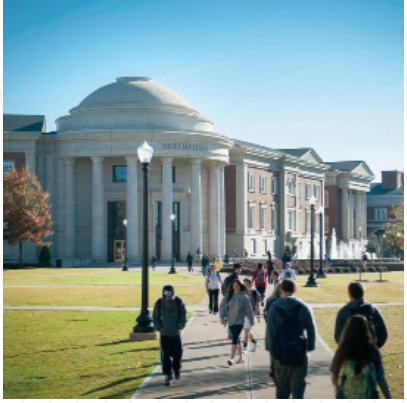


THE UNIVERSITY OF ALABAMA®

LEARNING IN ACTION:

DEVELOPING REAL-WORLD PROBLEM SOLVERS THROUGH HIGH QUALITY EXPERIENTIAL LEARNING

QUALITY ENHANCEMENT PLAN

PREPARED FOR SUBMISSION TO THE
SOUTHERN ASSOCIATION OF COLLEGES
AND SCHOOLS COMMISSION ON COLLEGES
ON-SITE VISIT
MARCH 3-5, 2015

DR. JUDY BONNER
PRESIDENT

DR. GINGER BISHOP
ACCREDITATION LIAISON
THE UNIVERSITY OF ALABAMA
719 UNIVERSITY BOULEVARD
TUSCALOOSA, AL 35487

Contents

1. Executive Summary 3

2. The University of Alabama: An Overview 4

3. Identifying and Developing the QEP Topic 5
   - 3.1 GREAT IDEAS: Topic Identification and Selection 5
   - 3.2 Analysis of Data by QEP Implementation Planning Committee 6
   - 3.3 Faculty/Staff Survey on Characteristics of Current ELOs 6
   - 3.5 National Survey of Student Engagement (NSSE) Supporting the QEP's Goals 13
   - 3.6 Employer Focus Group Data Supporting the QEP 15
   - 3.7 Connections Between Data and Plan 15

4. Literature Review 17
   - 4.1 Best Practices 18
   - 4.2 Forms of Experiential Learning Relevant to UA's QEP 19
   - 4.3 Research Support for UA's QEP 20

5. Goals, Objectives, and Expected Outcomes for the QEP 22
   - 5.1 Definitions of Key Terms for the QEP 23
   - 5.2 Expected Improvements in UA's Learning Environment as a Function of QEP Implementation
   - 5.3 Expected Improvements in Student Learning as a Function of QEP 25
   - Implementation 25

6. Actions to be Implemented 28
   - 6.1 Certified Best-Practices Experiential Learning Opportunities (CBP-ELOs) 28
   - 6.2 Implementation of Student Activities and Experiences 28
   - 6.3 Implementation of Faculty/Staff Development Actions 30
   - 6.4 University Support for ELO-Related Pedagogy and Scholarship 32
   - 6.5 Mini-Grant Program 32
   - 6.6 Institutional Support for Awareness and Organizational Infrastructure 33

7. Assessment 37
   - 7.1 Expected Improvements in UA's Learning Environment as a Function of QEP Implementation (Goal 1) 37
   - 7.2 Assessing Expected Improvements in the Student Learning Outcomes of the QEP (Goal 2) 38
   - 7.3 Assessing Expected Improvements in the Student Learning Outcomes of the QEP (Goal 3) 41
   - 7.4 Formative Assessments 42

8. Timeline 43

9. Organizational Structure 52

10. Resources 54
11. Appendices 59
A. QEP Development Committee 60
B. QEP Proposal Criteria and Guidelines 61
C. Experiential Learning QEP Proposal 62
D. QEP Implementation Planning Committee 68
E. Faculty/Staff ELO Survey 69
F. References 74

1. EXECUTIVE SUMMARY

The University of Alabama (UA) Quality Enhancement Plan focuses on improving undergraduate students' real-world problem solving skills and their ability to connect academic knowledge to real-world contexts through high quality Experiential Learning Opportunities (ELOs) in every college. This focus is consistent with UA's "emphasis on quality programs of teaching, research, and service" (Mission Statement, 2014) and strategic goals to "enhance the University's learning environment to attract and retain excellent students." The University selected the QEP topic through an intentional and broad-based institutional process that included faculty, staff, students, administrators, and employers.

With a carefully designed initiative to improve existing ELOs and to create new ones in areas where there are few, the University expects QEP actions to improve students' abilities to:

- critically analyze and evaluate the relationship between academic knowledge and real-world contexts;
- use academic knowledge in real-world contexts; and
- identify and derive solutions to real-world problems in ways that demonstrate awareness of the complexities of the situation.

Additionally, the University expects this initiative to improve student perceptions of their educational preparation at UA.

For the purposes of the QEP, UA defines an ELO as an in-depth, typically semester-long, field or classroom experience related to one's academic program of study that engages the student in the application of classroom learning to real-world problem solving under the supervision of an experienced practitioner with structured opportunities for learning from that experience. Examples of ELOs include practicum, internship, co-op, clinical, fieldwork, research apprenticeship, student teaching, study abroad, public art exhibition or arts performance. After careful research, the QEP Implementation Planning Committee identified six best practices necessary to the achievement of the desired student outcomes. QEP activities will support the implementation of these best practices in new and existing ELOs through faculty and staff development (professional learning communities, workshops, webinars, etc.), mini-grants, information sharing (Lunch-n-Learn seminars, University-wide showcase of activities and assessment results), and recognition (Faculty Fellows, University-wide showcase, Certified Best Practices ELO).

One of the six best practices is assessment of the effectiveness of the ELO, which supports the overall QEP evaluation plan. Student reflections and a work product will be evaluated for improvements in the learning outcomes and compared to students who will not have had a best-practices learning experience. Using this design the University can evaluate the effectiveness of high quality ELOs in preparing students for solving the complex problems they will likely encounter after graduation.

2. THE UNIVERSITY OF ALABAMA: AN OVERVIEW

Founded in 1831 as Alabama's first public college, The University of Alabama is a student-centered research university and an academic community united in its commitment to enhancing the quality of life for all Alabamians. Over the past 10 years the University has experienced unprecedented growth, with total student enrollment increasing by over 15,000 to the present enrollment of 36,155. As the state's flagship university, UA's mission is:

> *To advance the intellectual and social condition of the people of the State, the nation, and the world through the creation, translation, and dissemination of knowledge with an emphasis on quality programs of teaching, research, and service.*

The University addresses this mission through the following strategic goals:

> *Advance the University's academic, research, scholarship and service priorities, consistent with a top tier university and continuing to promote growth and national prominence in these areas*
>
> *Enhance the teaching, research and service mission of the University by retaining and recruiting outstanding faculty and staff.*
>
> *Enhance the University's learning environment to attract and retain excellent students.*
>
> *Develop a university-wide emphasis on leadership as a primary role of the flagship university of the State of Alabama.*

Each aspect of UA's strategic plan is central to actualizing the vision of becoming "the university of choice for the best and brightest students in Alabama and a university of choice for all students who seek exceptional educational opportunities." The enhancement of UA's teaching and learning environment and the emphasis on leadership were key elements in proposed QEP topics and were central to the selection of enhancing students' real-world problem solving through high quality experiential learning opportunities.

3. IDENTIFYING AND DEVELOPING THE QEP TOPIC

The selection of the QEP topic began in January 2013 with a formal presentation by the Assistant to the Provost for Assessment to the Dean's and VP's Council and the subsequent formation of a QEP Development Committee, charged with overseeing the topic development and selection process. The committee comprised a wide range of constituents from across the University including faculty, staff, administrators, and undergraduate students (see Appendix A).

3.1 GREAT IDEAS: Topic Identification and Selection

The QEP Development Committee's work began with the GREAT IDEAS Campaign conducted from January 16 to April 20, 2013.The Committee designed the campaign to reach a broad spectrum of the University's constituents, including faculty, staff, students, parents, employers and alumni. To further this effort, each Dean asked the academic chairs in his/her school or college to meet with faculty, and to discuss and identify a consensus GREAT IDEA for facilitating student learning within their disciplines. As a result of the campaign, the Committee received over 160 responses, with the majority coming from faculty, staff, and students. Parents, employers, and alumni submitted ideas as well (see Table 1).

Table 1: GREAT IDEAS Respondent Percentages

Faculty	Staff	Students	Parents	Employers	Alumni
40% (65)	11% (18)	40% (66)	6% (11)	2% (3)	.06% (1)

The QEP Development Committee identified themes represented within the responses and organized them by the most commonly occurring themes. The Committee then selected those themes that best supported the mission and strategic plan of the University and identified six possible QEP topics by the end of the 2013 spring semester. Campus experts led sessions to review associated issues and content connected to student learning. Faculty and staff developed these six topics into proposals (see Table 2 for topics and Appendix B for proposal criteria and guidelines).

Table 2: QEP Proposals

Proposed Topic	Proposal Authors
Advancing Communication Skills in the 21st Century	Karen Gardiner and Jessica Kidd, First Year Writing Program; Jeffery Naidoo, College of Commerce & Business Administration
Heightening Awareness in International and Global Issues within Disciplines	Teresa Wise, Capstone International; Debra Nelson-Gardell, School of Social Work
Sharpening Critical Thinking and Analytical Reasoning Skills within Every Major	Beverly Roskos-Ewoldsen, College of Arts and Sciences
Incorporating Attention to Health & Well-being in the Undergraduate Curriculum	Jonathan Wingo, College of Education; Lea Yerby, College of Community Health Services
Advancing Undergraduate Research Training and Experiences	Charles Sneed, College of Arts & Sciences; Nicholas Kraft, College of Engineering
Providing more On- and Off-Campus Experiential Learning Opportunities in Every Major (See Appendix C)	Kim Campbell, College of Commerce & Business Administration

The Assistant to the Provost for Assessment added related institutional findings from the National Survey of Student Engagement (NSSE), and the UA Graduating Senior Survey. College-specific data related to each proposal topic was also added to proposals at this time. The proposals were then submitted to the Provost and the President in late August 2013. Proposal authors or co-authors presented the completed proposals to the Dean's Council, a body representing the Directors and Deans of all major divisions within the University. Council members then submitted feedback and their top three QEP choices to the Provost and President. Based on this feedback, the Provost and President determined that providing more on- and off-campus experiential learning opportunities in every major was the best choice to serve as the theme for the University's QEP. All colleges saw the need to enhance existing experiential learning and increase the number of experiential learning opportunities available to undergraduates, although some colleges already integrate experiential learning across their curricula (e.g., nursing, education).

3.2 Analysis of Data by QEP Implementation Planning Committee

Once the topic was finalized, the Provost appointed a new QEP Implementation Planning Committee charged with coordinating the preparation of the Quality Enhancement Plan. The QEP Implementation Planning Committee was comprised of faculty and staff (recommended by their dean or vice president for their involvement in experiential learning activities), as well as two undergraduate students from the Honors College (See Appendix D for listing of committee members).

This QEP Implementation Planning Committee first arranged for two QEP consultants to visit UA in February 2014 to offer recommendations and guidance based on best practices associated with the QEP development process. The consultants met with faculty, students, and staff and provided feedback to the committee, including the recommendation that a QEP director be selected as soon as possible. An internal search was launched by mid-semester and in July 2014 a QEP Director was selected. In the interim, the QEP Implementation Planning Committee met bi-weekly during the 2014 spring semester to identify and clarify the goals, objectives, and outcomes that drove the rest of the planning process.

After the QEP Director's appointment, the Committee met on a weekly basis during the Fall 2014 semester to examine institutional data and pinpoint potential strategies to enhance UA undergraduate students' real-world problem solving skills. These data included a UA faculty/staff survey on experiential learning, the UA Graduating Senior Survey (GSS), the National Survey of Student Engagement (NSSE), and focus group data from employers of UA graduates.

3.3 Faculty/Staff Survey on Characteristics of Current ELOs

Faculty, staff, and administrators frequently discussed the importance of expanding the depth and breadth of experiential learning opportunities at early stages of the QEP process. Collecting and analyzing relevant data was a necessary next step in refining UA's approach to enhancing and expanding experiential learning. Because the impact of an ELO on student learning is directly connected to the extent to which best practices are utilized, it was important to gather baseline data about the extent to which best practices were used in existing experiential learn-

ing opportunities. The Committee solicited faculty and staff perceptions of current ELOs via an electronic survey in Fall 2014. The survey was sent to all faculty and to staff in Student Affairs who had direct responsibility for student success programs (N = 2,012).

The survey defined QEP and UA's topic, experiential learning. UA defined experiential learning as, "a process whereby a) learners participate in opportunities that enable them to reflect on and apply what they learn in the classroom; and b) instructors purposefully engage students by allowing them to make discoveries and experiment with knowledge either in class or outside class." Finally, the purpose of the survey was explained as a way "to identify and characterize current experiential learning opportunities that are currently offered at The University of Alabama, whether in class or out" (see Appendix E for the survey).

The Committee received 328 responses from faculty and staff (16.6%) with proportionally representative responses from each College as follows: Arts and Sciences (43.8%), Commerce and Business Administration (8.4%), the Human Environmental Sciences (8.0%), Education (7.4%), Communication and Information Sciences (7.0%) and Engineering (6.7%). Respondent percentage rates by position and years of employment are provided in Tables 3 and 4 below. Though respondents tended to be tenured or tenure track (61%), there were a number of other respondents. The majority of respondents had been at the university for less than 10 years (63%). In one question, faculty evaluated how much experiential learning is used in their undergraduate courses on a scale ranging from 1 (not at all) to 7 (all the time).

Table 3: Faculty/Staff Survey Respondent Percentages by Position

Full Professors	Associate Professors	Assistant Professors	Full-Time Temporary Instructors	Part-Time Temporary Instructors	Staff
21%	17%	23%	12.5%	9.7%	6.4%

Table 4: Faculty/Staff Survey Respondent Percentages by Years of Employment

20+ Years	15-19 Years	10-14 Years	0-4 Years
17%	7%	24%	39%

Finding 1: Most faculty do not offer ELOs.

Finding 2: Most faculty have not been trained to offer ELOs.

Though 22.4% of respondents reported using experiential learning all the time, 46.2% used experiential learning rarely or not at all (1-2 on scale).When asked whether they had participated in a faculty/staff fellows program (e.g., programs in which faculty are trained in service learning or other in-depth student experiences, such as the Faculty Fellow for the Center for Ethics and Social Responsibility), 90% had not participated. Given broad-based support across all colleges for experiential learning, these data pointed to the need to increase the number of Experiential Learning Opportunities (ELOs) provided to undergraduate students, and that few faculty had

been trained to deliver ELOs.

Finding 3: Existing ELOs do not consistently incorporate all best practices.

Faculty/staff survey respondents were asked to think about their best undergraduate experiential learning opportunity in order to answer a series of questions about the presence of ELO characteristics within that course. Each item was a statement about a best practice related to experiential learning (although the respondents were not told this); for example, "All parties are clear from the outset why the experience was chosen and what students should be able

Table 5: Faculty Use of ELO Best Practices

Faculty Use of Best Practices Associated with Experiential Learning	% Completely Agree
ELOs include opportunity to adjust learning outcomes based on feedback	20.2
Students reflect on how ELO relates to the future practice	20.9
Data is gathered on degree to which ELO met intended outcomes	23.2
Students reflect on connection of ELO to other coursework	25.7
Students reflect on what they learned from the ELO experience	36.9
Evidence is gathered about connection of ELO to student learning outcomes	38.6
Students have clear understanding of reasons for experiential learning	43.1
Students reflect on the ELO itself	44.3
ELO is connected to real-world context or an applied setting or situation	62.1

Items below 25% noted in red.

to demonstrate, apply, or know as a result of it." Respondents rated the extent to which they agreed with each item, using a range from 1 (disagree completely) to 7 (completely agree). The percentages of respondents who completely agreed with the statement (i.e., gave a rating of 7) are presented in Table 5. Most faculty and staff incorporated ELO best practices in which the ELO was connected to real-world contexts. However, less than 50% of the respondents consistently included all other best practices. In particular, respondents were least likely to indicate that their ELO incorporated student reflections that connected the ELO to their academic work or to their future beyond graduate studies. Additionally, faculty and staff ELOs were unlikely to incorporate strategies to adjust the ELO, or a formal evaluation of the overall ELO.

Finding 4: Students do not appear to be gaining strong problem solving skills as a result of participation in existing ELO.

Finding 5: Some students are able transfer academic knowledge and skills to new situations, but others could improve on their abilities

Faculty and staff also answered items about their perceptions of student learning as a result of participation in their ELO. The items primarily comprised statements related to problem solving, creativity and innovation, and critical thinking. Respondents rated their level of agreement with the statements using a scale from 1 (disagree completely) to 7 (agree completely). The percent-

Table 6: Faculty Perception of Student Learning

Faculty/Staff Perceptions of Alignment with Student Learning Outcomes Associated with Experiential Learning	% Completely Agree
Students' conclusions about a situation are logical and reflect an informed evaluation	**16.2**
Students are able to systematically and methodically analyze their own and others' assumptions when presenting a position	**16.5**
Students are able to evaluate the creative process and product using domain-appropriate criteria	16.9
Students' positions about a situation take into account the complexities of an issue	**18.3**
Students can make plans that build on past experiences that have occurred across multiple and diverse contexts.	20.2
Students are able to develop a logical, consistent plan to solve a problem and articulate the reason for choosing the solution	**21.3**
Students are able to adapt and apply independently skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	***23.7***
Students' perspectives about education and life experience are significantly changed through ELO	24.5
Students' educational interests and pursuits flourish outside of class requirements	31.2
Students are able to synthesize experiences outside of the classroom to deepen understanding of their field of study	32.6
Students are able to explore topic in depth through ELO	37.0
Students are able to generate and pursue opportunities for further learning	44.8

Items below 25% noted in red.

ages of respondents who completely agreed with each statement (i.e., gave a rating of 7) are shown in Table 6.Items most closely related to problem solving in a complex real-world situation are in bold. Less than 25% of faculty/staff completely agreed that their students have these skills as a result of participation in their ELO. Additionally, the item in bold and italics refers to transferring academic knowledge and skills to new settings (i.e., the real-world situation). Less than 25% of faculty completely agree that their students are able to do this. These findings illustrate the need to support student learning through increasing the quality of existing ELOs.

Finding 6: The majority of Faculty/Staff are interested in learning about and offering ELOs.

Finally, respondents were asked about the extent to which they were interested in offering or at least learning about ELOs. They rated their agreement with each statement on a scale ranging from 1 (completely disagree) to 7 (completely agree). The percentages of faculty who agreed with the statement at least somewhat (i.e., rated 5-7) are shown in Table 7. Roughly 70% of faculty expressed interest in offering ELOs and the majority were also interested in attending development workshops on ELOs.

Table 7: Level of Interest in ELO-Related Professional Development

Activity	% Interested
Offer experiential learning	70.4
Attend meetings about experiential learning	56.3
Attend workshops for developing and Implementing experiential learning	57.1
Attend workshops to learn how to evaluate experiential learning	57.5

3.4 Graduating Senior Survey Results Supporting the QEP's Goals

The University administers the Graduating Senior Survey (GSS) each semester. As the title suggests, survey participants are those who graduate in the semester during which the survey is given. Over the last three years, the sample has been representative of the demographics of the student body; see Table 8 below for a breakdown by college as represented by the last three years of administration of the survey.

