QUALITY ENHANCEMENT PLAN

# Learning by Doing

**DISCOVER**

**ENGAGE**

**REFLECT**

**LEAD**

Prepared for the
Southern Association of Colleges and Schools Commission on Colleges

FEBRUARY 2016

**AUGUSTA**
UNIVERSITY

QUALITY ENHANCEMENT PLAN

# Learning by Doing:
## Discover, Engage, Reflect, Lead

Prepared for the
Southern Association of Colleges and Schools Commission on Colleges

FEBRUARY 2016

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Note: College/unit affiliations represent members' positions during the respective phase of the project. Some members are in new positions or are no longer at Augusta University.

# List of Abbreviations

| | |
|---|---|
| AAC&U | American Association of Colleges and Universities |
| ACE | Academic Community Engagement (one of the top-selected QEP proposals) |
| APLU | Association of Public and Land-Trust Universities |
| ASU | Augusta State University (one of AU's pre-consolidation legacy institutions) |
| AU | Augusta University |
| COMS | The course code for AU's Communication Studies courses |
| CURS | Center for Undergraduate Research and Scholarship |
| ENGL | The course code for AU's English courses |
| GA | Graduate Assistant |
| GHSU | Georgia Health Sciences University (one of AU's pre-consolidation legacy institutions) |
| LDRS | The course code for AU's Leadership course |
| LEAP | Leadership, Engagement, and Professionalism (one of the top-selected QEP proposals) |
| NCAA | National College Athletic Associations |
| NSEE | National Society for Experiential Education |
| NSSE | National Survey of Student Engagement |
| OFDTE | Office of Faculty Development and Teaching Excellence |
| PKP | The Honor Society of Phi Kappa Phi |
| QEP | Quality Enhancement Plan |
| SABR | The course code for AU's Study Abroad and Study Away courses |
| SACSCOC | Southern Association of Colleges and Schools Commission on Colleges |
| SLO | Student Learning Outcome |
| VALUE | Valid Assessment of Learning in Undergraduate Education |

# Executive Summary

Augusta University's inaugural quality enhancement plan, *Learning by Doing,* will enhance student learning and offer a leadership certificate for undergraduate students who will engage in new course work, achieve new learning outcomes, and be exposed to new experiential learning opportunities. The plan will primarily focus on enhancing key learning outcomes, but it will also impact the learning environment by providing AU faculty not only the opportunity to provide leadership in teaching innovations but also to mentor future generations of leaders within their respective disciplines.

*Learning by Doing* includes a certificate program that incorporates three stages of completion – an introductory leadership course, major-related (bridge) courses that apply key QEP learning outcomes and/or demonstrated leadership experiences, and completion of a capstone project.

Students who successfully complete all of the requirements listed above will be awarded the Leadership Certificate in addition to their baccalaureate degree upon graduation.

*Learning by Doing* will broaden its impact on student learning through a comprehensive effort to develop faculty as innovative teachers who integrate experiential learning. While the Leadership Certificate serves as the central and most visible component of this quality enhancement plan, even students not pursuing the certificate will benefit.

The quality enhancement plan will be administratively housed under the Provost's organizational structure, with the Experiential Learning Director managing a staff of personnel who provides operational support for the day-to-day implementation of the plan. He/she will also lead a governance process that ensures ongoing input and collaboration with key stakeholders to provide support and assistance with carrying actions and decisions related identified throughout the implementation of the plan.

Augusta University has committed the financial resources needed to implement *Learning by Doing* over the next five years. A significant proportion of the resources will be applied to personnel and general operating expenses associated with the creation of a new unit. Additionally, funding has also been established to support faculty and students in their efforts related to experiential learning and leadership development.

Evaluating the impact of the quality enhancement plan will be a broad-based activity that continues to involve students, faculty, staff, and community members. The teams who have developed *Learning by Doing* have identified both program goals and student learning outcomes. The student learning outcomes describe its benefits to the individual students who participate in the Leadership Certificate, while the program goals describe the plan's overarching benefits to the university's mission. To assess the student learning outcomes at each stage of the Leadership Certificate, rubrics have been designed to enable faculty to assess students' level of sophistication with specific criteria for each SLO.

Experience is the
teacher of all things.
JULIUS CAESAR

# I.    An Introduction to Augusta University

Augusta University (AU) is one of four public research institutions in the state of Georgia, governed by the Board of Regents of the University System of Georgia. The university includes nine colleges and schools with nearly 9,000 students, over 1,000 full-time faculty, and nearly 7,000 staff. We are home to the nation's ninth-largest and 13th-oldest medical school, the state's sole dental college, an aligned and integrated health system, a growing intercollegiate athletics program, and are highly respected in the areas of liberal arts, education nursing, allied health professions, basic science, and social sciences. In 2015, Augusta University began the Educational Innovation EdD, the institution's first doctoral program outside of health and medicine.

With a campus of approximately 157 buildings, the university is a $1 billion-plus enterprise with statewide and national reach. We have a strong commitment to research, building on a proud tradition that boasts, among other achievements, the groundwork for such breakthroughs as fertility treatments and beta-blocking drugs for cardiac arrhythmias.

AU fosters interdisciplinary research collaboration at all levels. The Center for Undergraduate Research and Scholarship, for instance, sponsors a number of initiatives to promote faculty-led research and scholarship in all disciplines across campus.

The university fields teams in NCAA Division I men's and women's golf, and the men's team claimed back-to-back national championships in 2010 and 2011. The Jaguars compete in the Peach Belt Conference in Division II in basketball, baseball, cross country, softball, volleyball, tennis, and outdoor track and field.

## Our History

While our roots go back centuries, AU as it is known today was established on January 8, 2013. On that date, following a year of planning and approval from the SACSCOC, the Georgia Board of Regents formally voted to consolidate two of its member institutions – Augusta State University (ASU) and Georgia Health Sciences University (GHSU).

Historically, ASU and GHSU operated under separate and radically different missions, organizations, and governance structures. As a four-year, masters-level university, ASU's mission was focused primarily on the educational enrichment of the local community, with programs primarily in the liberal arts and with a strong emphasis on local student access. In contrast, as a research university, GHSU's mission was highly specialized, with a concentration in the healthcare professions and biomedical sciences, and highly competitive student admissions standards. The only common educational program provided at both universities was the Bachelor of Science in Nursing degree. Organizationally, GHSU had a larger administration and corps of instruction, while ASU enrolled more than double the number of students. Table 1 further compares the predecessor universities prior to this consolidation.

| Table 1: Profile of Augusta University Legacy Institutions Prior to Consolidation | |
|---|---|
| Augusta State University | Georgia Health Sciences University |
| Established 1925 | Established 1828 |
| SACSCOC Level IV | SACSCOC Level VI |
| Degree Programs: 47 | Degree Programs: 64 |
| Fall 2011 Enrollment: 6,741 | Fall 2011 Enrollment: 2,948 |
| 67.5% enrollment from local counties | 16.5% enrollment from local counties |
| FY 2011 Degrees Conferred: 1,097 | FY 2011 Degrees Conferred: 840 |
| Faculty: 403 | Faculty: 772 |
| Total FY 2012 Budget: $69.6M | Total FY 2012 Budget: $632.4M |

## Our Present

The formation of AU, which incorporated a primarily liberal arts-focused undergraduate culture with a predominantly health science, professional-focused graduate culture, demanded a new mission. This new mission states that AU will "provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies." This mission accurately represents the best of both former universities and embraces the comprehensive nature of our academic, research, and clinical environment.

This mission is carried out primarily within the University's nine colleges/schools:

- College of Allied Health Sciences
- Pamplin College of Arts, Humanities, & Social Sciences
- Hull College of Business
- Dental College of Georgia
- College of Education
- Graduate School
- College of Nursing
- College of Science and Mathematics
- Medical College of Georgia

In our new university, instruction is complemented by abundant research and scholarship opportunities and bolstered by the integration of a health system where health sciences students can apply lessons in the hands-on clinical environment.

## Our Journey

Much has been accomplished at many levels since planning for this consolidation began in January 2012, and again since the action was approved by the SACSCOC in December 2012. This effort represents a complex process of deconstruction and subsequent reassembly based on a broad, deep, and well-coordinated self-examination and review process, much of it informed by the significance of maintaining compliance with the SACSCOC *Principles of Accreditation*.

During the consolidation effort, over 75 jointly appointed teams oversaw the unification process, addressing both structural issues, such as faculty governance and campus security, and cultural issues, such as honor societies and unique traditions of staff and faculty recognitions. Since the consolidation was implemented in January 2013, the work of many of these teams has been completed, but the hard work of unifying cultures, policies and regulations, and operational matters has continued under reorganized functional

and governance structures. The model for the thorough pre-consolidation planning process, which applied project management methodologies to organize teams' efforts, communications, and documentation, laid a strong groundwork for post-consolidation efforts.

Since the consolidation was enacted just three years ago, AU has achieved significant progress, and our faculty, staff, and students continue to transform their services and processes to reach the AU vision "to be a top-tier university that is a destination of choice for education, health care, discovery, creativity, and innovation." Much of this progress is demonstrated by the development of this plan, which necessitated collaboration across not only colleges and disciplines, but across distinctive histories and cultures, to enhance student learning for all undergraduates .

# II.   The Process Used to Select and Develop the QEP

Augusta University's quality enhancement plan was developed over a period of two and half years, with the initial planning stages following the university's Substantive Change Committee Visit in September 2013. The completion of that milestone in consolidating the legacy institutions enabled the university to turn its attention to its first SACSCOC reaffirmation of accreditation. The university's leadership immediately recognized that completing the Compliance Certification could leverage much of the infrastructure used in documenting compliance with the 39 *Principles of Accreditation* for the Substantive Change Committee Visit. However, developing the QEP would necessitate a different approach, including project leadership by a member of the faculty and deliberate and timely communication with stakeholders.

The process used to develop the plan entailed two phases: selection and development. In the Selection Phase, a Core Development Team of representatives from educational programs and key academic and student support units engaged the broader institution – their peers – to raise awareness of the accreditation, including the QEP, and to gather input through multiple levels of effort that culminated in the selection of AU's first QEP. In the Development Phase, multiple teams with broad-based representation and specific tasks worked together to conceptualize a plan that could be implemented and assessed upon our SACSCOC reaffirmation. Facilitation of both phases was co-led by Dr. Cathy Tugmon, Associate Professor of Biological Sciences, and Mickey Williford, Director of Accreditation.

## Phase 1 – QEP Selection

The Phase 1 Core Team was appointed by Provost Gretchen Caughman to develop and facilitate the process, which included a variety of assessment methods and a call for proposals that invited participation from faculty, staff, and students across the educational programs and academic support units. The team, which included instructional faculty from each of the colleges as well as representatives from student and academic support units, divided its work into two stages – theme selection and proposal selection.

### Theme Selection

During the first six months of their charge, the Phase 1 Core Team facilitated a five-step process (illustrated in Figure 1) to identify a narrow set of QEP themes based on broad-based involvement and evaluation of existing assessments that could be endorsed by the President and Provost.



Figure 1: Phase 1 Steps for QEP Theme

In the **Discovery** phase, team members took the time to gain greater understanding of the QEP universe prior to embarking on the more operational aspects of their charge. Discovery activities included learning about SACSCOC expectations for a QEP, learning about the legacy institutions' QEPs, assessing QEP awareness and attitudes among their peers on campus, and researching QEP processes and materials at other SACSCOC-accredited institutions. Based on their discoveries, the team developed a **Communication** plan that served to increase QEP awareness among the campus community about the selection process. Communications efforts entailed both mass communications as well as special presentations at standing departmental, committee, and other organizational meetings across all colleges and schools.

Following these discovery and communication steps, the team was poised to give serious consideration to potential themes for AU's quality enhancement plan. First, the AU community was invited to participate in the **Theme Gathering** processes in one of two ways: (a) submit a theme idea and/or (b) comment on others' submitted themes. Ideas were submitted via a web-based form that required submitters to provide some context on how their ideas aligned with the university's strategic plan, *Transition Forward*, and to provide additional justification such as assessment data, relationships with other initiatives, and references. Ideas were then published to the QEP Website for anyone to review and provide comments. In total, the team received 54 theme ideas from faculty, staff, students, and community members and more than 100 comments on them.

**Theme Evaluation** of all 54 submissions and the comments involved three integrated activities:

- Crosswalk Themes to NSSE Domains: Team members completed a crosswalk to link all 54 themes to one or more of the five NSSE domains: *Level of Academic Challenge; Active and Collaborative Learning; Student-Faculty Interaction; Enriching Educational Experiences; and Supportive Campus Environment*. The team analysis indicated that a majority of the themes correlated with three key domains: *Active and Collaborative Learning, Enriching Educational Experiences, and Supportive Campus Environment*. The team then reviewed an analysis of how the legacy institutions compared to benchmarked institutions in those three domains that enabled us to evaluate areas of weakness and strength. [See full analysis in Appendix A]

2. Assess the Theme Submissions. To evaluate all of the themes and comments, the team designed an evaluation form to rate the theme components based on alignment with the strategic plan, likelihood for being assessable, potential for affordability, and level of interest and relevance based on Augusta University community comments. The form also enabled team members to indicate which theme ideas overlapped with others. The evaluation data was then analyzed by the team members with statistics expertise to determine which themes were rated highest.

3. <u>Categorize the 54 Theme Submissions</u>. After the process of intensive review of themes and comments to complete the first two activities, team members were able to see some key concepts threaded throughout the 54 submissions. In all, the team noted 10 overarching themes among the ideas submitted:

- Post-Graduation Skills
- Leadership (Global)
- Research
- Experiential Learning
- Pedagogy
- Community Engagement
- Class Access/Non-Traditional
- Well-Being
- Cultural Competency (Global)
- Oral/Written Communication

Based on these integrated evaluations, the team was able to rule out categories that did not align with the top-rated theme suggestions. The team then engaged in further discussion over two meetings on the remaining categories. Discussions incorporated findings from the NSSE benchmarks, the SACSCOC expectations that our plan must be assessable and implementable, and preliminary feedback from the Provost. Their efforts culminated in a recommendation to the President and Provost for a set of themes and a required learning expectation. **Theme Selection** was finalized with the endorsement of the team's recommendation to adopt the principal theme and subthemes illustrated in Figure 2. The President and Provost also endorsed the team's recommendation that QEP include a required learning outcome related to written and oral communication.
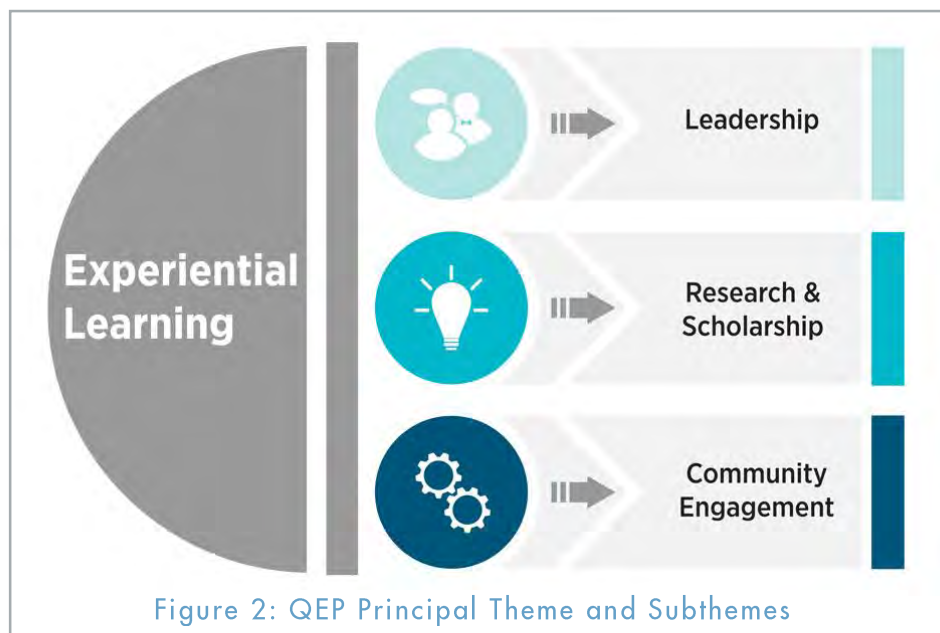


Figure 2: QEP Principal Theme and Subthemes

## Topic Selection

The second stage of the Phase 1 Core Team's work began immediately with the selection of the principal theme and subthemes. An institution-wide proposal process was center stage during the next phase of the selection process. The process was preceded by communication efforts to inform key stakeholders of the principal theme and subthemes as well as promote the proposal process. Communications

methods included both mass communications as well as small group presentations to faculty, students, and staff. Additionally, the campus community was invited to comment on the theme and subthemes via Theme Profiles published on the QEP Website; the profiles included topic-specific videos, articles, web links, etc.

The call for potential QEP proposals was opened in September 2014, and all interested parties were encouraged to submit proposals [see Appendix B for QEP Proposal Guidelines]. In addition to publishing the proposal guidelines on the QEP website, the Core Team also hosted two workshops for those interested in submitting proposals. A total of six qualified proposals were submitted by GRU faculty and staff across multiple colleges and units.

The Core Team reviewed the qualified proposals based on an Evaluation Rubric that was released with the proposal guidelines [see Appendix C for QEP Proposal Evaluation Rubric]. Based on the evaluation criteria, the team identified two proposals that were forwarded to a QEP Leadership Panel for further consideration:

- **Academic Community Engagement (ACE) –** "The ACE Program fosters student engagement and leadership within three contexts: the academic department, the Augusta community, and a study away community. The components of the ACE Program include local service-learning research days, a study away experience, INQR 1000 paired with a Core course (for rising sophomores), and a newly developed one credit leadership course (for juniors and seniors)."

- **Leadership, Engagement, and Professionalism (LEAP) –** "With three levels of involvement—innovative courses, service learning, and a certificate of completion—LEAP cultivates successful traits that are valued highly by faculty and employers alike. This allows LEAP to significantly enhance student learning while also providing a strong competitive edge on the job market."

The QEP Leadership Panel, which included the Provost, the deans of all nine colleges and schools, the University Senate chairperson, the Executive Vice President for Administration and Finance, and other key officers from academic and student support units, heard presentations from both sets of proposal authors in early January 2015. The proposal authors were asked to structure their presentations based on a prescribed logic model [See Selected Proposals Logic Models in Appendix D], ensuring that outcomes and resources were adequately considered. Following the presentations, panelists were asked to submit their feedback to the Project Co-Leaders in writing. The feedback from the panelists was that both were excellent proposals with potential to significantly impact student learning, foster collaboration and buy-in across multiple programs, and feasibility to be implemented in the timeframe that will be expected by the SACSCOC [See QEP Proposals Written Feedback in Appendix E].

The panel discussed the possibility of combining the proposals to leverage the strengths of each, leading to a QEP with a higher likelihood for success. The consensus of the panel was that LEAP was the stronger proposal overall, but ACE's integration of community engagement was more clearly articulated. Based on the input from the Leadership Panel, the Provost

recommended to the President that a QEP should be further developed based on LEAP's overall framework with the ACE's structure for community-based research and Study Away integrated as part of the capstone experience. The President endorsed this recommendation and asked the Provost to convene a team of stakeholders to further develop the proposals into a quality enhancement plan.

## Phase 2 – QEP Development

The QEP Phase 2 Core Development Team was appointed to develop a QEP that built on the strengths of the two proposals selected in Phase 1. The QEP Phase 2 Core Development Team comprised instructional faculty from each of the colleges, students, and representatives from key support units. Additionally, some members were retained from the first phase to ensure continuity. The Core Development Team included sub-teams to address the plan's design, assessment, resources, literature review, and engagement and awareness. The teams completed their task over nearly a year in three stages:

- **Discovery Period** – The teams began their work by ensuring they understood the proposals that were to be combined. A kick-off in February 2015 included presentations from the authors of the selected proposals. Teams were asked to continue their discoveries following the meeting by reviewing the SACSCOC

resources provided them and researching QEPs at other SACSCOC member institutions.

- **Design and Conceptualization** – Teams worked interdependently under the oversight of the Core Development Team to develop on the details of the plan based on the proposals selected. During this time, team members raised questions, identified obstacles, and proposed solutions to create a plan designed to positively impact the students who will participate in the QEP.

- **Refinement and Writing** – The process of writing the plan and soliciting input by all the various committee members enabled the plan to be further refined to address any gaps that resulted during the design and conceptualization stage. Additionally, committee members actualized elements of the plan that necessitated formal procedures and approvals, such as those related to curricula, personnel, and budget. Actively seeking institutional stakeholder input from faculty, department chairs, program coordinators, deans, associate deans, student and academic support services officers, students, and community members during plan refinement enabled any conceptual gaps and actualization issues to be identified, resolved, and reflected in the plan.

# III. An Overview of Augusta University's QEP

Augusta University's inaugural quality enhancement plan, *Learning by Doing*, will enhance student learning and offer a leadership certificate for undergraduate students who will engage in new course work, achieve new learning outcomes, and be exposed to new experiential learning opportunities. The plan will primarily focus on enhancing key learning outcomes, but it will also impact the learning environment by providing AU faculty not only the opportunity to provide leadership in teaching innovations but also to mentor future generations of leaders within their respective disciplines.

## Relationship to the AU Mission and Strategic Plan

*Learning by Doing* begins with the institution's mission, vision, and values (see inset). The plan will be integral to fulfilling the mission "to provide leadership and excellence in teaching" and reaching the vision to become a destination for innovation and education. While *Learning by Doing* aligns most closely with the AU value of leadership, the plan reflects all the institutional values through a commitment to a sense of community, teamwork, social responsibility, passion, respect, accountability, and reliability.

*Learning by Doing* relates to AU's strategic plan, *Transition Forward*, which was adopted in spring 2013 shortly after the consolidated university was formed. Table 2 illustrates how elements of the plan uphold the strategic priorities of the university.

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**AUGUSTA UNIVERSITY
MISSION, VISION, AND VALUES**

**Mission:**

To provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies.

**Vision:**

To be a top-tier university that is a destination of choice for education, health care, discovery, creativity, and innovation.

**Our Values:**

*Collegiality* reflected in collaboration, partnership, sense of community, and teamwork.

*Compassion* reflected in caring, empathy, and social responsibility.