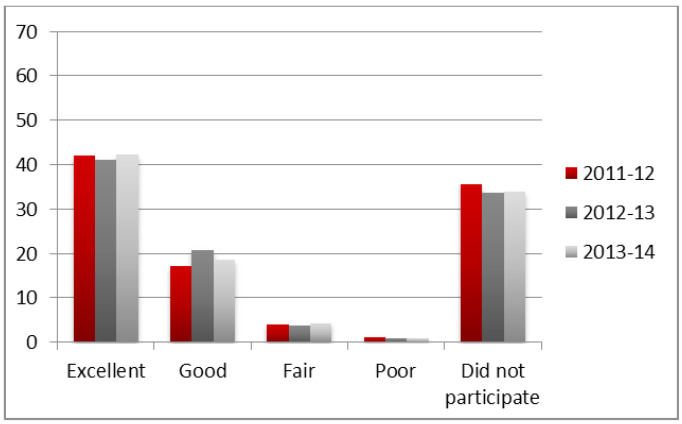
Table 8: Graduating Senior Survey Respondent Percentages

Survey Year	Arts & Sciences	Commerce & Business Admin.	Commu-nication & Info. Sciences	Education	Engineer-ing	Human Env. Sciences	Nursing	Social Work
11-12	31.2%	23.4%	11.3%	6.9%	12.5%	12.0%	2.1%	.6%
12-13	30.9%	25.7%	9.2%	8.2%	9.4%	11.5%	3.5%	1.6%
13-14	29.1%	22.9%	11.6%	7.8%	12.1%	12.9%	2.7%	.9%

Finding 7: In most cases, existing ELOs were not rated as "optimal".

Finding 8: Only a third of all students participated in an ELO.

Figure 1: Ratings of Specific Experiential Learning Opportunities



GSS findings most relevant to problem solving skills and experiential learning are discussed in Figures 1 to 3. For example, one question on the survey asked students to evaluate their experiences with a "co-op, internship, practicum, student teaching or other field experience in terms of its contribution" to their personal and professional growth (see Figure 1).

The QEP Committee noted that a little over 40% of undergraduate students rated their experiential learning as excellent in terms of its contribution to their personal and professional growth. However, roughly a third of the graduates over the past three years reported not having participated in any of the specified experiential learning opportunities. These data provided a clear case for the selection of UA's QEP topic as one with high relevance to the needs of undergraduate students.

Finding 9: Colleges differ in the number and quality of experiential opportunities.

The consistency of the data in Figure 1 across the last three years justifies combining all three samples into one in order to create a larger and more stable sample size for a more detailed analysis involving the disaggregation of data by colleges. Combining three years of data in a single sample demonstrated that in almost all of the University's colleges there are substantial opportunities to increase ELO participation as a function of the QEP's full implementation over the next five years. Further, these data also indicate that in some colleges, most students perceive their experiential opportunities as excellent (e.g., Education, Social Work), whereas in others the percentage is much lower. These results illuminate where improvements in the ELOs of different colleges are most needed, i.e., colleges with percentage ratings of excellent under 50%, Arts and Sciences, Business, Communication, and Engineering. It should also be noted that in these colleges, 30-50% of students did not participate in ELOs.

Figure 2: Percent of Students Who Rate Their Experience as Excellent, by College

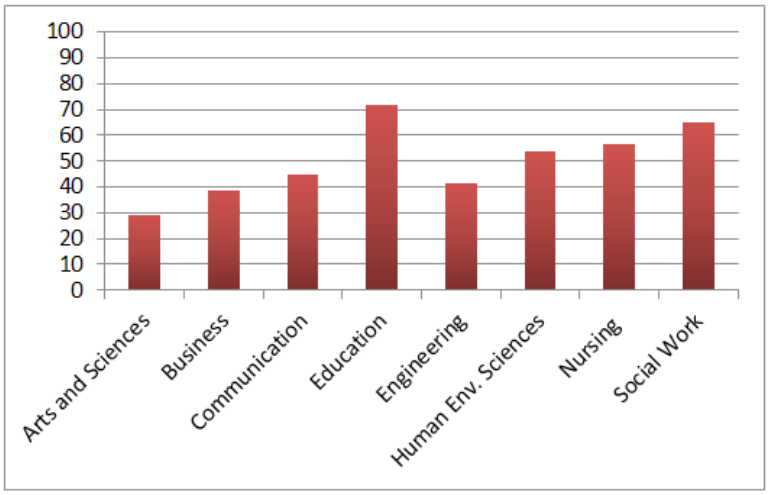
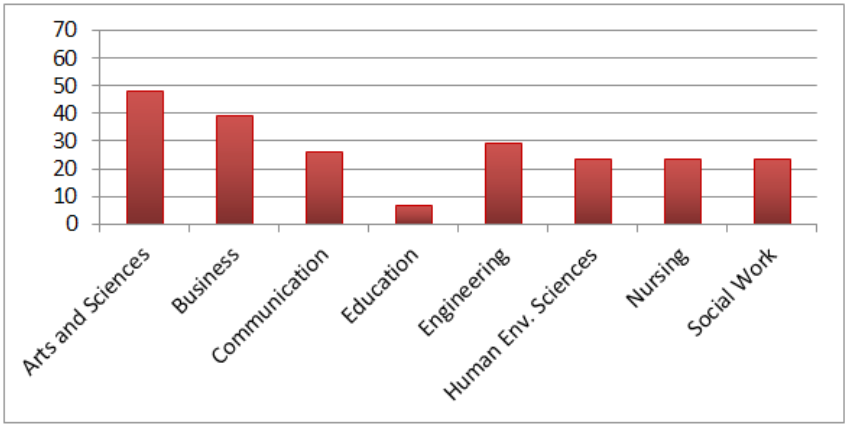


Figure 3: Percent of Students Who Did NOT Participate, by College



Finding 10: Most students do not believe that their courses are excellent preparation for employment or graduate school.

Further support for the QEP topic was found in questions from the Graduating Student Survey that related to students' perceptions of the adequacy of their preparation for employment and/or graduate school. Most students believed that the quality of courses as preparation for employment or for graduate school was good or excellent. However, only a little over 40% (41.7%) of students said that they were excellent.

The pattern of the data from Question 5 was similar to that of Question 4. Around 75% (76.1) of students indicated that their courses were good or excellent in terms of preparing them for graduate or professional school, with the remainder being either noncommittal (no opinion) or providing a rating of fair to poor.

Figure 4: The quality of courses as preparation for employment after graduation in your major was:

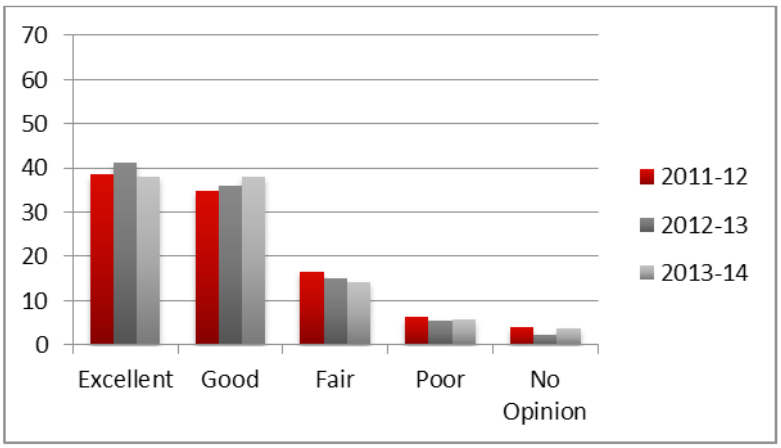
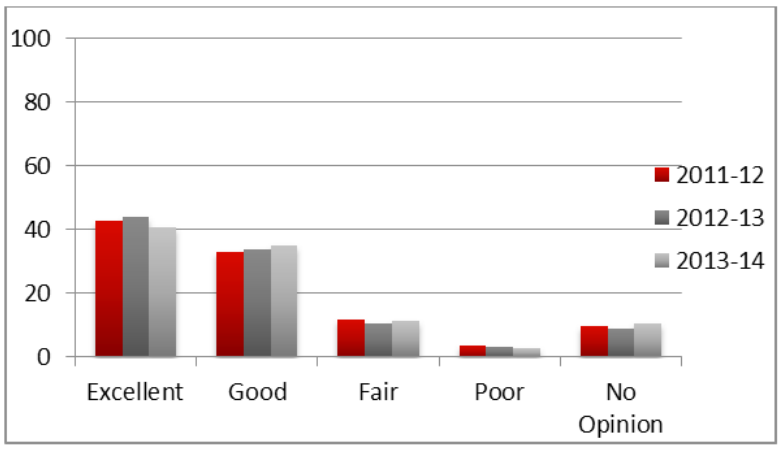


Figure 5. The quality of courses as preparation for graduate or professional school in your major was:



3.5 National Survey of Student Engagement (NSSE) Supporting the QEP's Goals

Finding 11: First-year students expect to participate in ELOs, but fewer seniors indicated that they actually participated in them.

The University administered the National Survey on Student Engagement (NSSE) in 2011, 2012 and 2013. The NSSE also provided data supporting UA's QEP topic. Three questions were of major importance to the QEP: planning or completing field experiences; impact of courses on career preparation; and impact of courses on problem solving. Figures 6-8 highlight the importance of experiential learning for UA students. As may be expected, the number of first year students who planned to complete internships, co-ops, field experiences, student teaching or clinical assignments was relatively high (76-78%) (see Figure 6). While some attrition can be expected, only 50-57% of seniors reported those experiences as being done or in progress (see Figure 7).

Figure 6: First Year Participation in Internship, Co-Op, Field Experience, Student Teaching or Clinical Assignment (NSSE)

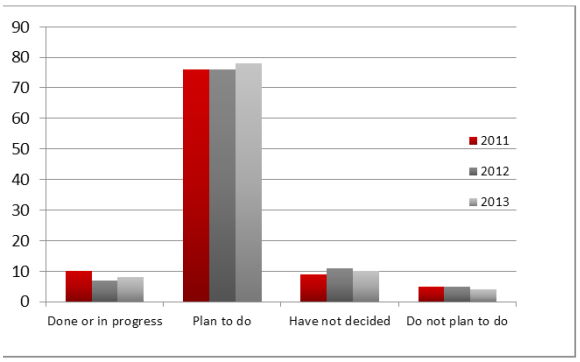
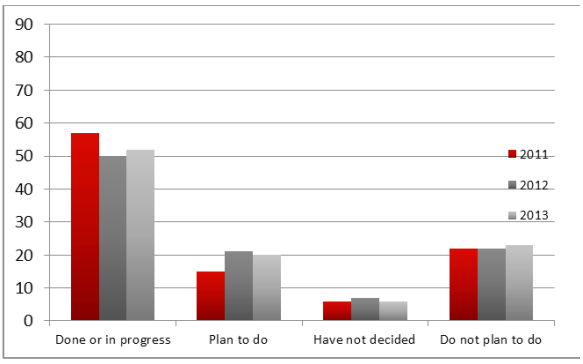


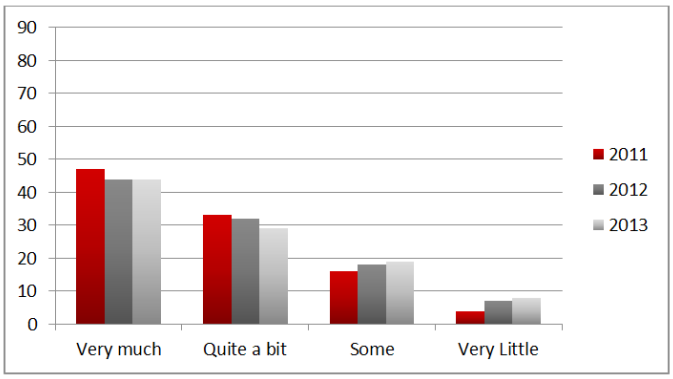
Figure 7: Senior Participation in Internship, Co-Op, Field Experience, Student Teaching or Clinical Assignment (NSSE)



Finding 12: Less than half of seniors believe that their courses optimally prepared them with job-related knowledge and skills.

Around 75% of seniors indicated that their courses were nearly optimal ("quite a bit") or optimal ("very much") in preparing them with job-related knowledge and skills. This represents an encouraging picture. However, less than half (44-47%) of senior students indicated that their UA educational experience had optimal impact on their acquisition of job-related knowledge and skills.

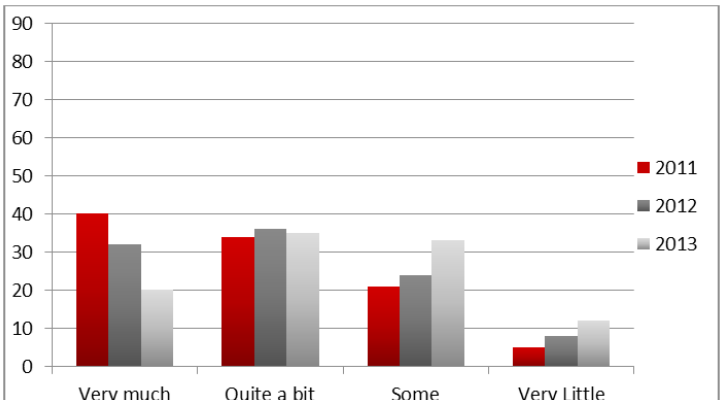
Figure 8: Senior Perceptions of Course Contribution to Acquiring Job-Related Knowledge and Skills (NSSE)



Finding 13: Few seniors believe that their courses prepared them for real-world problem solving.

The ability to use one's knowledge and skills to address real-world problems has been consistently recognized as a focal area for higher education and for prospective employers. The percentage of seniors who indicated that their UA courses had optimal impact on their ability to solve complex real-world problems ranged from only 20-40% over the last three years (see Figure 9). The downward trend in that data for this learning outcome is a cause for concern. The full implementation of the QEP over the next five years is expected to improve students' abilities to solve complex real-world problems.

Figure 9: Senior Perceptions of Course Contribution to Real-world Problem-Solving (NSSE)



3.6 Employer Focus Group Data Supporting the QEP

Finding 14: Students need higher levels of problem solving skills.

Additional support for the selection of enhancing problem solving through experiential learning was obtained from qualitative evaluations of students by prospective employers collected via focus groups and surveys in 2013-2014. Representatives of five large companies (national and local) comprised the focus groups conducted by UA's Career Center. Comments taken directly from those surveys are provided below:

- *(Students) used to trying to earn that A. Don't have as much problem-solving*
- *Put the bare minimum in and expect to see the results back. Have issues with problem solving*
- *Students were most professional and well-prepared, had more confidence but trouble showing initiative. Need problem solving*
- *With co-op, (students) not so much needy; they've had experience…they've been trained to look outside the box*

Cumulatively, the student and employer data pointed directly to the need to enhance students' personal and professional skills and abilities related to problem solving.

3.7 Connections Between Data and Plan

The University's QEP was developed to address the findings from the various sets of data. In particular, the student learning outcomes focus on problem solving in real-world contexts, connecting the experience to their academic discipline, and transferring academic knowledge and skills to a new situation. The institutional outcomes are focused on preparing faculty to offer more and higher-quality experiential learning opportunities, and evaluating the impact of "certified" best-practices experiential learning opportunities on student problem solving skills. Table 9 below shows how the previous findings are addressed in the QEP.

Table 9: Alignment of Findings and QEP Goals

	GOALS		
FINDINGS	**Increase number of ELOs offered in each college that are certified as incorporating all best practices.**	**Improve students' ability to apply knowledge and skills in real-world problem solving through best-practice ELOs**	**Increase the proportion of graduating seniors who report their educational preparation to be excellent/ optimal.**
1. Most faculty do not offer ELOs.	X		
2. Most faculty have not been trained to off ELOs.	X		
3. Existing ELOs do not consistently incorporate all best practices.	X		
4. Students do not appear to develop strong problem solving skills as a result of participation in existing ELOs.		X	
5. Some students are able transfer academic knowledge and skills to new situations, but others could improve on their abilities.		X	
6. The majority of faculty/staff are interested in learning about and offering ELOs.	X		
7. In most cases, existing ELOs were not rated as "optimal".			X
8. Only a third of all students participated in an ELO.	X		
9. Colleges differ in the number and quality of ELOs.	X		
10. Most students do not believe that their courses optimally prepare them for employment or graduate school.			X
11. First-year students expect to participate in ELOs, but fewer seniors indicated completing ELOs.		X	
12. Less than half of seniors believe their courses optimally prepared them with job-related knowledge and skills.		X	X
13. Few seniors believe their courses prepared them for real-world problem solving.		X	X
14. Students need higher levels of problem solving skills.	X	X	

4. LITERATURE REVIEW

Scholarship on the origin of experiential learning, examples and best practices of experiential learning, and evidence of the benefits of using experiential learning to support students' real-world problem solving skills informed the development of UA's QEP. It should be noted that there is no universally accepted definition of experiential learning. The phrase suggests "learning from experience," but this definition vastly oversimplifies the complexities of the process. Scholars have proposed a variety of definitions with some common elements. Wurdinger (2005) states, "Experiential learning is a reactive process in which learning occurs by reflecting on previous experiences" (p. 8). Clements (1995) defines it as "immersing students in an activity (ideally, closely related to course material) and then asking for their reflection on the experience" (p. 116). Stevens and Richards (1992) describe it as a process wherein students are engaged in an experience with real consequences, rather than learning about others' experiences, and they reflect on their experiences to develop "new skills, new attitudes, and new theories or ways of thinking" (p. 2). The Association for Experiential Education (n.d.) provides this definition:

> *Experiential education is a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities.*

Common elements among these and other definitions include the description of experiential learning (or experiential education) as a process or philosophy. In addition, the experience or activity is intentional or purposeful (Moon, 2004). Another critical element is the presence of reflection. Joplin (1981) states, "Experience alone is insufficient to be called experiential education, and it is the reflection process which turns experience into experiential education" (p. 17).

Scholars tracing the history of experiential education often point to John Dewey's 1938 work *Experience and Education*. Dewey considered experience to be continuous, so that each experience built upon previous experiences. For positive learning to occur, he recommended that the instructor structure stages of the cycle with planning or reflection to promote cognitive thinking about the experience (Neill, 2010). Dewey argued that knowledge must be applied to past experiences for learning to occur; it is the teacher's role to select meaningful experiences and guide the student through them (Yardley, Teunissen & Dornan, 2012).

Another early theorist was Kurt Lewin, founder of American social psychology. Lewin noted the tension between the conceptual models of trainers and the concrete experiences of learners and discovered that learning is accomplished when trainers and learners interact to address the tension (Kolb, 1984; Yardley et al., 2012). Also important to the development of experiential learning theory was Jean Piaget, French psychologist. Piaget studied the development of intelligence, which he concluded is shaped by experience. He posited that intelligence is not an inborn characteristic, but it is a product of the interaction between the person and his environment. Intelligence thus moves through stages of development. In the first stage knowledge is tied to the experience that created it; in the second stage, knowledge is represented in images that are less tightly connected to the actual experience; in the third stage, knowledge is repre-

sented in symbols that are independent of experience (Kolb, 1984).

David A. Kolb, the noted expert in experiential learning, states that he drew from the work of Dewey, Lewin, Piaget, and others in developing his model (1984). Kolb's model is a four-stage continuous cycle of "concrete experience, reflective observation, abstract conceptualization, and active experimentation" (Kolb, 1984, p. 40). The process begins with an experience; in the next stage, the student considers what can be learned from the experience. In the third stage, the student incorporates the new knowledge into his thinking, and in the fourth stage the student tries out what he has learned by applying it to a new experience (Yardley et al., 2012).

While Kolb's model is certainly most well-known, several other models of the experiential learning cycle have been developed, with the number of stages ranging from one - the original Outward Bound model, where the experience itself was considered by many to be sufficient (James, 1980) - to as many as six (Neill, 2010). Joplin's (1981) five-stage model serves as a good example. Joplin begins her model with focus, a stage in which the task is defined and the student is prepared. This is followed by the action stage, in which the student confronts a problem or unfamiliar situation. Concurrent with these stages are stages three and four, support and feedback, which serve to keep the student on track. The fifth stage is debrief, in which "learning is recognized, articulated and evaluated" (Joplin, 1981, p. 19).

4.1 Best Practices

Though there are many models of experiential learning, the National Society for Experiential Education (2013) website presents a list of best practices entitled "Eight Principles of Good Practice for All Experiential Learning Activities." This list incorporates major elements discussed elsewhere and serves as a good overview. The eight principles are as follows: intention, preparedness and planning, authenticity, reflection, orientation and training, monitoring and continuous improvement, assessment and evaluation, and acknowledgment.

Eyler and Giles' (1999) nationwide study of service learning, mentioned above, linked program characteristics to specific outcomes. They showed, for example, that the written reflection component was a significant predictor of personal development and critical thinking, among others. Discussion of the reflection was critical to understanding and applying subject matter, improved problem-solving skills, and critical thinking. An experience designed to allow students to take responsibility and show initiative was a significant predictor of personal and interpersonal development.

In a later article, Eyler (2009) offers guidelines for creating high-quality experiential learning opportunities. She includes such elements as tying the actual experience closely to the academic goals of the course or program, continuous monitoring and feedback from both the site supervisor and the academic supervisor, assessments to measure academic achievement, and "continuous, well-structured reflection opportunities to help students link experience and learning throughout the course of their placements" (p. 30). Eyler emphasizes that designing effective reflection can be difficult and recommends training for faculty (Eyler, 2002; Eyler, 2009).

4.2 Forms of Experiential Learning Relevant to UA's QEP

Experiential learning opportunities can be developed for subjects throughout the University curriculum. Examples that informed UA's QEP can be found in the literature for subjects from the social sciences (Boyle, Nackerud, & Kilpatrick, 1999; Kaiser-Drobney, 1997; McLeod, 2013), humanities (Bailey, DeVinny, Gordon, & Schadewald, 2000), science and engineering (Garvin & Ramsier, 2003), business (Clements & Cord, 2013), and medical fields (Lisko & O'Dell, 2010). Experiential learning opportunities can also take many forms; Cantor (1997) lists cooperative education, internships and service learning, among others.

Cooperative education. Marini, once a cooperative education participant himself, writes about cooperative education from the viewpoint of an employer. He observes that co-op students are able to transfer classroom knowledge to real-world situations (Marini & Tillman, 1998). Nasr, Pennington, and Andres (2004) also explore the benefits of cooperative education and conclude that it prepares the student for lifelong learning. The study conducted by Gillin, Davie, and Beissel (1984) was based on a survey of almost three hundred engineering graduates in four areas of engineering from multiple Australian universities. They found that beneficial effects of cooperative education, such as confidence, level of responsibility, and job satisfaction, extends beyond the initial phase of the graduates' careers.

Internships. Internships are another important vehicle for experiential learning. Clements and Cord (2013) wrote about creating assessments for participants in internships at the University of Woollongong to measure their attainment of qualities desired by employers. Fall (2006) surveyed public relations students who participated in internships over a three-year period. One of her findings was the importance of tying class content to the internship to make it academically fulfilling for the student. Eyler's (1993) study of students in a human and organizational development program who participated in internships also covered a three-year period. Eyler devised a method for testing how the internships affected the students' ability to transfer knowledge to real-world situations. She found that this ability was much increased when the internship contained "extensive opportunities for guided analysis and reflection" (Eyler, 1993, p. 50).

Undergraduate research. In her description of the development of undergraduate research programs at four leading universities, Merkel (2003) observed, "The essence of undergraduate research is the supportive, encouraging, intellectual partnership between students and other researchers and through which students apply knowledge gained in the classroom to new questions and problems" (p. 41). Kaul and Pratt (2010) described how the design of the undergraduate research program at Cleveland State University was influenced by Kolb's model of experiential learning.

Study abroad. Study abroad programs are excellent candidates for experiential learning, but Lutterman-Aguilar and Gingerich (2002) warn that not all international experiences are experiential. They stress the importance of structuring reflection and critical analysis into the curriculum and describe a number of elements that are critical for a successful outcome. Weeden, Woolley, and Lester (2011) described a cruise taken by undergraduates from the University of Brighton that was designed to teach them about the travel and tourism industry and concluded

that there was insufficient reflection for effective experiential learning. Roholt and Fisher (2013) described a short-term international course for Masters of Social Work students and explained some ways they could strengthen the experiential learning in the course. Stone and Petrick (2013) compiled a literature review of research on travel experiences and used the concept of experiential learning to explain the benefits for students.

Service Learning. Not all service learning programs may be designed as experiential learning opportunities. Eyler and Giles (1999) recommend a balance between the service component and the academic learning component, with reflection serving a central role. Their nationwide study of service learning participants from 45 colleges and universities analyzed characteristics of successful programs and demonstrated student outcomes such as understanding and applying knowledge, critical thinking, and personal and interpersonal development. Ash and Clayton (2004) described the development of the service-learning program at North Carolina State University, which emphasized the incorporation of an effective reflection component. They found that their approach enhanced critical thinking, mastery of academic material, and personal growth.

4.3 Research Support for UA's QEP

In relation to UA's QEP, research has demonstrated that students who participate in experiential learning opportunities can improve their problem-solving skills (Eyler, 2009; Hmelo-Silver, 2004). One benefit to students named most frequently is the development of critical thinking skills (Ash & Clayton, 2004; Bailey et al., 2000; Eyler, 2009; Gillin et al., 1984; Kaul & Pratt, 2010; Lisko & O'Dell, 2010; Marini & Tillman, 1998). By having the opportunity to apply classroom knowledge in real-world experiences, students achieve a deeper understanding of the material taught (Eyler, 2009; Eyler & Halteman, 1981) and gain the ability to apply that knowledge in situations in their own lives (Eyler, 1993; Marini & Tillman, 1998). This prepares them for lifelong learning when their classroom days have ended (Eyler, 2009; Garvin & Ramsier, 2003; Hmelo-Silver, 2004; Nasr et al., 2004; Sibthorp et al., 2011).

Additionally, experiential learning opportunities can affect students' ability to interact with people around them. They may become more effective communicators (Clements & Cord, 2013; Marini & Tillman, 1998) and may acquire skills in teamwork (Clements & Cord, 2013; Humes & Reilly, 2008; Kayes, Kayes & Kolb, 2005; Marini & Tillman, 1998). They may also develop cultural competence (Boyle et al., 1999). Central to each of these lifelong learning skills is the importance of focused reflection, a cornerstone of UA's QEP process.

Experiential learning opportunities may occur in a variety of subject areas, and experiences may be offered in a wide range of formats. However, the benefits to students as described in the literature are consistent throughout. Experiential learning opportunities can produce students who are "informed, innovative, and flexible" (Clements & Cord, 2013, p. 123). ELOs can lead to intellectual growth (Eyler, 2009; Kaul & Pratt, 2010) and can build confidence in students (Gillin et al., 1984; Kaul & Pratt, 2010; Lisko & O'Dell, 2010; Marini & Tillman, 1998). Further, as illustrated in early sections of the QEP, experiential learning is a topic that a significant proportion of UA faculty have a high interest in implementing. To this end, research also supports the

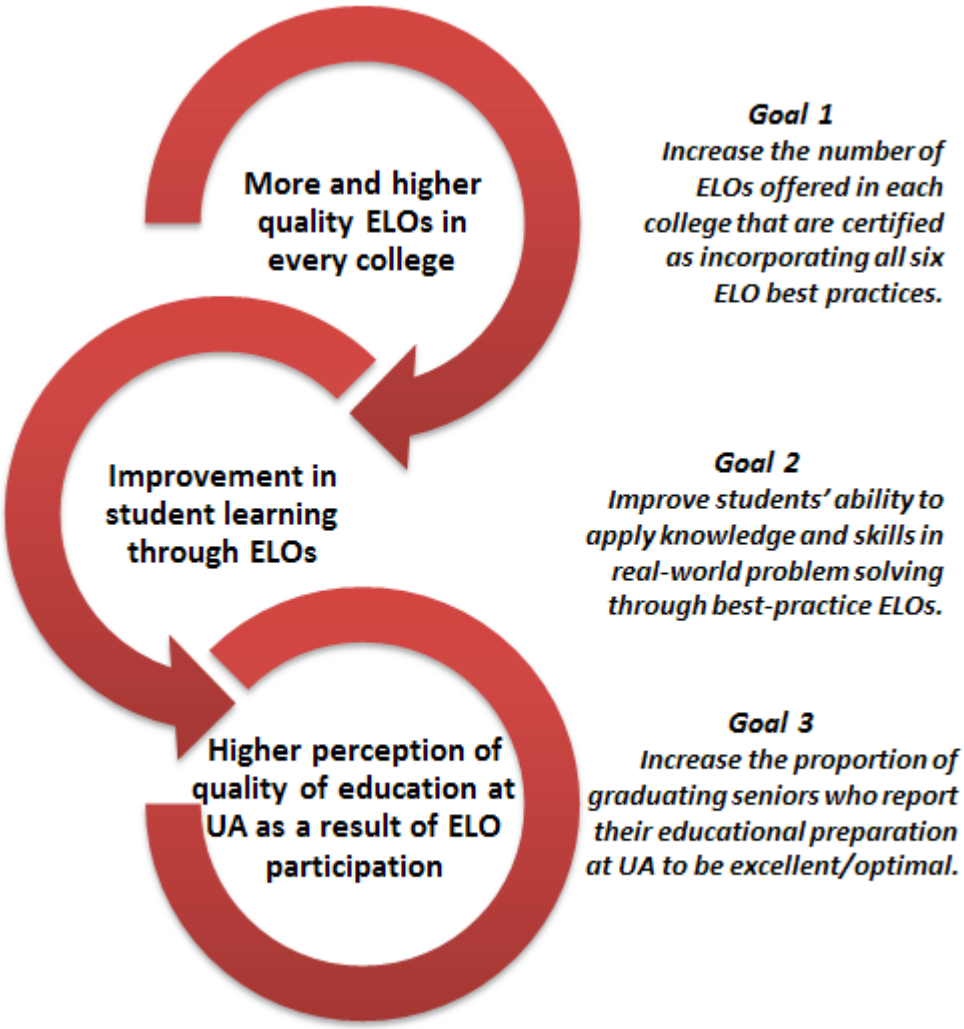
positive impact of professional development on faculty beliefs and practices (Camblin & Steger, 200; Light, Calkins, Luna, and Drane, 2009; Persellin and Goodrick, 2010). The University of Alabama's QEP drew on this literature, especially ELO best practices, in developing its actions to be implemented.

5. GOALS, OBJECTIVES, AND EXPECTED OUTCOMES FOR THE QEP

Based on the topic selection and review of the literature, the QEP Planning Committee decided on the following purpose and conceptual model for the QEP at UA.

Purpose of the QEP: To improve students' real-world problem solving skills and their ability to connect academic knowledge to real-world contexts and situations through high quality Experiential Learning Opportunities (ELOs) in every college.

Figure 10: QEP Conceptual Model



The goals, objectives and expected outcomes of UA's QEP are based on this conceptual model and have been reviewed and refined by others involved in the drafting of the QEP, including UA's accreditation consultants. The agreed upon student learning outcomes and outcomes associated with the QEP plan itself are provided below. They are well-defined goals related to the purpose of the QEP: to improve students' real-world problem solving skills and their ability to connect academic knowledge to real-world contexts and situations through high quality Experiential Learning Opportunities (ELOs) in every college. UA's QEP topic is considered to be an issue of substance and depth, and the goals and objectives are expected to lead to observable improvements compared to baseline data and/or comparative control groups. Thus, the goals, objectives, and outcomes provide support for compliance with CS 3.3.2. Before presenting the objectives and outcomes, the terms used are defined here.

5.1 Definitions of Key Terms for the QEP

Experiential Learning Opportunity (ELO). An ELO is operationally defined here as an in-depth, typically semester-long, field experience related to one's academic program of study (i.e., practicum, internship, co-op, clinical, fieldwork, research apprenticeship, study abroad, student teaching, public art exhibition or arts performance, etc.) that engages the student in the application of classroom learning to real-world problem solving under the supervision of an experienced practitioner with structured opportunities for learning from that experience.

Note that although some learning experiences have ELO qualities, the focus of this QEP will be limited to those experiential learning opportunities that are structured as certified best practices ELOs. Also, note that although field experiences are typically outside the classroom, they may also occur both in and outside the classroom (e.g., creating advertising campaigns for community clients or art performances for the public).

ELO Best Practices. As the literature suggests, ELOs that utilize best practices will:

1. be well-designed on-campus or off-campus experiences in real-world contexts that are aimed at engaging the student in the application of related academic knowledge and skills to the resolution of complex real-world problems;
2. provide orientation and training for the students regarding the real-world situation;
3. provide continuous monitoring, assessment, and feedback to students about their performance in the real-world context from supervising practitioners;
4. require the production of a work product that demonstrates the student's real-world problem-solving achievement;
5. provide structured opportunities for the student to reflect regularly on what is being learned through the field experience and how it relates to their academic studies, and
6. incorporate procedures to evaluate the effectiveness of the ELO as a whole.

Real-World Context/Situation. A socio-cultural context/situation that exemplifies relevant post-graduation settings, requires the application of discipline-related knowledge and skills, is perceived as authentic by those within the setting, and presents opportunities for problem-solving.

Work Product. A work product is operationally defined as a physical product (e.g., presentation, research paper, case study, art performance, computer code) or temporal episode (e.g., on-going interactions with native speakers in an international setting, performance in an applied setting) that can be evaluated by more than one individual for (a) the extent to which a student has used academic knowledge in a real-world context at an advanced level, and (b) the extent to which a student has identified and derived solutions to real-world problems in ways that demonstrate advanced awareness of the complexities of the situation.

Certified Best Practices ELO (CBP-ELO). Certified Best Practices ELO (CBP-ELO). A CBP-ELO is an existing or new ELO that has been reviewed and certified by an ELO Certification Team as following and incorporating all ELO best practices in its structured and supervised real-world situation.

Certification Team. The Certification Team is a group of faculty and staff who are representative of the colleges/schools/divisions on campus who have been trained to evaluate existing and new ELOs for certification of best practices.

Comparison Groups. A comparison group is a student learning experience that does not incorporate ELO best practices. One comparison group will consist of students whose learning experiences include less than 50% of ELO best practices (i.e., in-class-only ELOs, labeled as Low-ELO Comparison Group). The other comparison group will consist of students whose learning experiences include less than 25% of ELO best practices (i.e., lecture classes, labeled as No-ELO Comparison Group). Data for the comparison groups will be collected during the first year of the QEP (i.e., Fall 2015, Spring 2016).

Baseline Data. Baseline data were collected before the launch of the QEP. These data are from surveys and/or focus groups of students, faculty/staff, and employers that were administered within the past four years (e.g., NSSE, UA Graduating Senior Survey, and UA QEP Survey of faculty/staff). (See Section 3: Identification of QEP Topic)

Faculty/Staff Development Programs and Resources. These include face-to-face workshops, online webinars, a resource-rich website, professional learning communities, an annual showcase highlighting the diversity of CBP-ELOs across campus, grants for the enhancement of existing ELOs and the development of new ELOs, and Faculty Fellows who will serve as mentors.

5.2 Expected Improvements in UA's Learning Environment as a Function of QEP Implementation

Goal 1: To increase the number of ELOs offered in each college that are certified as incorporating all six ELO best practices.

Objective 1.1: To increase the number of existing ELOs in each college that are CBP-ELOs.

Expected observable results related to Objective 1.1:

Outcome 1.1.1: Over the first three years of the QEP's implementation, the number of existing ELOs that are reviewed and revised as necessary for certification as CBP-ELOs will increase over the previous year.

Objective 1.2: To increase the number of new CBP-ELOs, especially in colleges that currently engage few students in ELOs.

Expected observable results related to Objective 1.2:

Outcome 1.2.1: Over the five years of the QEP's implementation, the number of newly developed ELOs that are reviewed and certified as CBP-ELOs will increase over the previous year, especially in colleges that offered few ELOs prior to the QEP's initiation.

5.3 Expected Improvements in Student Learning as a Function of QEP Implementation

Goal 2: To improve the students' ability to apply knowledge and skills in real-world problem-solving through experiential learning opportunities (ELOs) that utilize best practices.

Objective 2.1: To improve student learning through Certified Best Practices Experiential Learning Opportunities (CBP-ELOs).

Expected observable results related to Objective 2.1 (direct measures of SLOs/rubrics):

Outcome 2.1.1: In every college, students completing CBP-ELOs will critically analyze and evaluate the relationship between academic knowledge and real-world contexts at advanced levels of performance, compared to the comparison groups.

Outcome 2.1.2: In every college, students completing CBP-ELOs will use academic knowledge in real-world contexts at advanced levels of performance, compared to the comparison groups.

Outcome 2.1.3: In every college, students completing CBP-ELOs will identify and derive solutions to real-world problems in ways that demonstrate awareness of the complexities of the situation at advanced levels of performance, compared to the comparison groups.

Goal 3: To increase the proportion of graduating seniors who report their educational preparation at UA to be excellent/optimal.

Objective 3.1: To increase the proportion of graduating seniors who report their educational experience at UA to be excellent preparation for employment or continued post-baccalaureate education.

Expected observable results related to Objective 3.1 (indirect measures of SLOs/senior surveys):

> *Outcome 3.1.1: Over the five years of the QEP's implementation, the proportion of graduating seniors in each college who report their educational experience at UA to be excellent preparation for employment will increase over its baseline level of the past three years.*
>
> *Outcome 3.1.2: Over the five years of the QEP's implementation, the proportion of graduating seniors in each college who report their educational experience at UA to be excellent preparation for graduate or professional education will increase over its baseline level of the past three years.*

Objective 3.2: To increase the proportion of graduating seniors who report that their ELOs made excellent contributions to their personal and professional growth.

Expected observable results related to Objective 3.2 (indirect measures of SLOs/senior surveys):

> *Outcome 3.2.1: Over the five years of the QEP's implementation, the proportion of graduating seniors in each college who report that their ELOs made excellent contributions to their personal and professional growth will increase over its baseline level of the past three years.*

Objective 3.3: To increase the proportion of seniors who report that their educational experience at UA had optimal impact on their acquisition of job-related knowledge and skills and their ability to solve complex real-world problems.

Expected observable results related to Objective 3.3 (indirect measures of SLOs/NSSE):

> *Outcome 3.3.1: Over the five years of the QEP's implementation, the proportion of seniors who report that their educational experience at UA had optimal impact on their acquisition of job-related knowledge and skills will increase over its baseline level of the past three years.*
>
> *Outcome 3.3.2: Over the five years of the QEP's implementation, the proportion of seniors who report that their educational experience at UA had optimal impact on their ability to solve complex real-world problems will increase over its baseline level of the past three years.*

Table 10 shows the alignment between the goals of the QEP and the university mission and strategic goals directly connected to student learning.