*Excellence* reflected in distinction, effectiveness, efficiency, enthusiasm, passion, and quality.

*Inclusivity* reflected in diversity, equality, fairness, impartiality, and respect.

*Integrity* reflected in accountability, ethical behavior, honesty, and reliability.

*Leadership* reflected in courage, honor, professionalism, transparency, and vision.

| Table 2: *Learning by Doing*'s Alignment with the AU Strategic Plan | |
|---|---|
| Strategic Priority and Organizational Goal | QEP's Relation to the Strategic Plan |
| SP2. Be a comprehensive research university that leverages its history of excellence in health science and medical education with a strong foundation in liberal arts education and professional degrees. | |
| SP2, OG2. Create, enhance, and sustain programs that prepare graduates for success in a rapidly changing global workplace and society. | The QEP will prepare graduates to have skills needed for the ever changing workplace. |
| SP2, OG3. Provide an environment that promotes innovative education. | The QEP promotes innovative education by incorporating experiential learning in the leadership course, approved QEP bridge courses, and the capstone project where students apply what they learn. Innovative teaching methods and recognition of faculty who effectively use these methods in their courses will be key components of the QEP's implementation. |
| SP2, OG5. Develop an undergraduate curriculum with a distinctive profile that embraces the principles of liberal arts education as fundamental to all disciplines and that recognizes the value of a culture of intellectual inquiry, creativity, and undergraduate research. | Various capstone options support the culture stated in this goal. |
| SP3. Be a nationally and internationally recognized leader in research, discovery, and scholarship. | |
| SP3, OG1. Support a culture of collaboration and interdisciplinary research, discovery, and scholarship. | The QEP calls for collaboration to develop leadership across multiple disciplines and requires students to complete some form of research, discovery, or scholarship project as the capstone. The institution anticipates that many capstones will be interdisciplinary. |
| SP3, OG4. Promote a culture of undergraduate and graduate student research. | The program is open to undergraduate students in all programs, and the culminating capstone requires that students engage in some form of research, discovery, or scholarship project. |
| SP4. Provide service to the local, state, national, and global communities. | |
| SP4, OG2. Provide scholarly service and leadership in local, state, national, and international venues. | The QEP provides multiple opportunities throughout the implementation for students to be involved in scholarly service and leadership in local venues, and students engaging in study away as part of the capstone will engage in service and leadership statewide and nationally. |

To support execution of *Transition Forward*, the university published the Education Mission Strategic Plan in June 2015. This document will serve to map our educational priorities for the next four years, including the implementation of the quality enhancement plan. The Education Mission Strategic Plan addresses four Strategic Focus Areas – student success, curriculum and pedagogy, academic programs and reputation, and culture and engagement. The *Learning by Doing* program goals listed after key terms are defined are each aligned with the Education Mission Strategic Plan, which is described in more detail in Section X-The Plan for Assessing the QEP.

# Definitions of Key Terms

Through the process of consolidating two universities, we found the distinctiveness of the two cultures was due in part to the diversity of perspectives based on institutional histories as well as professional and academic practices. For example, terms such as "research," "service," and "professionalism" are described differently within various disciplines. Therefore, the faculty, staff, and students developing the quality enhancement plan noted the necessity of establishing standard definitions early in the design process. Based on review of the literature described in Section V, the following terms as used in this quality enhancement plan are defined as follows:

*Community* is a group of people, outside the classroom, who share common perspectives, and engage in joint actions in geographical locations or settings.

*Community Engagement* is cooperative efforts among organizations with students in order to foster the growth and development of tomorrow's leaders through experiential learning.

*Experiential Learning* is learning through directed reflection on doing.

*Leadership* is a process of influencing people, which maximizes the efforts of others, towards the achievement of a goal.

*Professionalism* is the ability to conduct oneself with responsibility, integrity, accountability, and excellence in accordance with the professional or academic community's shared practices and values.

*Research* is scholarly and/or creative work, appropriate to the undergraduate, undertaken in a systematic manner in order to increase the overall knowledge of humanity.

*Service Learning* is an educational methodology that integrates classroom instruction with service to the community in which the student interacts and learns with the goal of achieving educational outcomes and benefiting the community.

# *Learning by Doing* Goals

In addition to the expected learning outcomes described in Section IV, the institution has identified some fundamental, overarching goals of the plan. By identifying these goals, the institution is able to assess impacts broadly throughout the duration of implementing the plan.

GOAL 1.  Enhance instructional delivery through activity-based and experiential learning practices.

GOAL 2.  Provide opportunities for students to apply skills and knowledge acquired through activity-based and experiential learning in practical experiences.

GOAL 3.  Prepare students to be leaders in their future professional, educational, and service endeavors by providing leadership curriculum that can lead to a certificate.

The assessment methods and success measures for each goal are described in the assessment plan discussed in Section X.

Figure 3: Completion Requirements for Leadership Certificate
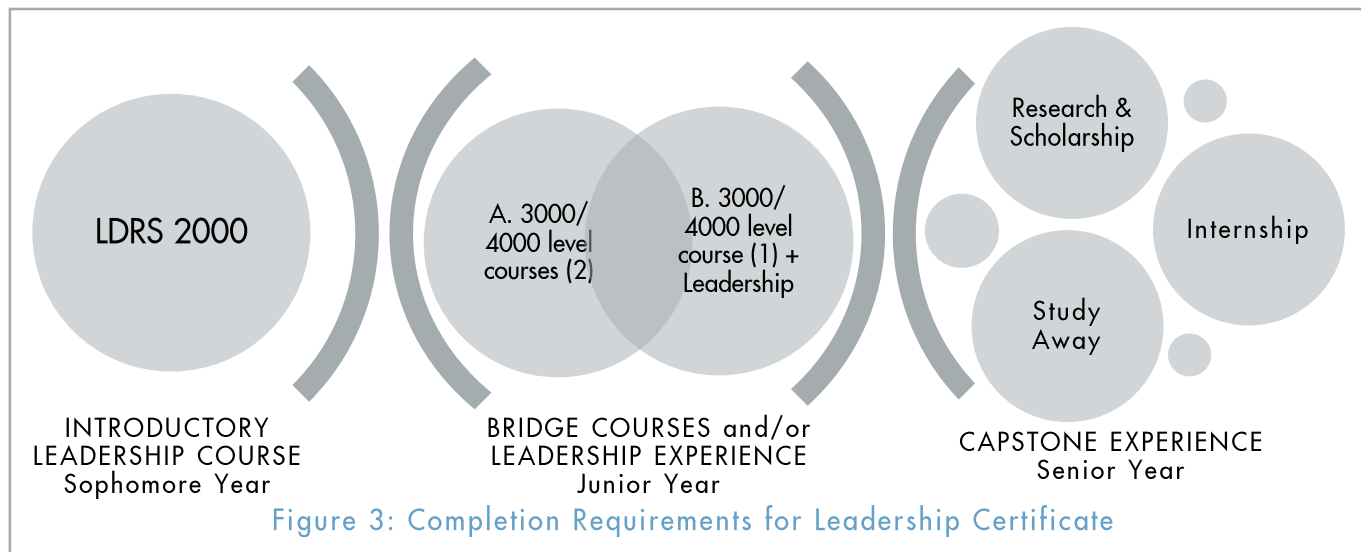
## *Learning by Doing* Framework

As described above, *Learning by Doing* includes a certificate program that incorporates three stages of completion – an introductory leadership course, major-related (bridge) courses that apply key QEP learning outcomes and/or demonstrated leadership experiences, and completion of a capstone project. Figure 3 illustrates how these stages work together.

### Leadership 2000

A new, three-credit, introductory course on leadership has been established to implement this plan. LDRS 2000 will be a required course for students wishing to pursue the Leadership Certificate and a free elective for any student meeting the prerequisites. To support the expectation that AU's quality enhancement plan include written and oral communications as a required learning outcome, students must have completed College Composition I (ENGL 1101) or Fundamentals of Human Communication (COMS 1100) prior to enrolling in LDRS 2000.

The course will introduce the concepts and relationships among leadership, engagement, and professionalism through readings, experiences, and assignments. Assignments will involve self-reflections, teamwork, planning academic pathways for the Leadership Certificate, and a project. The intent of the course is to develop students who will exhibit the following characteristics:

- Think critically and creatively
- Make ethical and evidence-based decisions
- Communicate and collaborate effectively
- Synthesize skills from multiple aspects and sources
- Demonstrate personal responsibility
- Respond constructively to feedback from peers and professors
- Inspire others to work together toward common goals

The readings will introduce students to different concepts, styles, and theories of leadership that are applied through experiences, and the assignments enable them to practice leadership, engagement,

and professionalism. A critical component is the requirement for students to be self-reflective; students will record their reflections on the leadership and professionalism concepts being introduced in an e-portfolio. The course will be strengthened by invited lectures and presentations from civic and community leaders in government, military, business, media, and academia to frame the practice of leadership and professionalism.

A preliminary syllabus has been developed for this course, and it is provided in Appendix F.

## Bridge Courses and/or Leadership Experience

Since part of the purpose of *Learning by Doing* is to develop leadership and professionalism across multiple disciplines, applying the concepts learned in LDRS 2000 as part of their educational experience is a vital component. In order to accomplish this stage, students can choose one of two pathways where coursework is embedded in the student's respective degree program:

I.  Complete two 3000/4000 level courses that have been designated as *Learning by Doing* courses

II. Complete one 3000/4000 level course that has been designated as a *Learning by Doing* course and 150 hours of an approved leadership experience

The upper division courses should count toward the student's major, whether it is in the respective discipline or as an elective accepted by the student's degree plan. Courses must be designated as qualified for *Learning by Doing* based on whether they incorporate learning outcome 4 and either

learning outcome 1 or 2, described in Section IV.

A preliminary list of bridge courses has been identified by the Core Development Team and other academic stakeholders. The Experiential Learning Director will further refine the list of qualified bridge courses by recruiting the faculty who teach the courses and who must participate in a workshop on experiential learning and rubrics training. This process will be repeated every semester with the guidance of the Curriculum & Assessment Committee. The Curriculum & Assessment Committee's composition and role is described in Section VIII-The Organizational Structure for the QEP.

As indicated in option B above, students who choose to engage in a leadership experience must complete 150 hours of service in an AU student organization, community organization, or other leadership experience that has been authorized as part of *Learning by Doing*. Authorized experiences include holding an official position in student government, serving as an orientation leader, and other leadership positions in student organizations. A student who wishes to use an authorized leadership experience must notify the Experiential Learning Director prior to beginning the 150 hours to ensure the assessment rubrics can be completed. If a student wishes to pursue leadership service that is not an authorized experience for *Learning by Doing*, the student must request approval from the *Learning by Doing* Curriculum & Assessment Committee, described in the organizational structure section of this plan, prior to beginning the 150 hours of service. All leadership experiences will entail a self-reflection assignment as determined by the Curriculum & Assessment Committee.

## Capstone Experience

The culmination of the student's course work and leadership experience that took place in the first and second stages of the program will be a capstone project that involves one of the following activities:

- **Research or Scholarship (XXXX 4990)** – Students must meet the expectations of the program that houses the respective course.

- **Internships (XXXX 4960)** – Students must meet the expectations of the program that houses the respective course. The internship must also be project/problem-based and utilize a mentor from the AU program and the internship host company or organization.

- **Study Away (SABR 4930)** – Students must meet the criteria of a research or scholarship project or internship as described above and receive approval from the *Learning by Doing* Curriculum & Assessment Committee.

The capstone will be completed as part of a three-credit course that is preferably offered in the student's respective major. Students must submit a Capstone Application at least one semester prior to enrolling in the course to indicate indicate which course they plan to pursue, which faculty member will mentor the project, and an outline of the project. If the student's major does not contain a capstone course that relates to his/her chosen project, the student may enroll in a related program's course upon approval from the Curriculum & Assessment Committee.

Students must demonstrate their written and oral communication skills through successful completion of a capstone report and an oral presentation. The report must be submitted in a format and style appropriate to a publishable paper for that project's program of study, and it must meet minimal program standards for content level of a thesis at the undergraduate level.

The oral presentation must be to students' peers and/or the public. Acceptable venues for the capstone presentation include the Phi Kappa Phi (PKP) Student Research and Fine Arts Conference, Center for Undergraduate Research and Scholarship (CURS) Brown Bag sessions, and professional association conferences. Class presentations that are open to lower-division students who are pursuing or considering pursuing the Leadership Certificate may be acceptable also.

The final requirement for the capstone is the completion of the e-portfolio. The tool that will used for students to prepare their e-portfolios is LiveText. Students will begin to maintain their e-portfolios during the introductory LDRS 2000 course and are expected to incorporate completed portfolio assignments throughout the program. Portfolios will include:

- Student learning outcomes assessment rubrics (completed during all stages)
- Self-reflection assignments (completed during all stages)
- Certificate pathway plan (completed in LDRS 2000)
- Oral presentation video (completed in Capstone)
- Written project report (completed in Capstone)

# IV. The QEP Student Learning Outcomes

This quality enhancement plan will impact student learning at Augusta University by exposing students to experiential learning through a newly established Leadership Certificate program and increasing the use of experiential learning across the institution by offering developing faculty as innovative teachers. The expected learning outcomes for students who participate in the Leadership Certificate follow:

SLO 1.  Students will demonstrate the ability to effectively communicate purpose, knowledge, and objectives to a target or general audience using oral, written, or visual means.

SLO 2.  Students will acquire, integrate, and apply information from a variety of sources.

SLO 3.  Students will explain selected leadership theories or models as related to the student's own leadership development/experience.

SLO 4.  Students will exhibit behaviors that distinguish competent professionals.

These learning outcomes were identified as a result of extensive review of the outcomes identified by the original proposal authors and with the input of faculty with expertise in assessment and student leadership development.

## Process for Identifying the SLOs

As part of the process for soliciting plan proposals in fall 2014, proposal authors were directed to describe their plans' expected student learning outcomes, one of which should be related to written and oral communications. For the top proposals identified by the Phase 1 Core Team, the authors identified a cumulative total of 11 learning outcomes, shown in Table 3.

| Table 3: Top 2 QEP Proposals' Student Learning Outcomes | |
|---|---|
| ACE | LEAP |
| 1.  Gain knowledge and understanding of leadership foundational theories and models | 1.  Demonstrate habits that distinguish competent professionals |
| 2.  Cultivate a sense of self-awareness through identifying a leadership vision, mission, style, and values | 2.  Evaluate the quality and credibility of various sources of information |
| 3.  Exhibit knowledge and awareness of diversity around identities, cultures, and society | 3.  Develop and defend critical and ethical viewpoints using clear, evidence-based reasoning |
| 4.  Demonstrate communication skills and the ability to interrelate with others | 4.  Communicate effectively in oral, written, and visual forms of expression |
| 5.  Enhance awareness and commitment towards effective citizenship and social responsibility | 5.  Collaborate effectively to develop creative solutions to problems |
|  | 6.  Develop themselves by soliciting feedback and devising a clear plan for self-improvement |

One of the first tasks of the Phase 2 Core Development Team, specifically the members assigned to curricular and assessment design, was to synthesize these 11 outcomes. The team members engaged in multiple deliberations that involved comparing the similarities among outcomes and determining the appropriateness of the outcomes to the scope of the plan. The team ultimately identified four student learning outcomes for *Learning by Doing* that each incorporated elements with the initial, proposed outcomes, shown in Table 4:

| Table 4: Learning by Doing SLOs as Aligned with Proposals' SLOs | |
|---|---|
| **Learning by Doing SLOs** | **Proposal SLOs** |
| SLO 1. Students will demonstrate the ability to effectively communicate purpose, knowledge, and objectives to a target or general audience using oral, written, or visual means. | • ACE 4<br>• LEAP 3<br>• LEAP 4<br>• LEAP 6 |
| SLO 2. Students will acquire, integrate, and apply information from a variety of sources. | • LEAP 2 |
| SLO 3. Students will explain selected leadership theories or models as related to the student's own leadership development/experience. | • ACE 1<br>• ACE 2 |
| SLO 4. Students will exhibit behaviors that distinguish competent professionals. | • ACE 3<br>• ACE 5<br>• LEAP 1<br>• LEAP 5<br>• LEAP 6 |

Each of the student learning outcomes will be assessed using both direct and indirect measures at multiple stages within the curriculum. Section X-The Plan for Assessing the QEP describes the standardization of assessment among all stages of the Leadership Certificate curriculum through established rubrics. Faculty teaching the bridge courses and mentors for the capstones will be trained to ensure interrater reliability in their application. The student learning outcomes also support the program goals of the plan described in Section IV.

# V.  A Review of the Literature

As described in Section II, the selection of the quality enhancement plan was greatly informed by the legacy institutions' results from the National Survey of Student Engagement (NSSE) over an eight-year span prior to the consolidation. Juxtaposing the collective results of that survey with the 54 theme ideas submitted by institutional stakeholders further emphasized the need to strengthen the methods by which students are engaged in their educational experience. Notably, a NSSE domain where opportunities for improving student engagement were apparent was the domain then labelled "enriching educational experiences." This domain has since been redesigned to provide more emphasis on the value of high-impact educational practices as defined by George Kuh ("High-impact Education Practices," 2008), which include collaborative assignments and projects, undergraduate research, service learning, community-based learning, internships, and capstone courses and projects, among other practices. These high-impact learning practices are further emphasized by the American Association of Colleges and Universities' VALUE rubrics (AAC&U VALUE).

The concept of experiential learning dates at least as far back as Julius Caesar's oft-quoted maxim, "experience is the teacher of all things." However, contemporary approaches to experiential learning originate with mid-twentieth century theorists John Dewey, Kurt Lewin, and Jean Piaget. In the later part of the twentieth century, David Kolb produced his seminal work on the topic, defining learning itself as "the process by which knowledge is created through the transformation of experience" (Kolb, 1984).

What is clear from scholarly discussions on experiential learning is that the experiential learning activity must be purposeful and meaningful. The National Society for Experiential Education lists "Eight Principles of Good Practice for All Experiential Learning Activities" (Ehrlich, 1998). By integrating leadership development, research and scholarship, and community engagement within experiential activities, the plan adheres to all eight of the NSEE's principles. Augusta University seeks to apply these principles to *Learning by Doing* by the means described in Table 5.

| Table 5: *Learning by Doing* Application of NSEE Principles of Experiential Learning Good Practice | | |
|---|---|---|
| | NSEE Description | AU Application |
| 1.  Intention | All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience. | The offer of the Leadership Certificate to undergraduate students will ensure an intentional application of experiential learning techniques. The pursuit of the credential will provide the framework for students to demonstrate the knowledge gained from their experiences in the program. |

| | | NSEE Description | AU Application |
|---|---|---|---|
| | | Table 5: *Learning by Doing* Application of NSEE Principles of Experiential Learning Good Practice (continued) | |
| 2. | Preparedness and Planning | Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds. | The introductory LDRS 2000 course will provide students with the foundations related to leadership theory and the types of experiences that hone authentic leaders. The introduction of the e-portfolio in this course will provide them a platform for identifying their intentions for the experiences they wish to encounter on their way to earning the Leadership Certificate. |
| 3. | Authenticity | The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that it should be designed in concert with those who will be affected by or use it, or in response to a real situation. | Students are expected to complete a capstone experience that addresses a real-world issue. Capstones experience options will include research projects, internships, and study away. Additionally, the LDRS 2000 will incorporate a group-based project that addresses a real-world problem. It is also likely that many experiential learning or leadership development assignments in the QEP-designated, 3000/4000-level courses will have a real-world context; at a minimum, assignments will be meaningful in an applied setting. |
| 4. | Reflection | Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes. | The e-portfolio will be an integral component of the overall expectations for students pursuing the Leadership Certificate. Self-reflection portfolio assignments will be introduced in LDRS 2000 and will be integrated in the expectations for the QEP-designated courses as well the Leadership Service and capstone experiences. Additionally, part of the capstone requirements will include both a written report and an oral presentation, providing students opportunity to reflect on their specific capstone experience. |

|  | NSEE Description | AU Application |
|---|---|---|
| 5. Orientation and Training | For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner's appreciation of the context and skill requirements of her/his work. | Students in the Leadership Certificate program will be oriented and trained on leadership theories and practices in LDRS 2000. Orientation and training will also be crucial for the faculty who teach QEP-designated courses and who mentor students' Leadership Service and capstone experiences. A summer workshop designed for faculty participating in the QEP will address innovative teaching methods as well as train them to use the standardized assessment rubrics. |
| 6. Monitoring and Continuous Improvement | Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. While reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools. | Data from indirect and direct student learning outcomes assessment will be used as the primary means of assessing program performance, identifying areas for improvement, and initiating action to correct problem areas. In addition, students will have the opportunity to offer formal feedback through the course critique process which will assist the Experiential Learning Director in continuously improving the program and its performance. |

|  | NSEE Description | AU Application |
|---|---|---|
| 7. Assessment and Evaluation | Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it. | SLOs will be assessed in LDRS 2000 and in all subsequent coursework to track student learning and performance. That data will be provided by instructors to the Experiential Learning Director through LiveText. The Experiential Learning Director will also collect basic data on the participants, including such things as demographics, major, and GPA. The data will be used to evaluate the program's performance in achieving its goals. |
| 8. Acknowledgment | Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience. | Successful completion of the program requirements for the Leadership Certificate will be the ultimate acknowledgment of students' experiences. Additionally, faculty who participate in the plan by applying experiential learning techniques in their courses will also be recognized. |

## Leadership and Experience

Leadership theory over the last few decades indicates no chicken-or-egg quandaries about the relationship between leadership and experience. Authentic leaders are those who are self-aware and who remain true to themselves and their values (Shamir & Eilam, 2005; George et al., 2007). They are grown from experience.

Much of the literature goes beyond a leader's experience itself. Shamir and Eilam, theorize that authentic leaders are developed through their life-stories – particularly those providing accounts of learning from experience (2005). This life-story approach to leadership aligns with the fourth principle of experiential learning good practice – reflection (Ehrlich, 1998). The literature on leadership development among undergraduate college students supports the integration of reflection on experiences as a key component of a leadership development curriculum (Belton, 2010; Gifford et al., 2011; Lester, 2015).