Table 10: QEP Alignment with UA Mission and Goals

	UA Mission: Advance the intellectual and social condition of the community and nation.	UA Strategic Goal: Advance prominence in academic, research, scholarship, and service.	UA Strategic Goal: Enhance the learning environment to attract and retain excellent students.	UA Strategic Goal: Develop a university-wide emphasis on leadership.
Goal 1: To improve students' ability to apply knowledge and skills in real-world problem solving through (ELOs) that utilize best practices.	X	X	X	X
Goal 2: To increase the proportion of graduating seniors who report their educational preparation at UA to be excellent/optimal.	X	X	X	
Goal 3: To increase the number of ELOs offered in each college that are certified as incorporating all six ELO best practices.	X	X	X	X

6. ACTIONS TO BE IMPLEMENTED

The primary goal of UA's QEP is to improve students' real-world problem solving skills and their ability to connect academic knowledge to real-world contexts and situations through high quality Experiential Learning Opportunities (ELOs) in every college.

The actions to be implemented in UA's QEP relate directly to these goals, as illustrated by the conceptual model, objectives and outcomes articulated in the previous section.

6.1 Certified Best-Practices Experiential Learning Opportunities (CBP-ELOs)

ELOs are the centerpiece of UA's QEP and are defined through their use of best practices. Through CBP-ELOs, students will (1) use discipline-based skills to address complex problems in real-world contexts and (2) reflect on the connections between their experiences and academic knowledge and skills.

Best practices of experiential learning dictate that CBP-ELOs:

> *(1) be well-designed on-campus or off-campus experiences in real-world contexts that engage the student in applying academic knowledge and skills to the resolution of complex real-world problems;*
> *(2) provide students with ELO-related orientation and training;*
> *(3) provide students with continuous monitoring, assessment, and feedback about their performance in the real-world context;*
> *(4) require students to demonstrate real-world problem-solving achievement through a work product;*
> *(5) provide structured opportunities for students to reflect regularly on connections between the CBP-ELO and their academic studies; and*
> *(6) incorporate procedures to evaluate the effectiveness of the ELO as a whole.*

These best practices are integrated within student, faculty/staff and institutional actions into the QEP, as described below.

Recognition of Certified Best-Practices Experiential Learning Opportunities (CBP-ELOs). To offer courses as CBP-ELOs, faculty/staff must have attended a faculty/staff development workshop (see below), and completed an application that is approved by an ELO Certification Team. Official approval of ELOs is intended to uphold the quality of an ELO, and also to recognize and honor the efforts of faculty/staff in enhancing the quality of education at UA through high quality ELOs. CBP-ELOs will also be highlighted on the QEP website.

6.2 Implementation of Student Activities and Experiences

Through UA's QEP, CBP-ELOs will be offered to students within each college. Participation in

these courses will involve CBP-ELO orientation/training, assessment and feedback, creation of a work product, and structured opportunities for reflection. The work product and reflection activities are centrally connected to demonstrating the impact of the QEP and are described below.

Work Product. A work product is operationally defined as a physical product (e.g., presentation, research paper, case study, art performance, computer code) or temporal episode (e.g., on-going interactions with native speakers in an international setting, performance in an applied setting) that can be evaluated by more than one individual for (a) the extent to which a student has used academic knowledge in a real-world context at an advanced level, and (b) the extent to which a student has identified and derived solutions to real-world problems in ways that demonstrate advanced awareness of the complexities of the situation.

Reflection. As discussed earlier, reflection is a central component of a CBP-ELO. In each CBP-ELO students will write three short reflection papers:

> *Reflection 1:*
> *Written before experience begins; focuses on how prepared students think they are, what skills students have that are relevant for the situation, what problems students expect to encounter and how they anticipate dealing with those problems, and what they hope to learn from the experience.*
>
> *Reflection 2:*
> *Written mid-way through the experience; focuses on how well students' preparation and skills matched the real-world situation, problems students encountered and solutions they derived, observations about the connection of the experience to their academic studies, and what they think they will learn during the remainder of their experience.*
>
> *Reflection 3:*
> *Written after students complete the experience; focuses on the same questions as Reflection 2, including further emphasis on problems encountered, solutions derived (and whether their solutions worked), how well they were able to transfer knowledge/skills to the experience, and how the experience connected to their academic program of study.*

Student Activities: Year 1. During the first year of the QEP, some students will be in one of two control groups. In one group (Low-ELO), students will complete experiential learning opportunities that have only some components of certification (i.e., incorporates less than half of the best practices). In the other group (No-ELO), students will complete courses that do not have experiential learning opportunities. Students in the control classes will only complete a reflection paper at the end of the course, with the same questions as the CBP-ELO students.

Student Activities: Year 2-5. Student activities in years 2-5 will focus on their participation in CBP-ELOs taking place in every college.

6.3 Implementation of Faculty/Staff Development Actions

(Five-Year Total Development Budget: $314,000)

As illustrated by institutional data discussed in Section 3 of the QEP, many faculty are interested in learning more about experiential learning. However, as illustrated in Section 3 of the QEP report, many faculty may need further information about best practices in order to develop and implement CBP-ELOs. Given the QEP's goals of offering high quality ELO's, it is also necessary to provide external feedback regarding the extent to which faculty have designed high quality ELOs. In order to address faculty development and implementation of exemplary ELOs, the following actions will be a focus in UA's QEP.

Workshops and On-line Webinars. Workshops and on-line webinars that focus on best practices and curricular adaptation strategies will be offered regularly to all faculty and to professional staff who have responsibilities related to student success. Both introductory and in-depth workshops will be offered. Faculty/staff will receive an incentive for attending the workshops (or viewing the webinar), to be used for teaching/research/travel expenses. Workshops and webinars will be designed and implemented by qualified university faculty and staff (see Section 10: Resources). The Faculty Resource Center (FRC) will provide additional support for faculty/staff workshops.

Introductory workshops will offer brief modules on:

1. definitions of experiential learning;
2. evidence regarding the impact of experiential learning on higher-order thinking skills; and
3. best practices in experiential learning.

The introductory workshops will be open to 50 faculty/staff, and two to four workshops will be offered each semester. Across the five years of the QEP, at least 800 faculty/staff (approximately 40% of all faculty/staff) will have the opportunity to participate. Faculty/staff will receive an incentive of $100 for attending a one hour introductory workshop (or viewing the webinar). This funding is to be used for teaching, research, or travel expenses. It is expected that faculty/staff with existing ELOs will have enough information to apply for certification of their ELOs after attending the introductory workshop. Other faculty will be encouraged to attend an in-depth workshop to learn how to implement a CBP-ELO.

In-depth workshops will comprise modules on:

1. definitions of experiential learning;
2. evidence regarding the impact of experiential learning on higher-order thinking skills;
3. best practices in experiential learning;
4. implementing experiential learning opportunities; and
5. handling the unexpected.

Each in-depth workshop will be open to 20 faculty/staff, and three to six workshops will be offered each semester. Across the five years of the QEP, at least 500 faculty/staff (approximate-

ly 25%) will have the opportunity to participate. In-depth workshops will count as three hours of professional development and faculty/staff attendees will receive an incentive of $300 to be used for teaching/research/travel expenses. Faculty/staff who attend the in-depth workshops are expected to apply for grants to adapt an existing ELO to be a CBP-ELO or create a new CBP-ELO.

Seminars on Excellence in Experiential Learning (SEELs). Each September, November, and January, the QEP Director will host weekly hour-long faculty/seminars that promote some aspect of excellence in experiential learning. These workshops will be offered at different times of the day to maximize participation (e.g., Breakfast with SEELs, Lunch-n-Learn SEEL Series, Afternoon Tea with SEELs). On-line pre-registration for each seminar will be recommended, and refreshments will be provided. The expectation is that 10-20 faculty/staff will attend any one seminar. Seminar topics may include but are not limited to:

1. Best Practices in Experiential Learning
2. Assessment of Higher-Order Thinking Skills
3. Reflection: Making Experience Educative
4. Creating Quality Internships: Best Practices for Business, Government, & Non-Profit Organizations
5. Legal Issues in Internships and Experiential Learning
6. Service-Learning: The Basics
7. Student, Staff & Faculty Issues & Responses in Experiential Learning
8. Building Research & Evaluation Capacity for Experiential Learning Programs
9. Documenting Experiential Learning with Digital Portfolios

Professional Learning Communities. Faculty/staff who are adapting their existing ELOs or creating new ones will have on-going support through professional learning communities (PLCs). Each PLC will have five to six faculty/staff and will be mentored by an EL Faculty/Staff Fellow. The PLCs will meet on a regular basis to deal with any questions faculty/staff may have or issues that have arisen or may arise, share expertise, and work collaboratively to improve the performance of students enrolled in CBP-ELOs.

Two different kinds of PLCs will be offered every semester: Adapt-PLCs and Create-PLCs. Adapt-PLCs are for faculty/staff who are adapting their existing ELOs, and they are expected to last one semester. They will meet at least once before the CBP-ELO and approximately once a month during its implementation, and at other times as needed. It is expected that four to eight Adapt-PLCs will be offered every semester.

Create-PLCs are for faculty who are creating new CBP-ELOs. These PLCs will last two semesters; the first semester will focus on planning a CBP-ELO and the second semester will focus on implementing the CBP-ELO. The Create-PLCs will meet regularly across the two semesters—at least once a month each semester. It is expected that at least three to four new Create-PLCs will be formed each semester.

6.4 University Support for ELO-Related Pedagogy and Scholarship

(Five-Year Total Budget: $410,500)

UA will provide support for ELO-Related pedagogy and scholarship through the creation and maintenance of a comprehensive mini-grant program focused on CBP-ELOs, an Annual Showcase of Excellence in Experiential Learning, a website, and support for cross-departmental collaboration related to CBP-ELOs.

6.5 Mini-Grant Program

The purpose of the Experiential Learning Mini-Grants is for faculty and staff to develop new ELOs or improve existing ones. There are six types of mini-grants, described below. The ELO Grants Committee will act as the selection committee for Mini-Grant awards. All faculty or staff who teach undergraduate courses and who wish to create new or to improve existing experiential learning opportunities are eligible to apply using Mini-Grant Application Forms. Grant recipients will be required to complete a Mini-Grant Report Form at the end of the grant period. This form must be submitted before any future proposals from a grant recipient's department will be considered. Faculty who wish to develop or improve upon ELOs will be encouraged to apply (see Assessment section for forms). Due dates for applications will be May 1 and November 1 each year, beginning Spring 2015. Notification of awards will be made on or about May 31 and November 31, respectively.

ADAPT Mini-Grants. Faculty/staff who wish to adapt existing ELOs so they can be offered as CBP-ELOs can apply for a $500 one-semester grant to revise, apply for approval, and implement their CBP-ELOs. It is expected that 10-20 ADAPT grants will be awarded each semester.

CREATE Mini-Grants. Faculty/staff who wish to develop new CBP-ELO courses can apply for a $1,000 two-semester grant. During the first semester, the faculty will plan the course to incorporate ELO best practices. During the second semester, the faculty/staff will implement the plan. It is expected that 10-25 CREATE grants will be awarded each semester.

FOLLOW-UP Mini-Grants. To assist faculty in using the assessment results for improvement, ADAPT and CREATE mini-grant recipients can apply for a follow-up grant of $500 to implement the changes and reassess student learning. Faculty/staff can apply for a maximum of two follow-up grants. It is expected that 25-30 FOLLOW-UP grants will be awarded every semester.

PRESENT Mini-Grants. To encourage scholarship on experiential learning in the disciplines, faculty/staff who have offered CBP-ELOs can apply for up to $1,000 to help cover conference travel expenses to present their ELO results, or related publication expenses. Faculty/staff can apply for a maximum of two PRESENT grants. It is expected that 5-10 PRESENT grants will be awarded every semester.

RESOURCES Mini-Grants. In some cases, there are extra expenses related to implement-

ing a CBP-ELO (e.g., equipment, field travel costs). To encourage faculty/staff to offer CBP-ELOs even when there are atypical expenses, RESOURCES Mini-Grants of up to $500 will be available. Faculty/staff can apply for a maximum of three RESOURCES Mini-Grants (one for an ADAPT or CREATE grant, and two for FOLLOW-UP grants). It is expected that 10 grants will be awarded each semester.

INTERDISCIPLINARY Mini-Grants. To encourage cross-college/school/division CBP-ELOs, faculty and staff who are working with others from a different college/school/division may apply for an interdisciplinary grant in addition to any other grant. It is expected that 10 grants will be awarded each semester.

Annual Excellence in Experiential Learning Showcase. Each April during the five years of the QEP, UA will host a showcase on experiential learning, which will be held at the Bryant Conference Center on campus. A nationally recognized expert in experiential learning will keynote the showcase. The keynote speech will be followed by concurrent sessions led by faculty/staff who offered CBP-ELOs during the previous year. These faculty/staff and their students will share the results of experiential learning projects/activities, and the results of the assessment of student learning. The President and/or Provost will recognize them for their efforts. Informational booths will be set up for extra-curricular units that offer experiential learning opportunities. These units include: Center for Community-Based Partnerships, Center for Ethics and Social Responsibility, Center for Sustainable Service and Volunteerism, Center for International Studies (Study Abroad), Women's Resource Center, Honors College, and Office for Research: Undergraduate Research. Costs include a modest honorarium for the keynote speaker, and expenses related to the speaker's travel, room and equipment rental, and refreshments.

Website. A website for the QEP has been created by staff in the Office of Institutional Research and Assessment (OIRA), and OIRA will also host the site. OIRA also hosts and maintains the Office of Institutional Effectiveness website. The website can be accessed from the UA home page through SACSCOC link at the bottom of the page. The QEP Director will be responsible for the content of the website, which is expected to become the go-to place for information about experiential learning and the QEP. There will be a link to it on the FRC website and in myBama, a go-to online portal for the UA community.

6.6 Institutional Support for Awareness and Organizational Infrastructure

(Five-Year Organizational Support Budget: 122,020)

UA will provide support for awareness and organizational infrastructure through an on-going awareness campaign, regular meetings between the Provost and QEP Director, and the creation of an EL Advisory Board, an EL Fellows program, EL Grants Committee, an EL Certification Team, and an EL Reflections Scoring Team.

Awareness Campaign. During the current semester, Spring 2015, UA will conduct an awareness campaign about the QEP focus. The campaign will continue throughout the five years of the QEP. There are several phases to the campaign.

QEP is Coming Campaign. Spring 2015. This campaign will consist of:

1. Memo to UA faculty and staff, outlining the QEP
2. Email to UA students outlining the QEP
3. On the Way PSA—announcements through campus media
4. Meeting with administrative stakeholders
    a. Council of Deans
    b. Council of Assistant and Associate Deans
    c. Student Affairs divisional meeting
    d. Black Faculty & Staff Association
    e. Faculty Senate
    f. Professional Staff Association
5. Meeting with student stakeholders
    a. Black Student Union
    b. Fraternity and Sorority Affairs
    c. Student Government Association
    d. Resident Advisors
    e. University Recreation
    f. College-specific groups

QEP is Here Campaign. Fall 2015. This campaign will consist of:

1. Promotional video incorporating UA and community personalities
2. Banner Blast across campus, including electronic boards
3. Shirt Shake Down – distribution of promo t-shirts
4. Hut Happenings—information stations around campus
5. Articles in the weekly faculty/staff publication, The Dialogue
6. Articles in the student newspaper, The Crimson White
7. Social Media Blast (YouTube, Instagram, Twitter)
8. Advertisements on buses, WVUA TV, etc.
9. Flyers in Bama Bound material for incoming first-year students and parents
10. Welcome Week involvement for first-year students

Ongoing Excellence in Experiential Learning Campaign. This campaign will consist of:

1. Meetings with stakeholders
2. Advertisements, articles, and flyers, social media updates
3. Testimonial videos as the program progresses; YouTube
4. Videos of faculty and/or students during ELO
5. Brochure/flyer on each year's best ELOs

Provost and QEP Director Meetings. Throughout the duration of the QEP, the Provost will meet with the QEP Director on a regular basis to be apprised on QEP progress.

In Spring 2015, the Provost appointed an EL Advisory Board, which will in turn appoint an EL Grants Committee, a Reflections Scoring Team, and an EL Certification Committee.

Experiential Learning Advisory Board. The purpose of the Experiential Learning Advisory Board is to provide oversight and guidance for the QEP. The Board will comprise representa-

tives from each academic college/school that offers undergraduate degrees, units that directly supervise experiential learning opportunities or have direct contact with employers, an experiential learning expert, the Faculty Resource Center, and two undergraduate students. The Board will meet quarterly to review progress, advise the QEP Director, and otherwise serve as liaisons for their units. Board Members will receive $200 per semester for their services, to be used for teaching, research, or travel expenses.

1. Capstone College of Nursing
2. College of Arts and Sciences
3. College of Commerce and Business Administration
4. College of Communication and Information Sciences
5. College of Education (Experiential Learning Expert)
6. College of Engineering
7. College of Human Environmental Sciences
8. Honors College
9. School of Social Work
10. Director of Career Services
11. Director of Faculty Resource Center
12. Vice President of Student Affairs
13. Undergraduate student
14. Undergraduate student

The QEP Director will guide the meetings with the following major items on the agenda:

January

1. Review the QEP Director's quarterly report of QEP accomplishments and progress; suggest improvements
2. Advise QEP Director regarding activities, communication, and processes

March

1. Review the QEP Director's quarterly report of QEP accomplishments and progress; suggest improvements
2. Review applications for EL Faculty Fellows, EL Grants Committee, Reflections Scoring Team, and EL Certification Committee; make recommendations to Provost
3. Advise QEP regarding activities, communication, and processes

June

1. Review the QEP Director's quarterly report of QEP accomplishments and progress; suggest improvements
2. Advise QEP regarding activities, communication, and processes

October

1. Review the QEP Director's annual report of QEP accomplishments and progress; suggest improvements
2. Review applications for EL Faculty Fellows, EL Grants Committee, Reflections Scoring Team, and EL Certification Team; make recommendations to Provost
3. Advise QEP regarding activities, communication, and processes

Experiential Learning Faculty Fellows Program. The pool of faculty/staff who have offered CBP-ELOs are eligible to apply for EL Fellow status. Calls for applications will be made in

March and October. The EL Advisory Board will choose the Fellows. EL Fellows will lead professional learning communities and provide mentorship for their communities. Fellows will serve as mentors for two years and will receive $1000 per semester.

Experiential Learning Grants Committee. The EL Grants Committee will be comprised of eight faculty/staff who will evaluate applications for all grants, using specific criteria (see Assessment). They will meet once per semester and will serve for two years (four semesters). They will receive $300 per semester for their services. A call for applications will be sent in March and October of each year, as needed. Applications will ask for name, title, college/school/division, and reason for interest in the committee. The Advisory Board will select members of the Grants Committee in a way that most or all colleges/schools/divisions are represented.

Reflections Scoring Team. The Reflections Scoring Team will be comprised of eight faculty/staff who will evaluate a representative sample of the post-experience papers each semester, using a REFLECTIONS rubric (see Assessment). They will serve for two years (four semesters); they will each receive $500 for their services (see Assessment budget). A call for applications will be sent in March and October of each year, as needed. Applications will ask for name, title, college/school/division, and reason for interest in the committee. The Advisory Board will select members of the Scoring Team such that most or all colleges/schools/divisions are represented.