The use of experiential education in developing students' leadership skills is particularly well-suited for Millenials. Wilson (2004) cites student-faculty contact, reciprocity and cooperation, and active learning among the principles that should be applied to varied instruction for this generation. Scholars assert that leadership education must effectively combine

theoretical instruction with opportunities for students to apply those concepts (Arensdorf and Adenoro, 2009).

## Types of Experiential Learning Activities in *Learning by Doing*

The types of experiences described in these publications include undergraduate leadership, service learning, study abroad, internships (Belton, 2010), all of which are aligned with the high-impact educational practices described by George Kuh ("High-impact Education Practices," 2008).

### Research & Scholarship

Much has been shared by scholars on the benefits of research experience to students, including improved "confidence, critical thinking, and problem solving skills" (Hussie & Hensel, 2011) – all characteristics typically associated with leadership. The experience of undergraduate research has also been found to increase students' likelihood of pursuing advanced education (Russell et al., 2007).

Much of the literature related to undergraduate research has focused on the STEM disciplines, but studies of student research experiences across the spectrum of disciplines have also found benefits to students in other fields. Researchers analyzing the 2008 NSSE dataset compared how students in various majors reflected on their research experiences (Buckley et al., 2008). Findings noted that students in arts and humanities reported increased independence and enjoyed the imaginative thinking that came from their research and scholarship experiences. Education, social science, business, and engineering students particularly cited work-related gains, such as the problem-solving, collaboration, and

the ability to analyze the quality of information.

In its 2012 monograph "Characteristics of Excellence in Undergraduate Research" (Hensel, 2012), the Center for Undergraduate Research (CUR) enumerates the elements of an effective undergraduate research program. Among the characteristics listed are some that will be vital to implementing the research and scholarship component of *Learning by Doing*. For one, the institution must develop faculty mentors and recognize their contributions to undergraduate research. Secondly, the institution must provide opportunities and forums for students to disseminate the results of their research and scholarship.

### Community Engagement

The issue of community engagement as it stands today can be traced back to the mid-1990s with the scholarship of Charles Boyer and the findings of the Kellogg Commission on the Future of State and Land-Grant Universities. Among that Commission's recommendations in its series of reports, *Returning to Our Roots*, was a call for universities to rethink their "teaching, research, and extension and service functions to become even more sympathetically and productively involved with their communities, however community may be defined" ("Returning to our Roots," 2001). The Commission asserted that "one of the best ways to prepare students for the challenges life will place before them lies in integrating the community with their academic experiences." Engagement as described by the Commission should be inclusive of both service learning and research within the service context.

The attention to community engagement in higher education has continued since the Kellogg Commission's work, as apparent from its integration in various institutional systems of classification and association membership. The Carnegie Foundation for the Advancement of Teaching first began selecting colleges and universities to receive its Community Engagement Classification in 2006; the list of institutions with this classification has grown from 66 to 240 in the most recent 2015 selections ("Previous Community Engagement Classifications"). Discretionary membership to the Association of Public and Land-Grant Universities is partially dependent on institutions' adherence to community engagement criterion (APLU, 2014), which takes its guidance from the Kellogg Foundation reports. The AAC&U VALUE rubrics include a rubric devoted to civic engagement, which is described by the AAC&U as including "community-based learning through service-learning classes, community-based research, or service within the community" (AAC&U).

The scholarship on higher education and learning also supports students' engagement with the community as part of their educational experiences. Community engagement, through internships or community-based research projects, encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life-enriching and social beneficial to the community (Ehrlich, 2000).

The attention on service learning in the mid-1990s yielded numerous studies whose findings support the positive impacts on students' education. Such gains summarized by Peterson (2009) have included increased student academic engagement, higher grades, improved learning outcomes, and

higher social responsibility and community engagement.

Considering community engagement in combination with authentic leadership can yield important insights in regards to the elements that each encompasses and that become catalysts for each other. Service learning aligns with Wilson's (2004) emphasis on active learning as an effective pedagogy for millennials. One of the four components of service learning cited by scholars is reflection on the service experience through class discussions and written assignments to reinforce the relationship between what is learned in class and what is experienced in the community (Arensdorf and Adenoro, 2009; Felton and Clayton, 2011; Chupp and Joseph, 2010). For many students, their life-stories approach to leadership growth begins with these service learning experiences.

## Study Away

Offering research/scholarship and community engagement experiences at distant locations broadens the active-learning opportunities for students. The symbiosis among experiential learning and study abroad/away is apparent from the literature. What is vital for any effective study abroad/away program is the integration of a highly structured and in-depth experience that requires the student to reflect on what is learned from the experience (Montrose, 2002; Donnelly-Smith, 2009).

While much of the literature focuses specifically on study abroad programs, the same concepts can be applied to study away experiences as well. Sobania and Braskamp (2009) assert that community-based educational experiences that involve

internships and service are more easily developed in domestic programs. Further, the United States' diversity of cultures, races, and traditions offers students a multitude of locations where they can encounter differences that they can reflect on as part of their service and research projects.

The key is ensuring that students' experiences yield productive reflection. Harkening back to the NSEE's "Principles of Good Practice of Experiential Education," Montrose (2002) reemphasizes that learning does not derive from the experience itself, but from the student's analysis of the experience, and the same educational expectation applies to study abroad/away, experiences. Among the "Five Best Practices for Short-Term Study Abroad Programs" outlined by Donnelly-Smith (2009), learning is best assured when the program entails service or a project that requires interaction with the host community; however, faculty involved in such programs should be capable of teaching experientially.

# VI.  The Actions Needed to Implement the QEP

The overarching intent of *Learning by Doing* is to enhance students' education via experiential learning. AU will accomplish this through a new academic program that uses innovative teaching methods to develop students' leadership and professionalism. The faculty, staff, students, and community members who have contributed to developing this plan have identified program goals for the plan overall and student learning outcomes for the Leadership Certificate. Attaining these goals and achieving these outcomes will be dependent on an operational infrastructure that continues to leverage input by a broad base of stakeholders.

## Initiating Infrastructure and Governance

An Experiential Learning Director is currently being recruited via a nationwide search. The qualified candidate will have extensive experience and scholarship in the area of experiential learning and leadership and will be a full-time member of the Augusta University faculty. In the beginning, the Director will provide all instruction for the LDRS 2000 course as part of 40 percent of his/her teaching effort. His/her remaining 60 percent effort will be managing the logistics of the plan through leading and staffing the governance teams, documenting progress, and interacting with stakeholders to ensure the plan's success. The Experiential Learning Director will be supported by a business manager, a graduate student, and student assistant. He/she will also have dotted line oversight for a Research Concierge who will support students with navigating institutional procedures to conduct research. More information about the organizational structure and these positions is described in Section VIII.

While the Experiential Learning Director will lead the implementation of the QEP, the responsibility for executing the actions related to the plan do not rest on his/her shoulders alone. The following governance teams will be led and staffed by the Director to assist with logistical implementation, curricular oversight, and community support:

- **Implementation Committee**
  Fosters the implementation of the quality enhancement plan from a planning state to operations.

- **Curriculum & Assessment Committee**
  Provides oversight for the academic aspects of the plan, including the Leadership Certificate curriculum, the assessment of student learning outcomes, and approving students' leadership experiences and capstones.

- **Community Advisory Board**
  Provides guidance to the Director on the capstone component of the Leadership Certificate and feedback on the use of results of student learning outcomes assessment.

The composition and responsibilities of these teams are described in Section VIII-The Organizational Structure for the QEP, with more information provided in the team charters in Appendix G.

## Implementing the Certificate of Leadership

The centerpiece of this quality enhancement plan will be the newly established Leadership Certificate, which will be rolled out incrementally, beginning with the first cohort of students taking the LDRS 2000 course in spring 2017. However, the plan also calls for increasing faculty use of experiential learning techniques; therefore, development opportunities will be offered as early as summer 2016. All of the steps taken to implement the plan will be guided, steered, and advised by the governance teams described above.

## Certificate Requirements

Students wishing to earn the Leadership Certificate must complete nine to 12 hours of course work, with a C or better, in which they engage in leadership theories and models, experiential learning assignments, oral and written communications, research or scholarship, and self-reflection. As illustrated in Figure 3 in Section III-An Overview of AU's QEP, students must complete the following curriculum:

- LDRS 2000 – Introduction to Leadership and Professionalism (3 credits)

- Bridge Courses/Experience:

  Two 3000/4000 level courses selected from an approved list or approved by the Curriculum & Assessment Committee (6 credits)

  or

  One 3000/4000 level course selected

from an approved list or approved by the Curriculum & Assessment Committee (3 credits) and 150 hours of leadership experience authorized by the Curriculum & Assessment Committee

- Capstone Experience (3 credits) to be selected from:
  o Research or Scholarship
  o Internship
  o Study Away

Students who successfully complete all of the requirements listed above will be awarded the Leadership Certificate in addition to their baccalaureate degree upon graduation. Hypothetical student degree plans are provided in Appendix H.

## Initiating the LDRS 2000

The newly established LDRS 2000 course will be a three-credit, sophomore-level course that can be taken after students have successfully completed either College Composition I (ENGL 1101) or Fundamentals of Human Communication (COMS 1100). This course is the first course in the Leadership Certificate program and required for students to earn the certificate. However, enrolling in LDRS 2000 does not obligate students to complete the full certificate program. Students who enroll in the course will be given an LDRS attribute in Banner, the student information system used by Augusta University, so they can be tracked in future Leadership Certificate requirements for assessment purposes using LiveText.

The QEP Core Development Team has developed a preliminary syllabus for the course to identify course objectives, recommended readings, and required topics and content to be addressed in the course. The assignments will include

readings of leadership theories and models and completion of a project that involves experiential learning. Students will be introduced to LiveText, which will be used throughout their course work for the leadership certificate, and begin to build their ePortfolios.

The team has also designed an assignment for students in the LDRS 2000 to develop a Leadership Certificate Proposal. In the assignment, students are directed to prepare a one to two page proposal for their imagined trek to earning the Leadership Certificate. The proposal should include a description of which "bridge" requirements the students will complete, consideration for the type of capstone project they could pursue, and a timeline for completing the program. The Leadership Certificate Proposal Assignment is included in Appendix I.

Initially, two sections of the course will be offered per fall and spring semester, with 20 students enrolled per section, through the first two years of the plan. The budget provided in Section IX-The Commitment of Financial Resources illustrates that funding has been planned to support efforts toward recruiting students into the Leadership Certificate throughout the implementation and for additional sections to be offered and taught by other instructors beginning in year three of the plan.

## Initiating QEP-Designated Bridge Courses

This plan intends to expose students to learning experiences that foster their leadership and professional development *within their chosen fields*. Therefore, students who have completed the LDRS 2000 course and wish to pursue the Leadership Certificate must complete three to six

course credits in their degree plans that utilize experiential learning teaching methods and/or incorporate leadership development. Students will be provided a list of 3000/4000-level courses in his/her degree plan that have been designated as *Learning by Doing* Courses. Such courses may relate directly to the major or may be a qualified elective in the program's curriculum. The course array will be determined and monitored by the Curriculum & Assessment Committee based on the following criteria:

- Course objectives align with the *Learning by Doing* SLO4 (professional behaviors) and either SLO1 (effective communication) or SLO2 (information literacy).

- Inclusion of assignments that do one or more of the following:
  o Address leadership models or theories
  o Have a service learning component
  o Have an experiential learning component
  o Have a group project that develops some aspect of leadership skills, such as collaboration, communication, etc.

Students may opt to pursue an alternative path entailing one, three-credit, 3000/4000-level course and 150 hours of leadership service. The 3000/4000-level course will derive from the list of designated courses endorsed by the Curriculum & Assessment Committee, therefore meeting the program's criteria. Leadership experiences must also derive from a list of experiences authorized by the Curriculum & Assessment Committee. Authorized experiences include holding an official position in student government, serving as an orientation leader, and other

leadership positions in student organizations. Students who opt to apply another leadership experience as part of the program must request approval from the Curriculum & Assessment Committee prior to beginning the experience. Such experiences include local community organizations, military experience, and other high impact leadership experiences proposed by the student and supported with documentation. Approval will be based on the experience's adherence to the same standards expected of authorized leadership experiences. If an internship is approved for the 150-hour leadership experience in this bridge course stage, then the same internship may not be utilized for the Capstone project. The Director will track and monitor students' completion of 150 hours of leadership experience, and faculty who mentor students completing a leadership experience will use the rubrics described in Section X-The Plan for Assessing the QEP.

The Core Development Team has identified a preliminary list of potential *Learning by Doing*-designated courses, provided in Appendix J. The Experiential Learning Director and Curriculum & Assessment Committee will further refine the list during the 2016-2017 academic year so that students can begin this stage of the Leadership Certificate program starting in fall 2017. The list will be refined each semester through the duration of implementing the plan by the Director and the Assessment & Curriculum Committee; refinements to the list will be based on faculty who have participated in the training described later in this section.

## Initiating the Capstone

The final step in earning the Leadership Certificate will be the completion of a capstone project that enables students to apply the knowledge and skills gained through the assignments and experiences in LDRS 2000 and their bridge courses/leadership experiences to tackle a "real world" problem. Regardless of the type of project selected, all students engaging in the capstone experience must complete a capstone report and present their results and outcomes in a formal, videotaped presentation to their peers and/or a public audience. Each student must also maintain and submit the e-portfolio that was begun in LDRS 2000.

Students will complete a capstone application to request and receive project approval by the Curriculum & Assessment Committee at least one semester prior to enrolling in the capstone course. Students will have three options for their capstone projects:

- **Research or Scholarship (XXXX 4990)** – Students must meet the expectations of their program to enroll in these courses. Courses designated with 4990 course numbers are undergraduate research courses normally taken by higher achieving students toward the end of a program. Such courses imply a level of sophistication, fundamental knowledge, communication, and interest by the student as determined by programs offering 4990 courses. Therefore, expectations of one program should not be imparted on another in recognition that approaches to research and research methods vary among disciplines. Prior to students initiating projects, research involving human subjects, animals, or chemical substances will require additional approvals by regulating units (e.g., institutional review boards, safety committees). A newly appointed Research Concierge will help students

with navigating the policies and procedures of these regulating units. Community-based research projects will require an organizational mentor in addition to the faculty mentor.

- **Internships (XXXX 4960)** – Courses numbered as 4960 are undergraduate internships normally completed toward the end of a student's degree program. Students enrolling in a 4960 course for the Leadership Certificate must meet the expectations of the program of study associated with the internship. If the program does not have set standards for internship work hours, then the mentor(s) and Director will assess the project/problem of the internship and develop realistic time-to-credit expectations for the student. The internship must also be project/problem-based and utilize a faculty mentor from the AU program and a mentor from the internship host.

- **Study Away (SABR 4930)** – Students must meet the criteria of a research project, community based research project, or internship as described above or receive approval from the *Learning by Doing* Curriculum & Assessment Committee. The study away project must be completed away from campus, away from the immediate AU community, and away from the student's personal residence but take place within the United States. Projects must include explorations of at least one of the following influences as part of the project: cultural, geographic, ecological/biological, historical, or socioeconomic; projects involving alternative influences must be approved by the Curriculum & Assessment Committee. Study away projects require a minimum of five days working at the study away location or are a maximum

of one semester. The length of the project requires the approval from both the Curriculum & Assessment Committee and the Study Abroad Committee and will depend on ancillary time and project preparation.

The QEP Core Development Team has identified preliminary lists of XXXX 4990 and XXXX 4960 courses currently offered in AU's undergraduate degree programs (see Appendix K). The Experiential Learning Director and Curriculum & Assessment Committee will further refine the list each semester during the plan's implementation. The first cohort of students could be poised to start their capstone as early as spring 2018.

Students must submit a *Learning by Doing* Capstone Project Application to the Experiential Learning Director prior to beginning the project, at a minimum at the beginning of the semester preceding course enrollment; some project may necessitate earlier approval [see Appendix L for the Capstone Project Application]. The Curriculum & Assessment Committee will approve projects, and the Experiential Learning Director will assist students with navigating the logistics for starting their projects, including working with the Research Concierge for support with additional approvals needed and requests for funding. Financial resources have been planned to support students' needs for supplies and other resources to execute their project ideas, as illustrated in the budget presented in Section IX-The Commitment of Financial Resources.

## Developing Innovative Faculty

*Learning by Doing* will broaden its impact on student learning through a comprehensive effort to develop faculty as innovative

teachers who integrate experiential learning. While the Leadership Certificate serves as the central and most visible component of this quality enhancement plan, even students not pursuing the certificate will benefit. The institution is committing resources to develop and recognize faculty efforts to enhance their own teaching skills as well as for supporting their direct contributions to *Learning by Doing*. Additionally, the Experiential Learning Director will collaborate with the Office of Faculty Development and Teaching Excellence (OFDTE) to leverage existing faculty development programs as well as establish new opportunities and events.

## Creation of New Opportunities

The Leadership Certificate curriculum will, at least initially, depend on faculty contributions during the latter two phases – teaching the *Learning by Doing*-designated courses and mentoring students completing Leadership Service and capstone projects. In addition to the faculty development programs that will be enhanced, such as those described above, the Experiential Learning Director and the OFDTE Director will also collaborate to train faculty who participate in the quality enhancement plan. The ability to effectively assess the plan's impact on student learning will be dependent upon some standardization in the faculty's understanding of experiential learning and the application of the assessment rubrics that will be discussed in Section X-The Plan for Assessing the QEP.

Faculty who teach the *Learning by Doing*-designated bridge courses will be expected to apply experiential learning techniques as part of their instruction as well as to use standardized assessment rubrics. Those faculty will be expected to participate in a

newly offered, one-day workshop during the summer before teaching *Learning by Doing*-designated bridge courses or mentoring students in the leadership experience or the capstone. Half of the workshop will be devoted to understanding experiential learning and discussing how they will apply innovative teaching methods in their courses; the second half will focus on training faculty to use the assessment rubrics that have been designed by the Core Development Team, further described in Section X-The Plan for Assessing the QEP. As illustrated in Section IX-The Commitment of Financial Resources, faculty will be paid an honorarium for their participation in the workshops.

Faculty who integrate innovative teaching methods into their courses will be supported through available grants that can be applied to supplies, equipment, fees, registrations, transportation, and other costs directly associated with creating and implementing the new experiential learning techniques. Other types of support will include development opportunities for faculty and recognition for those who exemplify the application of innovative teaching methods (e.g., a teaching innovation award). Additionally, faculty can request that the Experiential Learning Director submit one of the required letters for their promotion and tenure application portfolios. The budget plan provided in the Section IX-The Commitment of Financial Resources demonstrates the institutions commitment to developing and supporting faculty participation in the quality enhancement plan.

## Leveraging Existing Opportunities

Developing faculty as innovative teachers who integrate experiential learning in their courses will support the growth of the

program as it will prepare more faculty for leading bridge courses, thereby increasing the plan's impact on student learning. While new opportunities for developing faculty as innovative teachers will be created, the institution can leverage existing opportunities already available to faculty. One such program that has been identified as an ideal forum for enhancing the faculty's understanding of experiential learning techniques is the Curriculum Design Academy that is coordinated by OFDTE. This academy is an off-campus workshop with the goal of enhancing student success through the application of new instructional methods. Many other activities currently offered by OFDTE can be leveraged to incorporate training related to experiential learning. Reading circles, lunch and learn sessions, and faculty learning communities are already in place to provide faculty with various forums for exploring issues, problems, and pedagogy as educators. The collaboration Experiential Learning Director will work with the OFDTE Director and staff to identify opportunities for integrating experiential learning into these existing activities.

## Assessing the Impact of Faculty Development

The effectiveness of the faculty development will be tied to the impact on student learning through assessment on progress toward the quality enhancement goal related to innovative teaching:

GOAL 1. Enhance instructional delivery through activity-based and experiential learning practices.

As will be described in Section X-The Plan for Assessing the QEP, this goal will be assessed through measuring participation in faculty development activities related to the

plan, determining changes to course design by participating faculty, and measuring student participation and perceptions of learning in changed courses.

As members of the Academic and Faculty Affairs leadership team, the Experiential Learning Director and Director of OFDTE will have regular opportunities to interact and collaborate. Additionally, the OFDTE Director will serve as a member of the Implementation Committee and consult regularly with the Curriculum & Assessment Committee to identify development opportunities related to teaching methods, curricular design, and assessment of learning.

## Promoting Learning by Doing

Key constituents will be engaged in the plan throughout implementation and assessment. The role of the Community Advisory Board is partially to help promote the program to members of the community and prospective internship hosts, research hosts, and employers. Academic and student services units will also provide invaluable support in promoting the plan. The Academic Advisement Center, in particular, will be crucial to both ensuring students are aware of the certificate option and guiding them through their education to ensure timely progression through the program. Student services staff, particularly those who coordinate student leadership groups, will also be engaged to assist with promoting the plan.

The faculty contribute throughout the lifecycle of the plan, as they will take part in promoting the Certificate program to their students and provide useful guidance. The Experiential Learning Director will work with academic officers in the colleges and departments, including deans, associate

deans, chairs, and program directors, to promote faculty involvement in the plan. Faculty, along with Career Services staff, will be helpful in identifying internship opportunities that support the goals and expected outcomes of the quality enhancement plan.

The ultimate cheerleaders for the plan will be the students themselves. As students complete the LDRS 2000 course and progress further toward completing the Leadership Certificate, they will naturally take on the roles of champions and, perhaps, even mentors to their peers. Additionally, events that feature students' research and reflections related to experiential learning will provide a valuable platform for promoting the quality enhancement plan. For example, students who present their capstone projects at on campus conferences and other broadly reaching events (e.g., brown bag sessions) will undoubtedly make an impression on their peers interesting in research and scholarship, community engagement, and leadership. Funding has been planned to support an in-house conference with guest speaker that will provide this type of venue for students' presentations (see Section IX-The Commitment of Financial Resources).

The Director will foster relationships with these institutional stakeholders through the governance process as well as direct marketing through promotional materials and recruitment events. Funding has been planned for marketing the quality enhancement plan, as illustrated in the budget provided in Section IX-The Commitment of Financial Resources.