Experiential Learning Certification Team. The EL Certification Committee will be comprised of eight faculty/staff who will evaluate ELO applications for certification as CBP-ELOs. The committee members will have had experience offering CBP-ELOs. They will serve for two years (four semesters); they will each receive $500 for their services (see Assessment budget). A call for applications will be sent in March and October of each year, as needed. Applications will ask for name, title, college/school/division, and reason for interest in the committee. The Advisory Board will select members of the Certification Team such that most or all colleges/schools/divisions are represented. The Certification Team will have the authority to encourage colleges/schools/divisions that have fewer CBP-ELOs to attend workshops and apply for certification.

7. ASSESSMENT

UA's QEP assessments are aligned with each goal:

Goal 1: Increase the number of certified best-practice ELOs offered in each college.
Goal 2: Improve students' ability to apply knowledge and skills in real-world problem solving through best-practice ELOs.
Goal 3: Increase the proportion of graduating seniors who report their educational preparation at UA to be excellent/optimal.

7.1 Expected Improvements in UA's Learning Environment as a Function of QEP Implementation (Goal 1)

Table 11 summarizes the assessment methods and how they relate to the outcomes. The outcomes are reported below the table for reference.

Table 11: Assessment of Goal 1 Outcomes

	1.1	1.2
Documentation of CBP-ELOs	D	D
Faculty/Staff Survey of ELOs Being Offered (Pre and Post)	I	I

D = direct measure; I = indirect measure

Documenting CBP-ELOs.

Outcome 1.1: Over the first three years of the QEP's implementation, the number of existing ELOs that are reviewed and revised as necessary for certification as CBP-ELOs will increase over the previous year, and that number will be maintained over the last two years.

Outcome 1.2: Over the first three years of the QEP's implementation, the number of newly developed ELOs that are reviewed and certified as CBP-ELOs will increase over the previous year, especially in colleges that offered few ELOs prior to the QEP's initiation, and that number will be maintained over the last two years.

Application Process. To offer courses as CBP-ELOs, faculty/staff will complete an application that is submitted to the QEP Director, who will collate and present them to the EL Certification Team. The Certification Team will make the determination of acceptability as a CBP-ELO. The QEP Director will track the number of courses that are certified, disaggregated by new vs. existing.

Application. The application will include:
1. Basic questions about the course (e.g., course title and number, number of credit hours, number of students, role of course in the major);
2. Questions about how each of the best practices of experiential learning are incorporated, including a description of the real-world context and student work product;
3. The name and title of the second-party content expert, and his or her role in the ELO;
4. Signed agreements that the faculty/staff and second-party will complete the assessments, and that the faculty/staff will provide the QEP Director with students' post-experience reflection papers; and
5. Approval of the faculty/staff's supervisor in order to maintain transparency regarding activities.

Criteria. The following criteria will be used when evaluating CBP-ELO applications:
1. Application is complete with all required information, and including the requisite signatures;
2. Questions regarding best practices are answered clearly and appropriately;
3. The ELO is clearly related to the discipline through which it is offered;
4. A minimum of 10 undergraduate students will be participating; and
5. Participating students are juniors and seniors (preferred).

Faculty/Staff On-line Survey. The survey that was used during the selection of the QEP topic described the number of ELOs currently being offered, as well as the extent to which they incorporated experiential learning best practices. This same survey will be administered midway through the QEP (Spring 2017) and again at the end of the QEP (Spring 2020). A question about whether the ELO was a CBP-ELO will be included. This survey is intended to capture ELOs that were not certified.

7.2 Assessing Expected Improvements in the Student Learning Outcomes of the QEP (Goal 2)

(Total Five-Year SLO Assessment Budget: $65,000)

Table 12 summarizes the assessment methods and how they relate to the outcomes. The outcomes are reported below the table for reference.

Table 12: Assessment of Goal 2 and 3 Outcomes

	2.1	2.2	2.3	3.1.1	3.1.2	3.2	3.3.1	3.3.2
Faculty/staff and Second-Party Assessment of Student Learning		D	D					
Scoring Team Assessments of Student Reflections	D	I	I					
NSSE							D*	D*
Graduating Senior Survey				D*	D*	D*		
Graduating Senior Focus Groups	I	I	I					

D = direct measure; I = indirect measure
* In most situations, student opinions are indirect measures of learning; however, in this case the outcomes are about student perceptions of learning and so student opinions are considered a direct measure.

Outcome 2.1: In every college, students completing CBP-ELOs will critically analyze and evaluate the relationship between academic knowledge and real-world contexts at advanced levels of performance, compared to the control groups.

Outcome 2.2: In every college, students completing CBP-ELOs will use academic knowledge in real-world contexts at advanced levels of performance, compared to the control groups.

Outcome 2.3: In every college, students completing CBP-ELOs will identify and derive solutions to real-world problems in ways that demonstrate awareness of the complexities of the situation at advanced levels of performance, compared to the control groups.

Assessment of Student Learning: Work Product. Faculty/staff who offer CBP-ELOs will assign a work product to be completed by each student that will be evaluated by the faculty/staff and a second-party expert identified by the faculty/staff. They will independently evaluate the work product using the following WORK PRODUCT Rubric. During the Pilot study, the faculty/staff and second-party experts will evaluate the products using written instructional training. If the results from the Pilot suggest that more training is necessary, then it will be added to the CBP-ELO protocol. The number and percentage of students in each category of the rubric will be reported for each de-identified course, plus an overall summary by college/division.

Table 13: Work PRODUCT Rubric

Work PRODUCT Rubric	
Transfer of Academic Knowledge and Skills	
Exemplary	Student adapts and applies, appropriately and independently, knowledge and skills learned in the discipline, with little or no guidance from the supervisor(s).
Good	Student adapts and applies appropriately knowledge and skills learned in the discipline, with some guidance and/or feedback from the supervisor(s).
Satisfactory	Student adapts and applies the knowledge and skills learned in the discipline, but needs guidance and/or feedback on a regular basis.
Not Sufficient	Student has difficulty adapting and applying knowledge and skills learned in the discipline, and requires much guidance and/or feedback.
Problem Solving Skills	
Exemplary	Student independently recognizes when a problem arises, and demonstrates awareness of complexities of the problem, a thoughtful search for solutions, and a willingness to risk failure and try again when a solution does not work, with little or no guidance from the supervisor(s).
Good	Student recognizes when a problem arises, and demonstrates awareness of complexities of the problem, a thoughtful search for solutions, and a willingness to risk failure and try again when a solution does not work, with some help from the supervisor(s).
Satisfactory	Student recognizes when a problem arises and demonstrates a thoughtful search for solutions with little or no guidance from the supervisor(s), but demonstrates little awareness of the complexities of the problem and/or a hesitancy to risk failure, even with help from the supervisor(s).
Not Sufficient	Student does not recognize when a problem arises and/or does not demonstrate a thoughtful search for solutions, even with help from the supervisor(s).

Assessment of Student Learning: Post-Experience Reflections. Faculty/staff who offer CBP-ELOs will assign three reflection papers—pre, mid, and post ELO—to be completed by each student. The Reflections Scoring Team, comprised of faculty/staff who will be trained by the QEP Director for reliability purposes, will evaluate the post-experience papers. They will evaluate the work product using the following REFLECTIONS Rubric. The number and percentage of students in each category of the rubric will be reported for each de-identified course, plus an overall summary by college/division and by year. Members of the Reflections Scoring Team will each receive $500 per semester for their work.

Table 14: Reflections Rubric

REFLECTIONS Rubric	
Integration of Academic Knowledge/Skills and Experience	
Exemplary	Student synthesized his/her previous experiences and academic knowledge/skills in a way that conveyed a better understanding of the discipline, and demonstrated a strong sense of awareness of himself/herself as an on-going learner—one who can build on prior experiences to respond to new and challenging contexts.
Good	Student synthesized his/her previous experiences and academic knowledge/skills in a way that conveyed a better understanding of the discipline, and demonstrated to some extent an awareness of himself/herself as an on-going learner—one who can build on prior experiences to respond to new and challenging contexts.
Satisfactory	Student synthesized his/her previous experiences and academic knowledge/skills but not necessarily in a way that conveyed a better understanding of the discipline, and/or did not convey much of an awareness of himself/herself as an on-going learner—one who can build on prior experiences to respond to new and challenging contexts.
Not Sufficient	Student synthesized his/her previous experiences and academic knowledge/skills superficially, and/or conveyed little or no awareness of himself/herself as an on-going learner—one who can build on prior experiences to respond to new and challenging contexts.
Problem Solving Skills	
Exemplary	Student appears to have independently recognized when a problem arose, and demonstrated awareness of complexities of the problem, a thoughtful search for solutions, and a willingness to risk failure and try again when a solution did not work, with little or no guidance from the supervisor(s).
Good	Student appears to have recognized when a problem arose, and demonstrates awareness of complexities of the problem, a thoughtful search for solutions, and a willingness to risk failure and try again when a solution did not work, with some help from the supervisor(s).
Satisfactory	Student appears to have recognized when a problem arose and demonstrates a thoughtful search for solutions with little or no guidance from the supervisor(s), but demonstrated little awareness of the complexities of the problem and/or a hesitancy to risk failure, even with help from the supervisor(s).
Not Sufficient	Student appears to not have recognized when a problem arose and/or did not demonstrate a thoughtful search for solutions, even with help from the supervisor(s).

Evaluation of Improvements as a Result of Participation in CBP-ELOs. To evaluate whether participation in a CBP-ELO led to improvements in students' integration, transfer, and

problem solving skills, comparison groups are necessary. During the first year of the QEP, two kinds of comparison groups will be recruited: Low-ELO and No-ELO. The Low-ELO comparison group will involve an experiential learning opportunity, but the opportunity will have three or fewer of the six best practices outlined earlier (p. 27). The No-ELO comparison group will not have ELOs. These groups will be nominated by instructors of CBP-ELOs and matched as closely as possible to concurrent CBP-ELOs in terms of discipline, level of students (e.g., junior), number of students, and semester (e.g., fall). If necessary, recruitment of additional comparison groups can continue through the five-year span of the QEP. At least 10 Low-ELO groups and 10 No-ELO groups will be needed; the instructors will each receive $500 as an incentive.

Because of the nature of the comparison groups, only the final reflection paper will be assigned in most cases. Thus, improvements in student learning due to participation in CBP-ELOs will be evaluated as a comparison of CBP-ELOs, Low-ELOs and No-ELOs on the direct measure of integration of academic knowledge/skills and experience, and the indirect measure of problem solving skills. Specifically, the percentage of students in the highest category (Exemplary) on the rubrics will be compared across the three groups, disaggregated by college/division and year of QEP.

If the courses in the comparison groups also have a relevant work product assignment, however, the work product will be evaluated by the faculty/staff offering the course and a secondary content expert using the WORK PRODUCT Rubric. This would provide a second, direct assessment of students' problem solving skills to compare across the three groups, disaggregated by college/division and year of QEP.

7.3 Assessing Expected Improvements in the Student Learning Outcomes of the QEP (Goal 3)

Outcome 3.1.1: Over the five years of the QEP's implementation, the proportion of graduating seniors in each college who report their educational experience at UA to be excellent preparation for employment will increase over its baseline level of the past three years.

Outcome 3.1.2: Over the five years of the QEP's implementation, the proportion of graduating seniors in each college who report their educational experience at UA to be excellent preparation for graduate or professional education will increase over its baseline level of the past three years.

Outcome 3.2.2: Over the five years of the QEP's implementation, the proportion of graduating seniors in each college who report that their ELOs made excellent contributions to their personal and professional growth will increase over its baseline level of the past three years.

Outcome 3.3.1: Over the five years of the QEP's implementation, the proportion of seniors who report that their educational experience at UA had optimal impact on their acquisition of job-related knowledge and skills will increase over its baseline level of the past three years.

Outcome 3.3.2: Over the five years of the QEP's implementation, the proportion of seniors who report that their educational experience at UA had optimal impact on their ability to solve complex real-world problems will increase over its baseline level of the past three years.

The National Survey on Student Engagement (NSSE), a Graduating Senior Survey, and student focus groups will assess student perceptions of their experiences and preparation for post-undergraduate life.

NSSE. The NSSE was administered to first-year and senior students in Spring 2011, 2012, and 2014. The proportion of seniors (only) who respond at the highest level to outcome-related questions on these surveys will be used as a baseline comparison. The NSSE will be administered again in Spring 2017 and Spring 2020. If enough students participate in CBP-ELOs, and CBP-ELOs have the expected impact, the percentage of students choosing the highest-level response, disaggregated by college/division, should increase with subsequent administrations. If they do not, the results will be inconclusive.

Graduating Senior Survey. The Graduating Senior Survey is created and administered by UA's Office of Institutional Research and Effectiveness. It is administered every year to students who are graduating in that year. Student responses to outcome-related questions from the 2011-12, 2012-13, and 2013-14 years will serve as the baseline comparison. The survey will continue to be administered each year during the QEP. Specific questions regarding the number of ELOs they participated in, and which ones, will be added to the survey during the five years of the QEP. If enough students participate in CBP-ELOs and CBP-ELOs have the expected impact, the percentage of students choosing the highest-level responses, disaggregated by college/division, should increase with subsequent administrations. If they do not, the results will be inconclusive. The additional questions will afford a correlational analysis between the extent of CBP-ELO participation and the ratings on each question, thereby providing a stronger measure of the relation between experiential learning and student perceptions of the preparation for post-undergraduate life.

Graduating Senior Focus Groups. The Institute for Social Science Research will conduct focus groups of graduating seniors who have participated in CBP-ELOs to solicit qualitative feedback on the learning outcomes.

7.4 Formative Assessments

Formative assessments are distributed throughout the duration of the QEP. The Institute for Social Science Research will take the lead on these assessments. These assessments will typically take the form of surveys asking the extent to which each activity was valuable, as well as open-ended questions that will provide qualitative feedback. Feedback will be sought regarding student activities (from students), faculty/staff activities (from faculty/staff and Fellows); assessment activities (from faculty/staff, Certification Team, Reflections Team), and communication/processes (from Grants Committee, Advisory Board, Certification Team, Reflections Team, faculty/staff, and students).

8. TIMELINE

The tables below show the year-by-year activities for each element of the QEP: Marketing/ Awareness; Programming; Assessment; and Institutional Oversight. The detailed timetable includes the general actions associated with each element, and indicates that the QEP can be realistically implemented and completed in five years.

The specific actions and related budgets, as well as their assessments, are described elsewhere (Actions to Be Implemented; Resources; Assessment). The units indicated in the tables are also detailed elsewhere (Section 9: Organizational Structure). For the purposes of understanding the table, each element is described briefly here.

Marketing/Awareness. The QEP Director will meet with groups across campus to highlight the QEP. The director and a subcommittee from the QEP Implementation Committee will continue working with a student-based advertising and public relations group (The Capstone Agency; TCA) to develop the awareness campaign.

EL Resource Website. The QEP website has been developed by the Office of Institutional Research and Assessment (IR). The QEP Director will update the site on a regular basis.

Programming. Workshops/Webinars for faculty/staff will be offered in conjunction with the Faculty Resource Center (FRC) and an experiential learning expert (Expert). Seminars on Excellence in Experiential Learning (SEELs) are eat-n-chat meetings that will focus on issues related to experiential learning. Professional Learning Communities (PLCs) comprise grant awardees who are adapting existing experiential learning opportunities (ELOs) or creating new ones. They are led by faculty/staff who have been appointed as EL Faculty/Staff Fellows by the Advisory Board. The Annual Excellence in EL Showcase will highlight the certified best-practices experiential learning opportunities (CBP-ELOs) of mini-grant recipients. In terms of mini-grants, there are six different types. Mini-grant requests for applications (RFAs) for all types will be sent each semester. The Grants Committee chooses the mini-grant recipients. Faculty/staff who wish to offer CBP-ELOs must apply for approval by the Certification Team.

Assessment Actions. The QEP Implementation Committee identified faculty/staff who are offering existing and new ELOs (C0) in Spring 2015 to pilot the assessment tools. Beginning Fall 2015, there will be two types of CBP-ELOs offered; adaptations of existing ELOs (one semester; cohorts A1-A10) and creations of new ELOs (two semesters; cohorts C1-C9). In either case, the instructor will assign pre-, mid- and post-experience reflection papers, and an assignment for a work product. The instructor and a second-party expert (e.g., internship supervisor) will evaluate the work products (WPs) and the Reflections Scoring Team will evaluate the post-experience reflection papers (PSTs). The Institute for Social Science Research (ISSR) will conduct the overall evaluation of the programming elements. The Office for Institutional Research and Assessment will administer the National Survey of Student Engagement (NSSE) and the Graduating Senior Survey.

Institutional Oversight. The Experiential Learning (EL) Advisory Board, appointed by the Provost, will meet quarterly to review the quarterly reports prepared by the QEP Director, select

members of the Certification Team, the Reflections Scoring Team, and the Grants Committee, and provide guidance and feedback. The QEP Director meets weekly with the VP for Academic Affairs/Provost and the SACSCOC Liaison.