# VII. The Timeline for the QEP

## Project Discovery and Planning
### (September 2013 – January 2014)

- Gain understanding of SACSCOC expectations
- Research other universities' QEP selection and development processes
- Evaluate legacy institutions' previous QEPs and development processes
- Appoint QEP Project Co-Directors
- Identify project structure, including timelines, team members, and team charters
- Receive SACSCOC continued accreditation following the on-site review of the consolidation
- Receive approval from institutional leadership on selection and development process

## Phase 1 – QEP Selection
### (February 2014 – January 2015)

- Kick-off QEP Project with members of the Phase 1 Core Team
- Communicate with stakeholders via various methods to raise awareness of the institutional process for selecting the institution's inaugural QEP
- Gather and analyze institutional mission, strategic plan, and assessment data
- Develop questionnaire and evaluation rubric for assessing potential themes for the QEP
- Solicit stakeholders' ideas for potential QEP themes and comments on submitted themes

- Evaluate stakeholders' ideas for potential QEP themes based on the rubric, and categorize and prioritize the themes in conjunction with institutional mission, strategic plan, and assessment data
- Develop guidelines for QEP proposals and the rubric for evaluating submissions based on SACSCOC expectations and institutional mission, strategic plan, and assessment
- Solicit and evaluate stakeholders' proposals for potential plans based on prescribed guidelines and the evaluation rubric
- Begin planning the Phase 2 project structure, including timelines, team members, and team charters
- Convene Leadership Panel to hear presentations by the authors of the Phase 1 Core Team's recommended proposals for further consideration of feasibility
- Submit Leadership Panel's feedback on proposals presented to the Provost
- Submit the Provost's recommendation to the President for the QEP selection
- Receive the President's endorsement of the selected QEP and approval to begin the development phase
- Notify the proposal authors of the President's endorsement
- Inform the institution of the QEP selection

## Phase 2 – QEP Development
### (February 2015 – January 2016)

- Kick-off development phase of the QEP Project with members of the Phase 2 Core Development Team and subteams
- Build on the review of literature and best practices started by the proposal authors to inform definitions of key terms and other elements of the plan
- Synthesize the selected proposals to design and conceptualize the quality enhancement plan, including Leadership Certificate curriculum
- Identify the plan's goals and expected learning outcomes, develop an assessment plan for measuring effectiveness, and design any new assessments needed
- Begin process to gain approvals for the Leadership Certificate (approved December 18, 2015) and LDRS 2000 (approved October 15, 2015) from appropriate institutional units and committees
- Establish the timeline for implementing the Leadership Certificate and faculty development
- Determine the resources needed to implement the plan, and establish a multi-year budget for ensuring resources continue to be supported
- Develop the organizational structure for implementing the plan, and begin process of recruiting the Experiential Learning Director and locating office space for the *Learning by Doing* staff
- Solicit and incorporate feedback on the plan from a broader representation of stakeholders, including faculty, academic program officers, student and academic support services administrators, students, alumni, and community members

- Select software to be used for student e-portfolios and assessment rubrics and begin discussions with vendor
- Determine name for the quality enhancement plan
- Begin socializing the plan to the broader community
- Begin planning the Phase 3 project structure, including timelines, team members, and team charters
- Present quality enhancement plan budget as part of annual budget planning process
- Communicate the plan to the campus community

## Phase 3 – QEP Initiation
### (February 2016 – December 2016)

- Submit the plan to the SACSCOC On-Site Review Committee
- Continue socializing the plan and the SACSCOC approval process to the campus community
- Test the assessment rubrics during spring semester
- Appoint and convene the Implementation Committee and Assessment & Curriculum Committee, with representation from groups both forming an Experiential Learning Director search committee
- Interview and select the Experiential Learning Director; director begins position no later than July 2016
- Host the SACSCOC On-Site Review
- Incorporate feedback from On-Site Review Committee into plan
- Recruit freshmen students to participate in the first LDRS 2000 course in spring 2017 (when they will be sophomores)
- Plan and schedule faculty development programs and events for the 2016-2017 academic year

- Hold initial summer training for faculty who will participate in fall collection of baseline data
- Finalize lists of Curriculum & Assessment Committee-approved *Learning by Doing*-designated courses and Leadership Service experiences for the 2017-2018 academic year
- Finalize syllabus for LDRS 2000
- Work with faculty trained in rubric use in Summer 2016 to use the standardized rubrics in their 3000/4000-level courses to collect baseline data
- Appoint and convene the Community Advisory Board
- Recruit other *Learning by Doing* staff
- Train Experiential Learning Director, staff, and other key personnel on LiveText, the software selected for e-portfolios and assessment rubrics

- Train Research Concierge on institutional policies and procedures for conducting research
- Establish baseline data, including descriptive data (e.g., demographics, majors, GPAs) on undergraduates and scores on tested rubrics in sophomore classes, potential bridge courses, potential capstone courses, and leadership experiences.
- Receive SACSCOC reaffirmation of accreditation

## Phase 4 – QEP Implementation (2017-2021)

The timeline of actions by semester for each of the implementation years appears in Table 6.

Table 6. Implementation Timeline by Academic Year and Semester

| Actions | Responsible Officer and/or Committee | Year 1 2016-2017 | | | Year 2 2017-2018 | | | Year 3 2018-2019 | | | Year 4 2019-2020 | | | Year 5 2020-2021 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fa | Sp | Su | Fa | Sp | Su | Fa | Sp | Su | Fa | Sp | Su | Fa | Sp | Su |
| Analyze baseline data from fall 2016 to norm and modify rubrics as needed | Curriculum & Assessment Committee | ● | ● | | | | | | | | | | | | | |
| Develop applications and processes for teaching awards, minigrants, and travel grants | Director | | | ● | | | | | | | | | | | | |
| LDRS 2000 Offered and SLOs 1-4 assessed | Director only in years 1 and 2; Director and other faculty beginning in year 3 | | ● | | ● | ● | | ● | ● | | ● | ● | | ● | ● | |
| QEP-designated courses offered and SLOs 1, 2, and 4 assessed | Taught by various faculty | | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Leadership Experiences offered and SLOs 3 and 4 assessed | Mentored by various faculty | | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Capstone courses offered and SLOs 1-4 assessed | Mentored by various faculty | | | | | | ● | | | ● | | | ● | | | ● |
| Recruit faculty to teach bridge courses and to mentor students in leadership experiences and capstone projects | Director | | ● | | ● | ● | | ● | ● | | ● | ● | | ● | ● | |
| Review and refine list of QEP-designated courses | Curriculum & Assessment Committee | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Recruit LDRS 2000 students for upcoming sections | Director | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Solicit Capstone Project applications and connect students to Research Concierge, as needed | Director | | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Hold student and faculty development events (e.g., special lectures, brown-bag sessions, etc.) | Director in collaboration with student affairs and faculty development officers | | ● | | ● | ● | ● | ● | ● | | ● | ● | | ● | ● | |
| Present quality enhancement plan budget request as part of annual budget planning process | Director | | ● | | | ● | | | ● | | | ● | | | ● | |
| Call for nominations of teaching awards and applications for minigrants and travel grants | Director | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Determine teaching awards, minigrants, and travel grants recipients | Curriculum & Assessment Committee | | | | ● | ● | | ● | ● | | ● | ● | | ● | ● | |
| Evaluate progress on program goals and implementation actions | Implementation Committee | | ● | | | | ● | | | ● | | | ● | | | ● |
| Conduct summer training for faculty teaching QEP-designated courses and mentoring students in the leadership experience and capstone courses for the first time | Director | | | ● | | | ● | | | ● | | | ● | | | ● |
| Assess data collected from preceding semester and identify opportunities to refine the plan | Curriculum & Assessment Committee | | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Prepare and submit Annual Report of Impact to President and Academic Affairs leadership | Director | | | ● | | | ● | | | ● | | | ● | | | ● |

*Submit QEP Impact Report to SACSCOC as part of the Fifth Year Interim Report – March 2022*

# VIII. The Organizational Structure for the QEP

The quality enhancement plan will be administratively housed under the Provost's organizational structure, with the Experiential Learning Director reporting to the Vice President for Academic and Faculty Affairs. The Director will manage a staff of personnel who provides operational support for the day-to-day implementation of the plan. He/she will also lead a governance process that ensures ongoing input and collaboration with key stakeholders to provide support and assistance with carrying actions and decisions related identified throughout the implementation of the plan. Figure 4 illustrates the reporting relationship of staff and stakeholders who will implement the quality enhancement plan.

## *Learning by Doing* Administration

The newly formed Experiential Learning Office will include two full-time and two part-time staff as well as an additional key staff person with a dotted line responsibility to the Experiential Learning Director. Primary responsibility for implementing the plan will rest with the **Experiential Learning Director**, who will be a full-time member of the faculty on a 12-month contract. The Director will oversee all facets of the plan and lead implementation through 2021, when the institution will submit its Fifth-Year Impact Report to the SACSCOC and evaluate the benefit and sustainability of the plan. As part of a 40 percent teaching effort, the Director will be the only instructor for the LDRS 2000 courses in the early part of the implementation and continue to teach two sections per semester as other faculty are added to teach other sections. The



*Reports directly to the Director of the Center for Undergraduate Research and Scholarship, with dotted line reporting to the QEP Director and the Director of the Honors Program.

Figure 4: *Learning by Doing* Organizational Structure
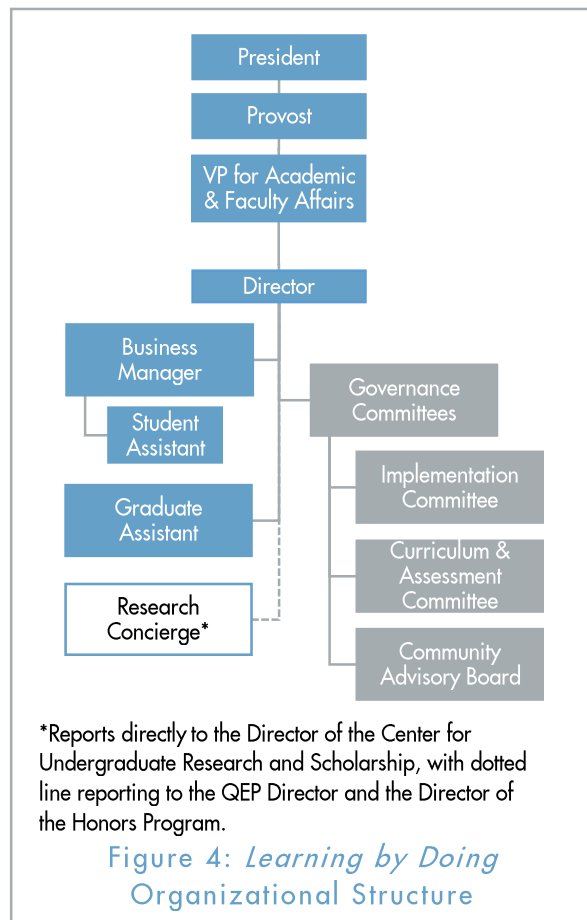
Director's other 60 percent effort will be administration of the plan, particularly executing the timeline described in Section VII and the assessment plan described in Section X.

Reporting to the Director will be one full-time Business Manager and a Graduate Assistant. The **Business Manager** will oversee the operations of the office, including managing budget, expenses, and allocations; human resources; support for the governance teams; and documentation of the plan's progress. The **Graduate Assistant** (GA) will assist the Director with collecting, analyzing, interpreting, and disseminating the results of student learning outcomes assessment and progress

for achieving the plan's program goals. The GA will also provide support to the Director on scholarship related to the quality enhancement plan, including preparing papers and presentations at conferences and meetings. The **Student Assistant** will provide general office support, including reception and basic clerical tasks.