Table 15: Year 0 Activities (2014-2015)

Year 0 Activities (2014-2015)	Jun-July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Hire QEP Director (Provost)	X										
Appoint EL Advisory Board (Provost)							X				
QEP Implementation Planning Committee											
• Meetings (Director)	X	X	X	X	X	X					
o Awareness: campaign					X	X	X	X	X	X	X
o Development: showcase/workshops					X	X					
o Assessment: EL pilots & rubrics					X	X					
Marketing/Awareness											
• Campaign (Awareness/Dir/TCA)						X	X	X	X	X	X
• Website development /updates (IR/Dir)						X	X	X	X	X	X
• Meetings with campus groups (Dir)							X	X	X	X	X
Programming											
• Workshops/Webinars (FRC/Dir/Expert)								X	X	X	X
• Seminars on Excellence in EL (Dir)											
• Professional Learning Communities (Fellows)											
• Annual Excellence in EL Showcase (Dir/BCC)											
• Mini-grant RFAs & awards (Grants Committee)									X	X	X
• CBP-ELO RFAs & approvals (Certification Team)									X	X	X
Assessment Actions											
• Pilot ELOs (Cohort 0)							C0	C0	C0	C0	C0
• Pilot Comparison Groups (Control 0)							CP0	CP0	CP0	CP0	CP0
• Faculty and Second-party expert (work product)											WP0
• Reflections Scoring Team (post-experience)											PST0
• Overall Evaluations (ISSR)											
• NSSE (IR)											
• Graduating Senior Survey (IR)											X
Institutional Oversight											
• EL Advisory Board—Review reports (Dir)									X		
• EL Advisory Board—Appoint committees									X		
• VP/Provost & SACSCOC Liaison (Dir)			X	X	X	X	X	X	X	X	X

Table 16: Year 1 Activities (2015-2016)

Year 1 Activities (2015-2016)	Jun-July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Marketing/Awareness											
• Campaign (Awareness/Dir/TCA)	X	X	X	X	X	X	X	X	X	X	X
• Website development /updates (IR/Dir)	X	X	X	X	X	X	X	X	X	X	X
• Meetings with campus groups (Dir)	X	X	X	X	X	X	X	X	X	X	X
Programming											
• Workshops/Webinars (FRC/Dir/Expert)		X	X	X	X	X	X	X	X	X	X
• Seminars on Excellence in EL (Dir)			X		X		X				
• Professional Learning Communities (Fellows)		X	X	X	X	X	X	X	X	X	X
• Annual Excellence in EL Showcase (Dir/BCC)								X			
• Mini-grant RFAs & awards (Grants Committee)			X	X	X				X	X	X
• CBP-ELO RFAs & approvals (Certification Team)			X	X	X				X	X	X
Assessment Actions											
• ADAPT-ELOs (Cohorts A1, A2)		A1	A1	A1	A1	A1	A2	A2	A2	A2	A2
• CREATE-ELOs (Cohort 1)		C1	C1	C1	C1	C1	C1	C1	C1	C1	C1
• CREATE-ELOs (Cohort 2)							C2	C2	C2	C2	C2
• Pilot Comparison Groups (CP 1, 2)		CP1	CP1	CP1	CP1	CP1	CP2	CP2	CP2	CP2	CP2
• Faculty and Second-party expert (work product)						WP1					WP2
• Reflections Scoring Team (post-experience)						PST1					PST2
• Overall Evaluations (ISSR)						X					X
• NSSE (IR)											
• Graduating Senior Survey (IR)		X				X					X
Institutional Oversight											
• EL Advisory Board—Review reports (Dir)	X		X			X			X		
• EL Advisory Board—Appoint committees									X		
• VP/Provost & SACSCOC Liaison (Dir)	X	X	X	X	X	X	X	X	X	X	X

Table 17: Year 2 Activities (2016-2017)

Year 2 Activities (2016-2017)	Jun-July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Marketing/Awareness											
• Campaign (Awareness/Dir/TCA)		X	X				X	X			
• Website development /updates (IR/Dir)	X	X	X	X	X	X	X	X	X	X	X
• Meetings with campus groups (Dir)	X	X	X	X	X	X	X	X	X	X	X
Programming											
• Workshops/Webinars (FRC/Dir/Expert)		X	X	X	X	X	X	X	X	X	X
• Seminars on Excellence in EL (Dir)			X		X		X				
• Professional Learning Communities (Fellows)		X	X	X	X	X	X	X	X	X	X
• Annual Excellence in EL Showcase (Dir/BCC)								X			
• Mini-grant RFAs & awards (Grants Committee)			X	X	X				X	X	X
• CBP-ELO RFAs & approvals (Certification Team)			X	X	X				X	X	X
Assessment Actions											
• ADAPT-ELOs (Cohorts A3, A4)		A3	A3	A3	A3	A3	A4	A4	A4	A4	A4
• CREATE-ELOs (Cohort 2, 4)		C2	C2	C2	C2	C2	C4	C4	C4	C4	C4
• CREATE-ELOs (Cohort 3)		C3	C3	C3	C3	C3	C3	C3	C3	C3	C3
• Faculty and Second-party expert (work product)						WP3					WP4
• Reflections Scoring Team (post-experience)						PST3					PST4
• Overall Evaluations (ISSR)		X	X	X	X	X	X	X	X	X	X
• NSSE (IR)											X
• Graduating Senior Survey (IR)		X				X					X
Institutional Oversight											
• EL Advisory Board—Review reports (Dir)	X		X			X			X		
• EL Advisory Board—Appoint committees									X		
• VP/Provost & SACSCOC Liaison (Dir)	X	X	X	X	X	X	X	X	X	X	X

Table 18: Year 3 Activities (2017-2018)

Year 3 Activities (2017-2018)	Jun-July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Marketing/Awareness											
• Campaign (Awareness/Dir/TCA)		X	X				X	X			
• Website development /updates (IR/Dir)	X	X	X	X	X	X	X	X	X	X	X
• Meetings with campus groups (Dir)		X	X				X	X			
Programming											
• Workshops/Webinars (FRC/Dir/Expert)		X	X	X	X	X	X	X	X	X	X
• Seminars on Excellence in EL (Dir)			X		X		X				
• Professional Learning Communities (Fellows)		X	X	X	X	X	X	X	X	X	X
• Annual Excellence in EL Showcase (Dir/BCC)								X			
• Mini-grant RFAs & awards (Grants Committee)			X	X	X				X	X	X
• CBP-ELO RFAs & approvals (Certification Team)			X	X	X				X	X	X
Assessment Actions											
• ADAPT-ELOs (Cohorts A5, A6)		A5	A5	A5	A5	A5	A6	A6	A6	A6	A6
• CREATE-ELOs (Cohort 4, 6)		C4	C4	C4	C4	C4	C6	C6	C6	C6	C6
• CREATE-ELOs (Cohort 5)		C5	C5	C5	C5	C5	C5	C5	C5	C5	C5
• Faculty and Second-party expert (work product)						WP5					WP6
• Reflections Scoring Team (post-experience)						PST5					PST6
• Overall Evaluations (ISSR)		X	X	X	X	X	X	X	X	X	X
• NSSE (IR)											
• Graduating Senior Survey (IR)		X				X					X
Institutional Oversight											
• EL Advisory Board—Review reports (Dir)	X		X			X			X		
• EL Advisory Board—Appoint committees									X		
• VP/Provost & SACSCOC Liaison (Dir)	X	X	X	X	X	X	X	X	X	X	X

Table 19: Year 4 Activities (2018-2019)

Year 4 Activities (2018-2019)	Jun-July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Marketing/Awareness											
• Campaign (Awareness/Dir/TCA)		X	X				X	X			
• Website development /updates (IR/Dir)	X	X	X	X	X	X	X	X	X	X	X
• Meetings with campus groups (Dir)		X	X				X	X			
Programming											
• Workshops/Webinars (FRC/Dir/Expert)		X	X	X	X	X	X	X	X	X	X
• Seminars on Excellence in EL (Dir)			X		X		X				
• Professional Learning Communities (Fellows)		X	X	X	X	X	X	X	X	X	X
• Annual Excellence in EL Showcase (Dir/BCC)								X			
• Mini-grant RFAs & awards (Grants Committee)			X	X	X				X	X	X
• CBP-ELO RFAs & approvals (Certification Team)			X	X	X				X	X	X
Assessment Actions											
• ADAPT-ELOs (Cohorts A7, A8)		A7	A7	A7	A7	A7	A8	A8	A8	A8	A8
• CREATE-ELOs (Cohort 6, 8)		C6	C6	C6	C6	C6	C8	C8	C8	C8	C8
• CREATE-ELOs (Cohort 7)		C7	C7	C7	C7	C7	C7	C7	C7	C7	C7
• Faculty and Second-party expert (work product)						WP7					WP8
• Reflections Scoring Team (post-experience ref)						PST7					PST8
• Overall Evaluations (ISSR)		X	X	X	X	X	X	X	X	X	X
• NSSE											
• Graduating Senior Survey		X				X					X
Institutional Oversight											
• EL Advisory Board—Review reports (Dir)	X		X			X			X		
• EL Advisory Board—Appoint committees									X		
• VP/Provost & SACSCOC Liaison (Dir)	X	X	X	X	X	X	X	X	X	X	X

Table 20: Year 5 Activities (2019-2020)

Year 5 Activities (2019-2020)	Jun-July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Marketing/Awareness											
• Campaign (Awareness/Dir/TCA)		X	X				X	X			
• Website development /updates (IR/Dir)	X	X	X	X	X	X	X	X	X	X	X
• Meetings with campus groups (Dir)		X	X				X	X			
Programming											
• Workshops/Webinars (FRC/Dir/Expert)		X	X	X	X	X	X	X	X	X	X
• Seminars on Excellence in EL (Dir)			X		X		X				
• Professional Learning Communities (Fellows)		X	X	X	X	X	X	X	X	X	X
• Annual Excellence in EL Showcase (Dir/BCC)								X			
• Mini-grant RFAs & awards (Grants Committee)			X	X	X				X	X	X
• CBP-ELO RFAs & approvals (Certification Team)			X	X	X				X	X	X
Assessment Actions											
• ADAPT-ELOs (Cohorts A9, A10)		A9	A9	A9	A9	A9	A10	A10	A10	A10	A10
• CREATE-ELOs (Cohort 8)		C8	C8	C8	C8	C8					
• CREATE-ELOs (Cohort 9)		C9	C9	C9	C9	C9	C9	C9	C9	C9	C9
• Faculty and Second-party expert (work product)						WP9					WP10
• Reflections Scoring Team (post-experience)						PST9					PST10
• Overall Evaluations (ISSR)		X	X	X	X	X	X	X	X	X	X
• NSSE (IR)											X
• Graduating Senior Survey (IR)		X				X					X
Institutional Oversight											
• EL Advisory Board—Review reports (Dir)	X		X			X			X		
• EL Advisory Board—Appoint committees									X		
• VP/Provost & SACSCOC Liaison (Dir)	X	X	X	X	X	X	X	X	X	X	X

Table 21: Year 6 Activities (2019-2020)

Year 6 Activities (2020-2021)	Jun-July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Marketing/Awareness											
• Campaign--outcomes (Awareness/Dir/TCA)							X	X	X	X	X
• Website development /updates (IR/Dir)	X	X	X	X	X	X	X	X	X	X	X
• Meetings with campus groups--outcomes (Dir)							X	X	X	X	X
Assessment											
• Analyze complete data sets (Dir)	X	X	X	X							
• Prepare QEP Report (Dir)					X	X	X				
Institutional Oversight											
• EL Advisory Board—Review final report (Dir)						X					
• VP/Provost & SACSCOC Liaison (Dir)	X	X	X	X	X	X	X	X	X	X	X

9. ORGANIZATIONAL STRUCTURE

The Director of UA's QEP reports directly to the Provost and meetings occur regularly, sometimes weekly. Meeting regularly facilitates communication in both directions and indicates that the Provost is integrally connected to the QEP. A Graduate Assistant (20 hours per week) and an Administrative Assistant (8 hours per week) will provide assistance to the QEP Director. With the volume of activity that will be occurring, their assistance is crucial. Further, the Associate Director of Institutional Effectiveness, whose expertise is qualitative research methodology and community-based learning, will be assisting the QEP Director throughout the implementation, but especially during the first two years (approximately 20 hours per week, Years 0-1; 10 hours per week, Years 2-5). The Associate Director will be facilitating the professional learning communities and other committees and teams as needed.

The QEP Director is responsible for leading and coordinating all aspects of the implementation. The Director will serve as the liaison for collaborating entities:

- The Capstone Agency (leading the awareness campaign);
- Faculty Resource Center (offering workshops);
- Bryant Conference Center (hosting the annual showcase);
- Institute for Social Science Research (facilitating the overall evaluation of the QEP);
- Office for Institutional Effectiveness (facilitating the formation of learning communities, providing guidance overall);
- Office for Institutional Research and Assessment (administering the NSSE and Graduating Student Survey, and providing institutional data); and
- Faculty/Staff Fellows (guide and support professional learning communities)

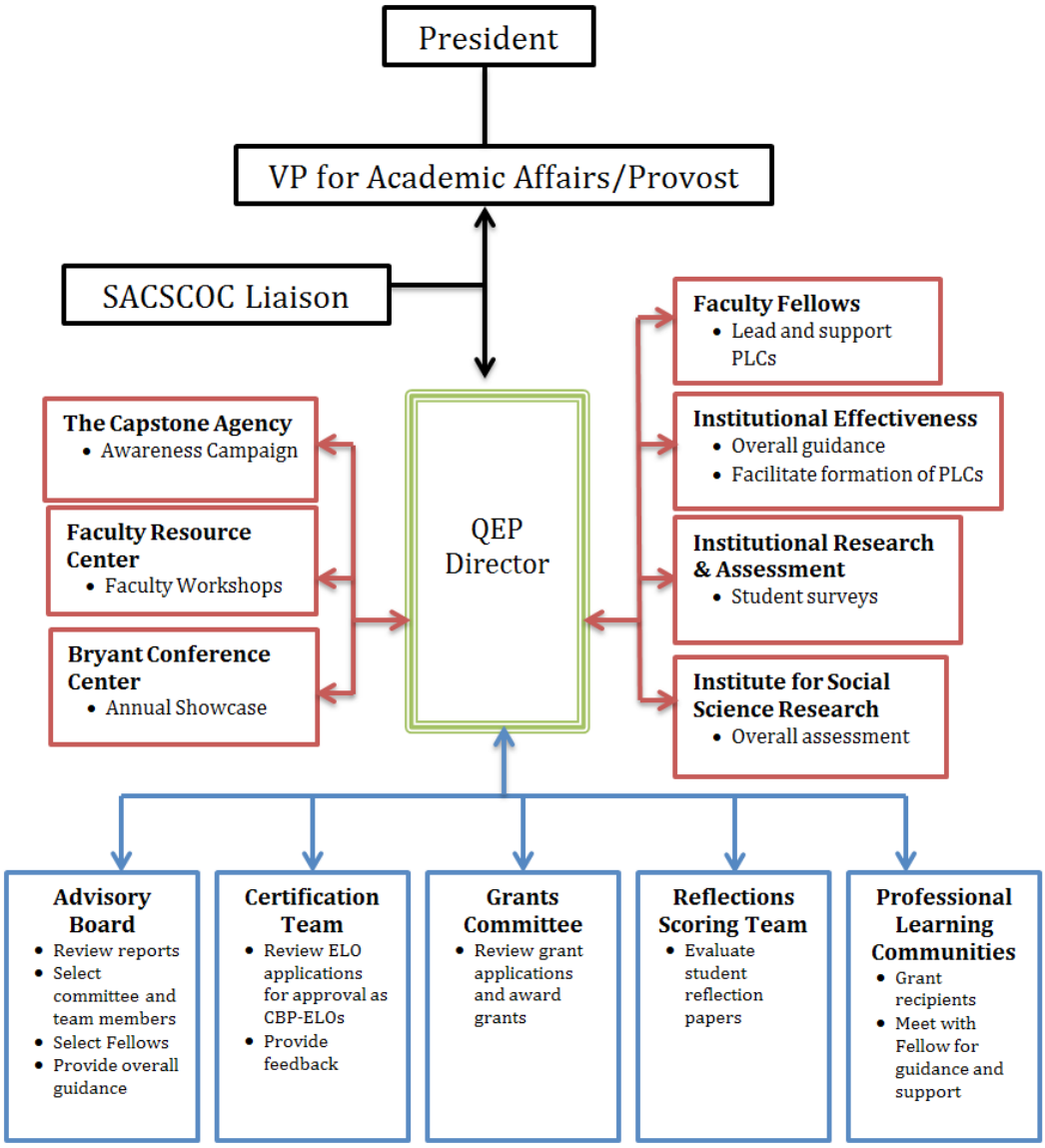
The Director will also serve as chair of the various committees and teams:

- EL Advisory Board (review reports, provide guidance and feedback, select Faculty/Staff Fellows and members for each committee);
- EL Certification Team (certifies experiential learning opportunities);
- EL Grants Committee (selects mini-grant recipients); and
- EL Reflections Scoring Team (evaluates student reflection papers for student learning outcomes)

Figure 11 represents both the lines of communication and the duties of the Director (green), committees (blue), and support units (red).

- ELO = experiential learning opportunity
- SLO = student learning outcome
- CBP-ELO = certified best-practices experiential learning opportunity
- PLC = professional learning community

Figure 11: QEP Organizational Structure



10. RESOURCES

UA has the resources to complete its QEP on Developing Real-World Problem Solvers through High Quality Experiential Learning. Resources include a budget, physical space, and personnel.

Budget

The budget represents a substantial monetary commitment by the University to ensure the success of the QEP implementation. Table 21 shows a summary of the budget; the detailed budget is shown in Table 22. Most of the budget involves new money designated for the QEP. Some budget items—those that are starred in Table 22—have been repurposed for QEP use. Figure 12-A shows that personnel are 58% of the budget whereas programming and assessment together account for 39% of the budget. However, when personnel are removed from the budget, programming is 69% of the budget and assessment is 24% (Figures 12-B).

Table 21: Budget Summary

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	TOTAL
PERSONNEL	$206,976	$241,874	$227,445	$238,817	$250,758	$263,296	$1,429,167
TRAVEL	$3,000	$9,600	$9,600	$9,600	$9,600	$9,600	$51,000
CONSULTANTS	$12,000	$500	$500	$500	$500	$500	$14,500
PROGRAMMING	$31,100	$151,900	$168,650	$137,250	$118,800	$116,800	$724,500
ASSESSMENT	$18,780	$42,560	$50,060	$42,560	$42,560	$50,060	$271,580
SUPPLIES	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$7,200
TOTAL	$273,056	$452,634	$462,455	$434,927	$428,418	$446,456	
						GRAND TOTAL	$2,497,947

Figure 12A-12B: Percent of Each Category out of Total (A) and Percent of Each Category, Excluding Personnel (B)

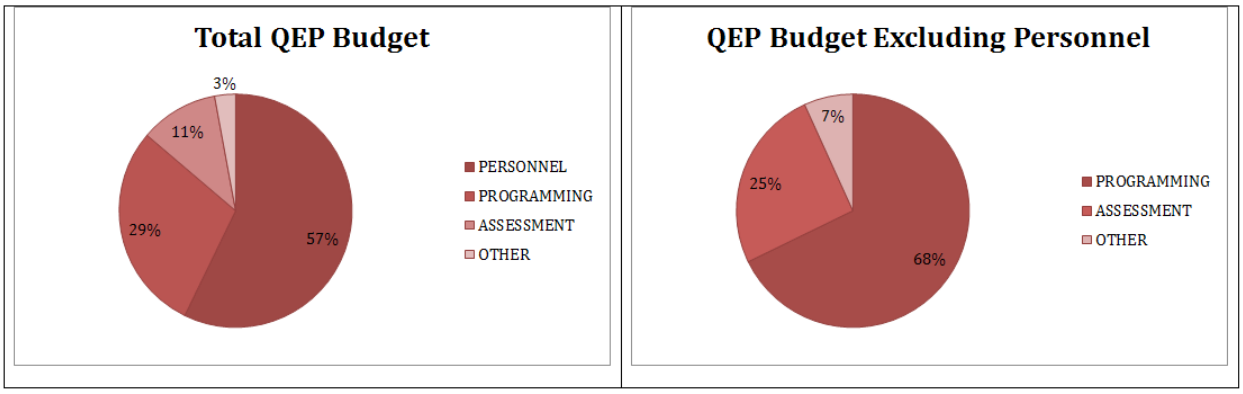


Table 22: Detailed Budget

* Re-purposed funds; all other funds are new	Year 0 2014-2015	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Year 4 2018-2019	Year 5 2019-2020	TOTAL
PERSONNEL (5% Inc/Yr)							**$1,429,167**
QEP Director (80%)*	$109,172	$114,631	$120,362	$126,380	$132,699	$139,334	$742,578
Associate Director, IE (50% Y0-Y1; 20% Y2-Y5)*	$40,094	$42,099	$17,681	$18,566	$19,494	$20,468	$158,402
Benefits for Directors (32%)*	$47,765	$50,153	$52,661	$55,294	$58,059	$60,962	$324,894
Administrative Assistant (20%)*	$7,280	$7,644	$8,026	$8,428	$8,849	$9,291	$49,518
Benefits for Administrative Assistant (36.61%)*	$2,665	$2,798	$2,938	$3,085	$3,240	$3,402	$18,129
Graduate Assistant (50% -- 10 hrs/week)	$0	$9,812	$10,303	$10,818	$11,359	$11,927	$54,219
Tuition and fees ($240/yr) for Graduate Assistant	$0	$13,351	$14,018	$14,719	$15,455	$16,228	$73,771
Benefits for Graduate Assistant (7.7%; $600 insurance)	$0	$1,386	$1,455	$1,528	$1,604	$1,684	$7,656
TRAVEL (QEP Director and Graduate Assistant)							**$51,000**
National Society for Experiential Education ($1,800/mtg)	$0	$3,600	$3,600	$3,600	$3,600	$3,600	$18,000
SACS-COC Annual Meeting*	$1,500	$3,000	$3,000	$3,000	$3,000	$3,000	$16,500
Summer Professional Development*	$1,500	$3,000	$3,000	$3,000	$3,000	$3,000	$16,500
CONSULTANTS							**$14,500**
The Capstone Agency/Awareness Committee	$6,000	$500	$500	$500	$500	$500	$8,500
QEP Consultant Review	$6,000	$0	$0	$0	$0	$0	$6,000
PROGRAMMING							**$724,500**
Workshops							$239,000
Intro (1 hr; 50 fac each; 2-4/yr; $100 per pers; n = 800)	$10,000	$20,000	$15,000	$15,000	$10,000	$10,000	$80,000
Intro Refreshments ($5/attendee)	$500	$1,000	$750	$750	$500	$500	$4,000
In-depth (3 hrs; 20 fac each; 3-6/yr; $300/pers; n = 500)	$18,000	$36,000	$36,000	$24,000	$18,000	$18,000	$150,000
In-depth Refreshments ($10/attendee)	$600	$1,200	$1,200	$800	$600	$600	$5,000
Seminars on Excellence in Experiential Learning (SEELs)							$9,000
Sept (1 hr/wk; 20 fac each; $10/attendee)	$0	$400	$800	$800	$800	$800	$3,600
Nov (1 hr/wk; 20 fac each; $10/attendee	$0	$200	$400	$400	$400	$400	$1,800
Jan (1 hr/wk; 20 fac each; $10/attendee)	$0	$400	$800	$800	$800	$800	$3,600
Professional Learning Communities ($1000/sem/fellow)							$66,000
ADAPT-PLCs (1 sem; 4-8/yr)	$0	$6,000	$8,000	$4,000	$4,000	$4,000	$26,000
CREATE-PLCs (2 sem; 6-10/yr)	$0	$6,000	$10,000	$10,000	$8,000	$6,000	$40,000
Grants							$380,000
Adapt (1 sem; 20-30/yr; $500/grant)	$0	$15,000	$15,000	$10,000	$10,000	$10,000	$60,000
Create (2 sem; 30-40/yr; $500/sem/grant)	$0	$20,000	$20,000	$20,000	$15,000	$15,000	$90,000
Follow-up (1 sem; 20-30/yr; $500/grant)	$0	$10,000	$15,000	$15,000	$15,000	$15,000	$70,000
Present (10-20/yr; $1000/grant)	$0	$10,000	$20,000	$10,000	$10,000	$10,000	$60,000
Resources (20/yr; $500/grant)	$0	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000
Interdisciplinary (20/yr; $500/grant)	$0	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000
Annual Excellence in Experiential Learning Showcase	$0	$5,500	$5,500	$5,500	$5,500	$5,500	$27,500
Website Design and Maintenance	$2,000	$200	$200	$200	$200	$200	$3,000

Table 22: Detailed Budget Continued

ASSESSMENT							**$271,580**
Advisory Board							$68,640
Members ($500/sem; 12 members)	$6,000	$12,000	$12,000	$12,000	$12,000	$12,000	$66,000
AB Refreshments (4 mtgs/yr; $10/attendee)	$240	$480	$480	$480	$480	$480	$2,640
Grants Committee							$44,880
Members ($500/sem; 8 members)	$4,000	$8,000	$8,000	$8,000	$8,000	$8,000	$44,000
GC Refreshments (2 mtgs/yr; $10/attendee)	$80	$160	$160	$160	$160	$160	$880
Reflections Scoring Team							$44,880
Members ($500/sem; 8 members)	$4,000	$8,000	$8,000	$8,000	$8,000	$8,000	$44,000
RST Refreshments (2 mtgs/yr; $10/attendee)	$80	$160	$160	$160	$160	$160	$880
Certification Team							$44,880
Members ($500/sem; 8 members)	$4,000	$8,000	$8,000	$8,000	$8,000	$8,000	$44,000
CT Refreshments (2 mtgs/yr; $10/attendee)	$80	$160	$160	$160	$160	$160	$880
Institute for Social Sciences Research							$53,300
Overall Assessment	$0	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000
Focus Groups--Students ($300/sem)	$0	$600	$0	$600	$0	$600	$1,800
Focus Groups--Faculty ($300/sem)	$300	$0	$600	$0	$600	$0	$1,500
National Survey on Student Engagement	$0	$0	$7,500	$0	$0	$7,500	$15,000
SUPPLIES							**$7,200**
QEP Report Preparation	$200	$0	$0	$0	$0	$0	$200
Quarterly QEP Report Preparation	$0	$200	$200	$200	$200	$200	$1,000
Office Supplies/Equipment	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$6,000
TOTAL	**$273,056**	**$452,634**	**$462,455**	**$434,927**	**$428,418**	**$446,456**	

GRAND TOTAL $2,497,947

Physical Resources

The QEP Director has an office in a building (East Annex) next to the central administration building. East Annex also houses the Office for Institutional Effectiveness (2nd floor) and the Office for Institutional Research and Assessment (2nd and 3rd floor). The QEP Director's office and the Graduate Assistant's office are located in the same hallway as the Office for Institutional Effectiveness. Communication is enhanced by this arrangement. All offices have a computer and a printer or access to a networked printer, as well as the standard office set-up. East Annex also has a state-of-the-art conference room that seats six to eight, and another that seats 20. These rooms will be used for most, if not all, meetings.

Human Resources

Many members of the UA community are or will be involved in implementing UA's QEP.

QEP Director. The QEP Director, Dr. Beverly Roskos, is an associate professor in the Department of Psychology, College of Arts and Sciences. She has had several administrative positions including Interim Chair of the Department of Psychology, and Associate Dean for the Social Sciences and Director of Assessment for the College of Arts and Sciences. As Director of Assessment she led many faculty workshops on assessment of student learning outcomes. She also was involved in the QEP topic selection and served on the QEP implementation planning committee before being hired as QEP Director in July 2014.

Experiential Learning Expert. UA's residential expert on experiential learning is Dr. Jane Newman, associate professor, Department of Special Education and Multiple Abilities—Gifted & Talented, College of Education. Dr. Newman has extensive experience in conducting workshops on implementing experiential learning opportunities.

Dr. Heather Pleasants is the Associate Director of the Office for Institutional Effectiveness. Prior to her appointment, she served as the Director for Community Education in the Division of Community Affairs and as an assistant professor in the College of Education. Dr. Pleasants has expertise in qualitative research methodology, engaged teaching and scholarship, and digital and multimodal forms of knowledge representation. For the QEP, she will lead the development and implementation of the professional learning communities, and contribute to overall QEP organization, communication, and focus group data collection and analysis.

Vivian Abbott, Administrative Assistant, was hired in August 2015. Her primary role is to assist the Director of the Office for Institutional Effectiveness. For the QEP she will assist with organization and communication.

Graduate Assistant. The QEP Director will hire a graduate assistant for a starting date of August 16, 2015. Preferred qualifications include an interest in experiential learning and a background in assessment.

Collaborative Resources

QEP implementation depends on collaboration from several entities on campus.

Faculty Resource Center. The Faculty Resource Center (FRC) routinely offers faculty workshops on the use of technology for teaching. Because the FRC is known across campus as the go-to place for teaching resources, it is the natural place for similar workshops on methods of teaching; in this case, experiential learning. The Director of the FRC, Dr. Marilyn Staffo, and the Coordinator of Faculty Development for the FRC, Rick Dowling, are enthusiastic partners, and the Interim Provost, Dr. Joe Benson, has approved this arrangement.

Bryant Conference Center. The Bryant Conference Center is located on campus and is the host for many conferences, large and small. Conferences for the University are given a discount.

The Capstone Agency. The Capstone Agency is a student-run advertising and public relations agency. The agency is well regarded and serves clients primarily from campus and nearby communities. They will be creating a logo, establishing visual identity, and implementing a communication plan for the current calendar year and beyond.

Institute for Social Science Research. The Institute for Social Science Research (ISSR) is an organization whose purpose is to promote and conduct research in the social sciences at UA. The ISSR provides a wide range of support for research activities at UA, including facilitation and support of evaluation research.

The budgetary, physical, human, and collaborative resources that are available for the implementation of UA's QEP will help ensure the success of the plan to develop real-world problem solvers through high quality experiential learning.

11. APPENDICES

A. QEP Development Committee
B. QEP Proposal Criteria and Guidelines
C. Experiential Learning QEP Proposal
D. QEP Implementation Planning Committee
E. Faculty/Staff ELO Survey
F. References

A. QEP Development Committee

Name	Title	University Affiliation
O'Donnell, Janis	Professor	Biological Sciences
Huebner, Andrew	Associate Professor	History
McMath, Juanita	Instructor	Consumer Sciences
Ksobiech, Mary	Assistant Dean for Students and Legal Writing Lecturer	General Law Studies
Appel, Susan	Professor	Nursing Instruction
Love, Andre	Associate Director University Recreation	University Recreation
Niiler, Luke	Associate Professor of English; Director of the University Writing Center	English
Mills, Carol	Associate Professor and Undergraduate Program Director	Communication Studies
Campbell, Kim	Professor and Associate Dean	Management
Burkett, Susan	Alabama Power Foundation Endowed Professorship	Electrical & Computer Engineering
Hardy, David	Associate Dean for Research & Service/Associate Professor of Higher Education	College of Education - Office of Research and Service
Hopson, Laura	Assistant Professor	School of Social Work
Holland, Christopher	Assistant Director	Director of Residential Communities
Lowrey, Mary	Assistant Director	Career Center
Jones, Stacy	Assistant Dean	Dean of Students
Acker, Jon	Coordinator for Student Assessment	Office of Institutional Research and Assessment
Jackson, Mildred	Associate Dean for Research & Instruction	University Libraries, Library Administration

B. QEP Proposal Criteria and Guidelines

QEP Prospectus Authors & Co-Authors: The purpose of this email is to provide guidance concerning the preparation of the QEP prospectus you will be authoring or co-authoring. Please accept these guidelines as the final set of guidelines clarifying our expectations.

Format Specifics:

1. Up to 5 pages in length
2. 1 inch margins left and right, top and bottom
3. Font Size = 12
4. Line Spacing = 1.5

Prospectus Contents:

1. Title
2. Executive Summary (200-300 words)
3. Content Recommendations:

We originally recommended a specific content outline for the prospectus but have come to conclude that it would be best to allow you to use your own judgment on how to best organize and advance your QEP theme. However, at the minimum, you need to include attention to:

a) what knowledge and what skills students will acquire as a result of the implementation of your QEP theme;
b) what assessment measures can be employed to monitor achievement of the expected learning outcomes;
c) what the potential institutional impact will be by selecting your QEP theme.

Note: Please recognize that the overall purpose of the prospectus is not to present an institutional plan. A QEP Implementation team composed of 12-18 topic experts (including you, we hope) will be assembled in the fall and spend 12-15 months developing the actual QEP. The purpose of this prospectus is to provide President Bonner, our new Provost, and other institutional leaders an overall sense of what results might be expected by adopting your recommended QEP theme. You might best view your efforts as a persuasive argument designed to accomplish that end.

Prospectus Deadline:

1. The prospectus deadline is August 7, 2013.
2. Please plan to attend a luncheon meeting of QEP authors/co-authors tentatively planned for July 25, 2013. The purpose of this meeting will be to address questions that have surfaced as you have worked on your prospectus draft.

C. Experiential Learning QEP Proposal

QEP Prospectus

Content Area: Experiential Learning

Title: Providing More On and Off-campus Experiential Learning Opportunities in Every Major

Author: Kim Sydow Campbell, Culverhouse College of Commerce

with input from

- Regina Bentley and Joe Burrage, College of Nursing
- Kathleen Bolland, School of Social Work
- Carmen Burkhalter, College of Arts and Sciences
- Holly Hallmann, Student Affairs
- Travis Railsback, Career Center
- Stuart Usdan, College of Human Environmental Sciences

QEP PROSPECTUS FOR EXPERIENTIAL LEARNING

Prepared by Kim Sydow Campbell, Culverhouse College of Commerce, with input from

- Regina Bentley and Joe Burrage, College of Nursing
- Kathleen Bolland, School of Social Work
- Carmen Burkhalter, College of Arts & Sciences
- Holly Hallmann, Student Affairs
- Travis Railsback, Career Center
- Stuart Usdan, College of Human Environmental Sciences

QEP BACKGROUND

As part of the University's upcoming reaccreditation review by SACS in 2014-15, our campus must identify a consensus theme to facilitate student learning and develop a Quality Enhancement Plan (QEP) around it. This prospectus describes the potential theme of experiential learning. The document is necessarily brief, omitting critical details, which should be determined during the work of the QEP implementation committee.

EXPERIENTIAL LEARNING BACKGROUND

Experience has been promoted as one of the keys to greater learning within higher education.[1] Based on Dewey's theory of experience,[2] experiential learning has been defined as

> the process whereby knowledge is created through the transformation of experience. Knowledge results from the combinations of grasping and transforming experience.[3]

---

[1] Sources include (a) Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind experience, and school.* Washington DC: National Academy Press; (b) Keeton, M. T., Sheckley, B. G., & Griggs, J. K. (2002). *Efficiency and effectiveness in higher education.* Dubuque, IA: Kendall/Hunt Publishing Company; (c) Mentkowski, M., & Associates. (2000). *Learning that lasts: Integrating learning, development and performance in college and beyond.* San Francisco, CA: Jossey Bass; (d) American Psychological Association Board of Affairs. (1997). Learner-centered psychological principles: A framework for school redesign and reform. Retrieved from http://www.apa.org/ed/lcp.html; (e) King, P. M. (2003). Student learning in higher education. In S. R. Komives, D. B. Woodward, Jr., and Associates (Eds.), *Student services: A handbook for the profession*: 234-268. San Francisco: Jossey Bass; and Keeling, R. P (Ed.) (2004) *Learning Reconsidered.* National Association of Student Personnel Administrators & American College Personnel Association.

[2] Dewey, J. (1938). *Education and experience.* New York: Simon & Schuster.

[3] Kolb, D.A. (1984). *Experiential Learning.* Englewood Cliffs, NJ: Prentice-Hall.

Kolb's Experiential Learning Theory (ELT) is a useful way to capture the value of experience for learning because it helps us contrast traditional academic learning with progressive or experiential learning.

Consider a simple example from one of ELT's founders about bicycle riding. In the concrete experience stage (Figure 1), the rider experiences the bike directly (e.g., physically and psychologically). Moving into the reflective observation stage, the rider observes and reflects on what happened during that physical and psychological experience. Moving into the abstract conceptualization stage, the rider thinks about why the experience went the way it did, what it means. Moving into the active experimentation stage, the rider plans how to change the bike riding experience. That moves the learner back to the concrete experience stage. Learning takes place as the rider goes through the entire cycle of doing and thinking during multiple attempts to ride the bike.

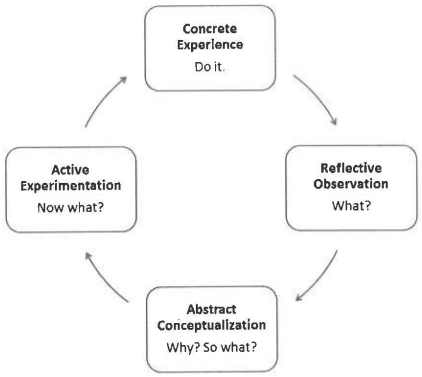


FIGURE 1. EXPERIENTIAL LEARNING THEORY (ELT)

Traditional classrooms focus on abstract conceptualization and may be characterized as implementing the empty vessel model whereby someone with knowledge, a teacher, fills up someone without knowledge, a student, by transferring it to him or her; this type of learning results in knowledge that is retained for only a short period of time. Potential learning experiences result in missed opportunities because students do not reflect, conceptualize, and experiment after one experience and before the next.

In contrast, ELT promotes deeper learning by embedding knowledge (abstract conceptualization) within a process involving personal experiences; this type of learning has a greater chance of long-term retention and transfer.

ESTABLISHED EXPERIENTIAL LEARNING PROGRAMS

Adopting experiential learning for the University's QEP would indicate a campus-wide commitment to adopt practices that promote long-term retention and transfer of learning. Other research universities are currently implementing experiential learning efforts.

USCConnect at the University of South Carolina[4] is the QEP adopted in 2011. The program focuses on diverse student engagement activities (Community Service, Global Study, Internships, Peer Leadership, and Research and Discovery) for all USC students. Individual student

[4] Provost Amiridis provides an overview of the USC program in a 3-minute video.

experiences can range from attending a one-time event to extensive involvement throughout a year or a semester.

Pathways to Success at Virginia Tech is the QEP adopted in 2010. The program focuses on first-year students and builds problem solving, inquiry, and integration skills through experiences designed through collaboration among academic disciplines, supported by student affairs, libraries, etc.

Other universities have well established experiential learning programs. For example, Case Western Reserve University's SAGES program appears to be unique in its scope; they encourage experiential learning for all students through laboratory courses, seminar discussions, co-ops and internships, service learning, undergraduate research opportunities, study abroad, and artistic, musical, or theatrical performance. As another example, through the University of Central Florida's Office of Experiential Learning over 20,000 students participate in co-ops, internships, and service-learning courses. Similarly, Northeastern University's Experiential Learning program insures all students get real-world experiences that include professional co-op placements, research, study abroad, and community service.

POSSIBILITIES FOR EXPERIENTIAL LEARNING AT UA

Our campus is already actively involved in experiential education. Adopting this theme for our QEP would mean building on the activities associated with the previous QEP on active and collaborative learning, as well as the success of current programs like those mentioned below.

TRADITIONAL PROFESSIONAL PROGRAMS

In most professional programs, experiential education has a long tradition. In some, such experiences are a requirement for graduation.

- Clinical practice in nursing or communicative disorders
- Clinical residency in medical school
- Field experience in social work
- Student teaching in education

In other professions, experiences are recommended but not required.

- Law clinic positions or externships
- Cooperative education in engineering
- Internships in business, criminal justice, media production, or fashion design

INNOVATIVE ACADEMIC AND CO-CURRICULAR PROGRAMS

Here is a sample of innovative academic programs at UA that emphasize experiential education.

- Emerging Scholars program and the Undergraduate Research and Creative Activity conference
- Alabama Lunabotics made up of students from engineering and other disciplines at UA

- Culverhouse Connections job shadowing and mentoring in Culverhouse College of Commerce
- Consortium for Overseas Teaching in the College of Education
- Intensive serving learning requirements in the School of Social Work

It is also now commonplace for non-academic units on campus to design and implement experiential activities like those listed below.

- Study abroad
- Living-learning communities
- Mock interviews at the Career Center
- Non-profit protégé program through the Community Service Center
- Moral forum through the Center for Ethics and Social Responsibility

ELT suggests that deep (experiential) learning is only taking place in our academic and co-curricular programs if personal reflection, conceptualization, and future experimentation co-occur with each of these experiences.

OUTLINE OF AN EXPERIENTIAL LEARNING QEP AT UA

While our campus is already engaged in many outstanding programs that involve experiential education, the fact is that our University as a whole has little hard evidence of their impact on student learning. That would change if we adopted a QEP in this area.

One of the critical details to be addressed by the QEP development committee, and thus beyond the scope of this prospectus, is the targeted student population. Like Virginia Tech, our campus might focus on freshmen or, like the University of South Carolina, we might focus on all undergraduates. We might even choose to focus on upper-division undergraduates. This decision would drive choices about the implementation of the QEP.

WHAT KNOWLEDGE AND SKILLS WILL STUDENTS ACQUIRE?

One strength of experiential learning as a QEP theme is that the process of learning is the focus. In other words, the specific concepts and skills we focus upon can be different for different students at different stages of their education and for different majors within UA. Diversity of target knowledge and skills is both normal and desirable at a large research-intensive university.

WHAT ASSESSMENT MEASURES CAN BE EMPLOYED TO MONITOR STUDENT LEARNING?

Assessment measures are an area of tremendous importance within the QEP, and must ultimately be determined by a committee of UA stakeholders. However, here are some of those being used at the University of South Carolina and at Case Western Reserve University to assess experiential learning.

- Retention and 5-year graduation rates
- NSSE

- Student survey ratings of experiences
- Student focus groups
- Course evaluation data from students
- Student exit surveys
- Number and types of experience offerings
- Participation data from experience sponsors (e.g., First Year Experience, Career Center, Academic Units, International Programs, etc.)
- Number and variety of professional development opportunities for faculty and staff
- Faculty and staff surveys
- Faculty participation in professional development opportunities and in experiences
- Number and percentage of majors with culminating experiences
- Performance data for baseline knowledge and skills (e.g., learning styles)
- Performance data for culminating experiences (e.g., capstone projects or courses, portfolios, etc.)

WHAT IS THE POTENTIAL INSTITUTIONAL IMPACT?

The institutional impact of an experiential learning QEP at UA might be characterized as (1) increased respect for learners and their personal experience and (2) greater student ownership of their own learning.[5] In addition, experiential learning might be tied to the employability of UA graduates.[6]

To achieve this positive impact, the University will need to promote a repetitive cycle of learning so that, not only is it encouraged for all students, academic and co-curricular experience is also the focus of personal reflection, of conceptualization that integrates knowledge from diverse sources, and of future experimentation.

---

[5] Based on Kolb, A.Y. and Kolb, D.A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education*, 4(2), 193-212.

[6] The Chronicle of Higher Education and American Public Media's *Marketplace.* (2012). The Role of Higher Education in Career Development: Employer Perceptions. Retrieved from http://chronicle.com/article/The-Employment-Mismatch/137625/#id=overview.

D. QEP Implementation Planning Committee

Name	Title	University Affiliation
Acker, Jon	Coordinator for Student Assessment	Office of Institutional Research and Assessment
Burkhalter, Carmen, Co-Chair	Senior Associate Dean	College of Arts and Sciences
Bishop, Virginia	Director of IE	Office of Institutional Research and Assessment
Blackstock, Silas	Professor	College of Arts and Sciences
Roskos, Beverly, Director	Quality Enhancement Plan/Associate Professor	Office of Academic Affairs/Dept. of Psychology
Carter, Melondie	Academic Assistant Dean	Nursing Instruction
Cowles, Susan	Director of Career Management	Career Center
Curtner-Smith, Mary Elizabeth	Associate Professor	Human Development and Family Studies
Daniels, George	Assistant Dean	College of Communication & Information Sciences
Drolen, Carol	Associate professor	School of Social Work
Hayes, Robert	Assistant Dean & Director of Student Affairs	College of Arts & Sciences
Bob Smallwood	Clinical Faculty	College of Education
Huebner, Robin	Instructor and Field Education and Training Specialist	School of Social Work
McAdams, Julia	Institutional Research Analyst	Institutional Research and Assessment
Chapman, Karen	Business Reference Librarian (Professor)	University Libraries, Angelo Bruno Business Library
Kuffel, Lorne	Executive Director	Institutional Research and Assessment
Merritt, Kathryn	Director of External Relations	Honors College
Schuber, Ana	Program Manager	New College Lifetrack Program
Siders, Jim	Associate Professor	Special Education and Multiple Abilities
Sterritt, Adam	Assistant Vice President	VP Student Affairs
Emens, Steve	Faculty	Law School
Todd, Beth	Associate Professor	Mechanical Engineering
Pincham, Jessica	Student	University of Alabama
Risk, Katherine	Student	University of Alabama
Fu, En	Student	University of Alabama
Connors, Mary Anne	Assistant Director Institutional Effectiveness	Institutional Effectiveness
Pleasants, Heather	Associate Director Institutional Effectiveness	Institutional Effectiveness
Middleton, Steve	Prog Coord-Univ Rec	Urec Outdoor
Picone, Michael	Professor of French and Linguistics	Modern Languages and Classics
Sanders, Laura	Director of Residential Communities	Housing and Residential Communities
Sharpe, Josh	Student	University of Alabama
Vess, Stephanie	Student	University of Alabama
Mendoza, Jessica	Student	University of Alabama

E. Faculty/Staff ELO Survey

UA QEP: Experiential Learning Survey
The University of Alabama has chosen "Experiential Learning" as the focus of its 2015-2019 Quality Enhancement Plan (QEP). The QEP provides an opportunity for the university to identify some aspect of student learning that we would like to improve, construct a plan for improving it, implement the plan, and then evaluate whether the plan was effective; it is a five-year process. Having a QEP is a requirement for university accreditation.

For our purposes, experiential learning is a process whereby a) learners participate in transformational opportunities that enable them to reflect on and apply what they learn in the classroom; and b) instructors purposefully engage students by allowing them to make discoveries and experiment with knowledge either in-class or outside class.

This survey is designed to identify and characterize current experiential learning opportunities that are being offered at The University of Alabama, whether in class or out. The information you provide will be used as a baseline for the QEP. Please complete the survey even if you don't teach undergraduate courses or offer undergraduate experiential learning opportunities

The survey has has 34 questions and should take around 10-15 minutes, or 5 minutes if you do not offer undergraduate experiential learning opportunities. Any information you give will be confidential and aggregated in such a way that individuals will not be identifiable.

Questions 1-7 focus on basic and demographic information. Please choose the appropriate answer.

1. What college/division/school are you in?
(choose from list: Arts and Sciences; Commerce and Business Administration; Communication and Information Sciences; Community Health Sciences; Continuing Studies; Education; Engineering; Graduate School; Honors College; Human Environmental Sciences; Law; Nursing; Social Work; Student Affairs)

2. What is your rank?
[choose from list: Professor (choose from list: Assistant, Associate, Full); Clinical/Lecturer Teaching Faculty (choose from list: Assistant, Associate, Full); Full-time Temporary Instructor; Part-time Temporary Instructor; Professional Staff; Other: please specify]

3. How long have you been at The University of Alabama?
Years:
Months:

4. What many courses do you teach/coordinate in a typical fall or spring semester?
[choose from list: 0, 1, 2, 3, 4, 5, more than 5]

5. Have you participated in a faculty/staff fellows program (e.g., Faculty Fellow for the Center for Ethics and Social Responsibility)?
___Yes; Please specify the program
___No

6. Do you teach undergraduate courses (or for Student Affairs, offer student success initiatives?
___Yes, almost every semester
___Yes, occasionally
___No

(If no, go to End; If yes, continue)

7. To what extent do you use experiential learning in your undergraduate courses?
Not at all All the time
1 2 3 4 5 6 7

(if 1, go to "Faculty Development" (Instructions for questions 31-34); if >1, continue)

For questions 8-20, think about your best undergraduate experiential learning opportunity. Please answer the following questions based on your "best example."

8. Is it contained within a course? If so, what is the course (e.g., PY 491)? If not, type "No."

9. Is it a student success initiative? If so, please describe the context (e.g., Residential Community activity). If not, type "No."

10. How would you categorize your experiential learning "best example"?
(choose from list: case study in class; clinicals; co-curricular activity (for example, Model UN, Design Competition); co-op; course project with an external client; internship; lab assignment; research/creative project/paper/performance at conference or other professional venue; research/creative project/paper/performance submitted to professor; service learning; student teaching; study abroad; other: specify)

11. How many students are typically involved in your "best example"?
Number:

(BEST PRACTICES) – not displayed in survey

Keeping your "best example" in mind, please choose the option that best reflects your agreement with the statement.

12. All parties are clear from the outset why the experience was chosen and what students should be able to demonstrate, apply, or know as a result of it.
Disagree Completely Agree Completely
1 2 3 4 5 6 7

13. The experiential learning opportunity has a real world context or a connection to an applied setting or situation.

Disagree Completely Agree Completely

1 2 3 4 5 6 7

14. As part of the experiential learning opportunity, my students formally reflect on the experience itself.

Disagree Completely Agree Completely

1 2 3 4 5 6 7

15. As part of the experiential learning opportunity, my students formally reflect on what they learned from it.

Disagree Completely Agree Completely

1 2 3 4 5 6 7

16. As part of the experiential learning opportunity, my students formally reflect on how their experiences connect with their academic courses.

Disagree Completely Agree Completely

1 2 3 4 5 6 7

17. As part of the experiential learning opportunity, my students formally reflect on what they expect in the future.

Disagree Completely Agree Completely

1 2 3 4 5 6 7

18. I have a feedback loop within the experiential learning activity that permits changes in the goals, objectives, and activities in response to what the feedback suggests.

Disagree Completely Agree Completely

1 2 3 4 5 6 7

19. I gather and evaluate evidence of what students learned to assess their progress toward specific student learning outcomes.

Disagree Completely Agree Completely

1 2 3 4 5 6 7

20. I gather and evaluate comprehensive data about the experiential learning process as a whole and whether it has met the intentions that suggested the experience.

Disagree Completely Agree Completely

1 2 3 4 5 6 7

(STUDENT LEARNING) – not displayed in survey

For Questions 21-32, think about the students who have participated in your best experiential learning opportunity. Please choose the option that best reflects your agreement with each statement.

After participating in your experiential learning opportunity…

21. The students are able to explore a topic in depth, yielding a rich awareness and/or little-known information..
Disagree Completely Agree Completely
1 2 3 4 5 6 7

22. The students are able to complete required work, and generate and pursue opportunities to expand their knowledge, skills, and abilities.
Disagree Completely Agree Completely
1 2 3 4 5 6 7

23. The students' educational interests and pursuits exist and flourish outside classroom requirements; knowledge and/or experiences are pursued independently.
Disagree Completely Agree Completely
1 2 3 4 5 6 7

24. The students reveal significantly changed perspectives about educational and life experiences.
Disagree Completely Agree Completely
1 2 3 4 5 6 7

25. The students are able to systematically and methodically analyze their own and others' assumptions when presenting a position.
Disagree Completely Agree Completely
1 2 3 4 5 6 7

26. The students' positions about a situation into account the complexities of an issue..
Disagree Completely Agree Completely
1 2 3 4 5 6 7

27. The students' conclusions about a situation are logical and reflect an informed evaluation.
Disagree Completely Agree Completely
1 2 3 4 5 6 7

28. The students are able to evaluate the creative process and product using domain-appropriate criteria.
Disagree Completely Agree Completely
1 2 3 4 5 6 7

29. The students are able to not only develop a logical, consistent plan to solve a problem, and articulate the reason for choosing the solution.
Disagree Completely Agree Completely
1 2 3 4 5 6 7

30. The students are able to synthesize experiences outside of the formal classroom to deepen their understanding of their field of study.
Disagree Completely Agree Completely
1 2 3 4 5 6 7

31. The students are able to adapt and apply independently skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.
Disagree Completely Agree Completely
1 2 3 4 5 6 7

32. The students can make plans that build on past experiences that have occurred across multiple and diverse contexts).
Disagree Completely Agree Completely
1 2 3 4 5 6 7

(FACULTY DEVELOPMENT) – not displayed in survey

Questions 33-37 focus on possible faculty development opportunities. Please select the number that best indicates your agreement with the statement.

33. I am interested in offering experiential learning opportunities.
Disagree Completely Agree Completely
1 2 3 4 5 6 7

34. I would attend an informational meeting about experiential learning.
Disagree Completely Agree Completely
1 2 3 4 5 6 7

35. I would attend a workshop to learn how to develop and implement experiential learning opportunities.
Disagree Completely Agree Completely
1 2 3 4 5 6 7

36. I would attend a workshop to learn how to evaluate experiential learning opportunities.
Disagree Completely Agree Completely
1 2 3 4 5 6 7

37. What would make it more likely that you would participate in the QEP in any way?
(open-ended answer)

End

Thank you for taking the time to complete this survey. Your responses are very important to us as we plan for and implement our QEP on experiential learning.

F. References

Ash, S. L., & Clayton, P. H. (2004). The articulated learning: An approach to guided reflection and assessment. Innovative Higher Education, 29(2), 137-154.

Association for Experiential Education. (n.d.) What is experiential education? Retrieved from http://www.aee.org/what-is-ee

Bailey, D., DeVinny, G., Gordon, C., & Schadewald, P. J. (2000). AIDS and American history: Four perspectives on experiential learning. Journal of American History, 86, 1721-1733.

Boyle, D. P., Nackerud, L., & Kilpatrick, A. (1999). The road less traveled: Cross-cultural, international experiential learning. International Social Work, 42, 201-214.

Cantor, J. A. (1997). Experiential learning in higher education: Linking classroom and community. ASHE-ERIC Higher Education Report No. 7. Washington, DC: The George Washington University, Graduate School of Education and Human Development.

Clements, A. D. (1995). Experiential-learning activities in undergraduate developmental psychology. Teaching of Psychology, 22, 115-118.

Clements, M. D., & Cord, B. A. (2013). Assessment guiding learning: Developing graduate qualities in an experiential learning programme. Assessment & Evaluation in Higher Education, 38, 114-124. http:// dx.doi.org/10.1080/02602938.2011.609314

Dewey, J. (1938). Experience and Education. New York: Macmillan.

Eyler, J. (1993). Comparing the impact of two internship experiences on student learning. Journal of Cooperative Education, 29, 41-52.

Eyler, J. (2002). Reflection: Linking service and learning--linking students and communities. Journal of Social Issues, 58, 517-534.

Eyler, J. (2009, Fall). The power of experiential education. Liberal Education, 24-31.

Eyler, J., & Giles, D. (1999). Where's the Learning in Service-Learning? San Francisco: Jossey-Bass.

Eyler, J., & Halteman, B. (1981). The impact of a legislative internship on students' political skill and sophistication. Teaching Political Science, 9, 27-34. http:// dx.doi.org/10.1080/00922013.1981.10745031

Fall, L. (2006). Value of engagement: Factors influencing how students perceive their community contribution to public relations internship. Public Relations Review, 32, 407-415.

Garvin, M. R., & Ramsier, R. D. (2003). Experiential leraning at the University level: A US case

study. Education & Training, 45, 280-285.

Gillin, L. M., Davie, R. S., & Beissel, K. R. (1984). Evaluating the career progress of Australian engineering graduates. Journal of Cooperative Education, 20, 53-70.

Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn? Educational Psychology Review, 16, 235-266.

Humes, M., & Reilly, A. H. (2008). Managing intercultural teams: The eorganization exercise. Journal of Management Education, 32, 118-137. http:// dx.doi.org/10.1177/1052562906294988

James, T. (1980). Can The Mountains Speak for Themselves? Retrieved from http://www.wilderdom.com/facilitation/Mountains.html

Joplin, L. (1981). On defining experiential education. Journal of Experiential Education, 4, 17-20. http://dx.doi.org/10.1177/105382598100400104

Kaiser-Drobney, A. (1997). Because service enriches learning and the public service .... Journal of Public Administration Education, 3, 177-190.

Kaul, G., & Pratt, C. (2010). Undergraduate research learning communities for first-year and lower-division students. Peer Review, 12(2), 20-21.

Kayes, A. B., Kayes, C. D., & Kolb, D. A. (2005). Experiential learning in teams. Simulation Gaming, 36, 330-354. http:// dx.doi.org/10.1177/1046878105279012

Kolb, D. A. (1984). Experiential learning. Englewood Cliffs, NJ: Prentice-Hall.

Lisko, S. A., & O'Dell, V. (2010). Experiential learning theory and nursing education. Nursing Education Perspectives, 31, 106-108.

Lutterman-Aguilar, A., & Gingerich, O. (2002). Experiential pedagogy for study abroad: Educating for global citizenship. Frontiers: The Interdisciplinary Journal of Study Abroad, 8, 41-82.

Marini, R. C., & Tillman, R. R. (1998). Giving graduates worldwide the business skills they need through cooperative education. Journal of Cooperative Education, 33(2), 50-59.

McLeod, P. L. (2013). Experiential learning in an undergraduate course in group communication and decision making. Small Group Research, 44, 360-380. http:// dx.doi.org/10.1177/1046496413488217

Merkel, C. A. (2003). Undergraduate research at the research universities. New Directions for Teaching and Learning, no. 93, 39-53.

Moon, J. A. (2004). A handbook of reflective and experiential learning: Theory and practice. New York: RoutledgeFalmer.

Nasr, K. J., Pennington, J., & Andres, C. (2004). A study of students' assessment of cooperative education outcomes. Journal of Cooperative Education, 38, 13-21.

National Society for Experiential Education. (2013). Eight principles of good practice for all experiential learning activities. Retrieved from http://www.nsee.org/8-principles

Neill, J. (2010). Experiential learning cycles. Retrieved from http://www.wilderdom.com/experiential/elc/ExperientialLearningCycle.htm

Roholt, R. V., & Fisher, C. (2013). Expect the unexpected: International short-term study course pedagogies and practices. Journal of Social Work Education, 49, 48-65. http:// dx.doi.org/10.1080/10437797.2013.755416

Sibthorp, J., Schumann, S., Gookin, J., Baynes, S., Paisley, K., & Rathunde, K. (2011). Experiential education and lifelong learning: Examining optimal engagement in college students. Journal of Experiential Education, 33, 388-392. http:// dx.doi.org/10.5193/JEE334.388

Stevens, P. W., & Richards, A. (1992). Changing schools through experiential education. ERIC Digest, ED 345929. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.

Stone, M. J., & Petrick, J. F. (2013). The educational benefits of travel experiences: A literature review. Journal of Travel Research, 52, 731-744. http:// dx.doi.org/10.1177/0047287513500588

Weeden, C., Woolley, J., & Lester, J. (2011). Cruise and learn: Reflections on a cruise trip. Journal of Teaching in Travel & Tourism, 11, 349-366. http:// dx.doi.org/10.1080/15313220/2011.624404

Wurdinger, S. D. (2005). Using experiential learning in the classroom: Practical ideas for all educators. Lanham, MD: Scarecrow.

Yardley, S., Teunissen, P. W., & Dornan, T. (2012). Experiential learning: AMEE guide no. 63. Medical Teacher, 34, e102-e115.

THE UNIVERSITY OF ALABAMA®

QUALITY ENHANCEMENT PLAN

PREPARED FOR SUBMISSION TO THE
SOUTHERN ASSOCIATION OF COLLEGES
AND SCHOOLS COMMISSION ON COLLEGES
ON-SITE VISIT
MARCH 3-5, 2015