An outcome of faculty involvement in developing the plan is the identification of a new institutional resource to support undergraduate students conducting research. A **Research Concierge** will be hired to assist baccalaureate students with navigating the institution's various processes for getting research projects approved. The Concierge will help students understand which processes apply to their projects, complete applicable prerequisite training, prepare research proposal forms and other materials, and maintain appropriate follow-up documentation. This position will report directly to the Director for the Center for Undergraduate Research and Scholarship (CURS) to broaden the support to all students engaged in undergraduate research. The Concierge will have a dotted line responsibility to the Honors Program Director and the Experiential Learning Director to ensure adherence with those programs' research processes as well.

## *Learning by Doing* Governance

The Experiential Learning Director will chair three teams that will provide strategic support for executing and continuing to refine the plan. These teams will enable the continuation of stakeholder input even as the plan is being implemented. The committees' charters are provided in Appendix G.

The **Implementation Committee** will actively assist the Director in implementing the plan, including the following responsibilities:

- Ensure that the QEP is in keeping with Augusta University's mission.
- Actively assist the Experiential Learning Director in navigating the organization and executing the proper procedures for accomplishing tasks related to the QEP.
- Advise the Experiential Learning Director on the assessment of QEP goals, including determining the use of assessment results to promote continuous improvement of the plan.
- Support the growth of the QEP Program in regards to faculty and student recruitment.
- Annually assess the necessity for this body and its charge based on remaining actions to be implemented.

The composition of the team will include individuals who have appropriate authority to carry out or to request completion of operational tasks. Representation on the committee includes leaders from areas that oversee advising, career services, faculty development, honors, institutional effectiveness, instructional technology, student life, study abroad, and undergraduate research and scholarship.

The **Curriculum & Assessment Committee** will assist the Director in overseeing the curricular integrity of the Leadership Certificate and in using assessment results of student learning to ensure continuous improvement of the program. Its responsibilities will include:

- Review assessment results each semester.
- Recommend revisions to the Leadership Certificate curriculum as a result of evaluation of student learning assessment results and programmatic outcomes.
- Identify opportunities for faculty development to deliver and demonstrate experiential learning.
- Participate in processes for receiving, reviewing, and approving Leadership Certificate students' applications for Leadership Service Experiences and Capstone Projects.

The Experiential Learning Director will chair the Curriculum & Assessment Committee, and other members will include students and one representative from each college that offers undergraduate programs.

The **Community Advisory Board** will provide guidance to the Experiential Learning Director on the capstone component of the Leadership Certificate and feedback on the use of results of student learning outcomes assessment. The board's responsibilities include:

- Continually assist in identifying, facilitating, and promoting experiential learning opportunities for Augusta University's faculty, staff, and students.
- Provide guidance and advice to develop and continuously improve the institution's promotion of experiential learning and the progress of students pursuing the Leadership Certificate.
- Promote the Leadership Certificate as an Augusta University program of excellence to community peers.

Members of the advisory board will include internship hosts, research/scholarship hosts, local employers, local government representatives, and alumni as well as community-minded faculty and staff.

# IX.  The Commitment of Financial Resources

Augusta University has committed the financial resources needed to implement *Learning by Doing* over the next five years. A significant proportion of the resources will be applied to personnel and general operating expenses associated with the creation of a new unit. Additionally, funding has also been established to support faculty and students in their efforts related to experiential learning and leadership development.

## Personnel

The newly established Experiential Learning Office will be staffed by one full-time faculty member, one full-time staff person, one graduate assistant, and one student assistant, all of whose efforts will be totally focused on executing the plan. In addition to a stipend, the graduate assistant will be eligible for a tuition waiver. An outcome of conceptualizing the plan has been the identification of a new staff position for supporting the institution's commitment to undergraduate research; a research concierge will be housed in the Center for Undergraduate Research and will have dotted line responsibilities to *Learning by Doing* and to the Honors Program. The funding for personnel includes salary and wages appropriate to the responsibilities and qualifications for these positions as well as benefits and fringe.

## Operations and Travel

Operational expenses, including general supplies and equipment, have been included in the budget to anticipate an office staffed by two full-time and two part-time staff. Travel and registration for professional meetings is budgeted to ensure that those implementing the quality enhancement plan are participating in the regional and national conversation about quality enhancement plans, experiential learning, and student leadership development. The current funding is based on travel to meetings for the Director, the Graduate Assistant, and faculty representatives from the Curriculum & Assessment Committee.

## Information Technology

The institution has identified LiveText as the technology tool that will house students' e-portfolios and manage the rubrics that have been designed for the Leadership Certificate. However, the e-portfolios and the rubrics can be used for all courses even if they are not applicable to the Leadership Certificate. Faculty in all programs will be encouraged to capitalize on these tools to broaden the impact of the plan across the institution. Therefore, the funding established for LiveText will be utilized to secure licenses for undergraduate students in LDRS 2000, and these students will have access for five years to reflect on their educational experiences as well as share their e-portfolios with potential employers.

## Faculty Development and Support

In partnership with the Director of Faculty Development and Teaching Excellence, the Experiential Learning Director will plan and execute programs to develop faculty's innovative teaching and assessment skills as well as to recognize those who embody the spirit of the  quality enhancement plan. Faculty development programs will include

newly created training opportunities as well as enhancements to existing events.

The key new event will be the *Learning by Doing* summer training required for faculty who teach the bridge courses and/or mentor students completing leadership experiences and capstone projects. The purpose of the workshop will be to expose faculty to innovative teaching methods and train them on consistent use of the assessment rubrics. Initially, this one-day workshop will take place during the summer when many faculty who teach in the undergraduate programs are not on contract. In addition to funding to cover facility, catering, and other expenses associated with hosting the event, the budget presented estimates approximately 25 faculty per year each being paid a small honorarium for participating in the workshop. Faculty will be expected to attend the workshop prior to participating in the *Learning by Doing*, and the workshop will be open to all faculty interested in experiential learning.

An **Education Innovation Fund** has been established to support other initiatives related to faculty development and recognition for participation in the quality enhancement plan. The fund will primarily provide grants to faculty to enable them to execute innovative teaching methods or active learning experiences. Grants can be applied to supplies, equipment, software, fees, transportation, and other costs directly associated with executing the learning experience in the faculty member's course or courses. Other uses for the fund will include special training or development opportunities for faculty and faculty recognition for those who exemplify the application of innovative teaching methods (e.g., a teaching innovation award). The Curriculum & Assessment Committee will recommend Education Innovation Fund

allocations to the Vice President for Academic and Faculty Affairs through the Experiential Learning Director.

## Student Capstone Project Support

The institution wants to minimize financial barriers faced by students in executing their ideas for their capstone projects. Capstone projects grants will provide funding for Leadership Certificate students to purchase supplies and other resources needed to aid in completing their capstone projects, such as supplies, equipment, software, and fees. As with the Education Innovation Fund, allocations will be recommended by the Curriculum & Assessment Committee. Additionally, Student Travel Grants have been budgeted to support students wishing to present their capstone projects at state, regional, and national professional meetings. The process for requesting and receiving grants will be on a competitive basis.

## Outreach and Marketing

Continuous engagement with the institutional community throughout the implementation of the plan will be critical to its success. Funding is established for student engagement, for those students already pursuing the Leadership Certificate and for prospective Leadership Certificate candidates. Such engagement may include reunions for LDRS 2000 cohorts to keep them invested in the certificate program as well as recruitment events to raise freshmen awareness about the program. Promotional materials, such as information cards and giveaways, are also included in the budget for promoting the plan to students, faculty, staff, and community members. Finally, the institution plans to host an on-campus

conference open to all faculty, students, and staff that will provide a broad-based forum on the themes of the plan (experiential learning, leadership, research and scholarship, and community engagement), highlight the related accomplishments of the faculty and students, and feature an invited speaker. The conference will include events for celebrating and recognizing student and faculty accomplishments related to the quality enhancement plan.

## Annual Budget Planning

The quality enhancement plan will be included in the university's annual financial planning and resource allocation process. In this process, institutional officers are invited to present requests for the upcoming fiscal year's budget to senior leaders in a forum that is open to all members of the institution. As required for all budget presentations, the Director will address the Experiential Learning Office's mission, organizational structure, relevant performance metrics, assessment of prior year performance, status of current year plans, and next fiscal year's planning and resource priorities. The result of these presentations is a list of institutional priorities that are used to develop the next fiscal year budget as well as special funding requests. By including the quality enhancement plan in each year's budget planning process, the university's leadership can continuously assess the growth and progress of the Leadership Certificate and other experiential learning initiatives to ensure adequate resources are being applied to its implementation.

Table 7 on the following page illustrates the financial resources that have been committed by Augusta University to implement its quality enhancement plan.

| Table 7: *Learning by Doing* Budget by Implementation Year and Budget Item | | | | | | |
|---|---|---|---|---|---|---|
| | START UP | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| **Personnel** | | | | | | |
| Experiential Learning Director | $18,750 | $75,000 | $76,500 | $78,030 | $79,591 | $81,182 |
| Business Manager | $11,250 | $45,000 | $45,900 | $46,818 | $47,754 | $48,709 |
| LDRS 2000 addl instructors | $0 | $0 | $0 | $10,500 | $14,000 | $14,000 |
| Graduate Assistant | $0 | $15,000 | $15,000 | $15,000 | $15,000 | $15,000 |
| Student Assistant | $0 | $8,000 | $8,000 | $8,000 | $8,000 | $8,000 |
| Research Concierge | $0 | $40,000 | $40,800 | $41,616 | $42,448 | $43,297 |
| Benefits & Fringe | $9,565 | $54,760 | $55,717 | $59,843 | $61,889 | $62,905 |
| Personnel Total | $39,565 | $237,760 | $241,917 | $259,807 | $268,682 | $273,093 |
| **Office Operations** | | | | | | |
| Office Supplies | $2,000 | $2,000 | $2,000 | $2,000 | $2,000 | $2,000 |
| Office Equipment | $10,000 | $2,000 | $2,000 | $10,000 | $2,000 | $2,000 |
| Office Renovations & Furnishings | $10,000 | $0 | $0 | $0 | $0 | $0 |
| Office Operations Total | $22,000 | $4,000 | $4,000 | $12,000 | $4,000 | $4,000 |
| **Travel & Registrations** | | | | | | |
| Travel to SACSCOC and Professional Conferences | $2,000 | $8,000 | $8,000 | $8,000 | $8,000 | $8,000 |
| Travel & Registrations Total | $2,000 | $8,000 | $8,000 | $8,000 | $8,000 | $8,000 |
| **Information Technology** | | | | | | |
| LiveText licensing | $55,000 | $10,000 | $10,000 | $14,000 | $16,000 | $16,000 |
| Information Technology Total | $55,000 | $10,000 | $10,000 | $14,000 | $16,000 | $16,000 |
| **Faculty Development and Support** | | | | | | |
| Summer Faculty Development Workshop | $2,000 | $4,000 | $4,000 | $4,000 | $4,000 | $4,000 |
| Summer Workshop Faculty Honoraria | $4,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 |
| Education Innovation Fund | $0 | $25,000 | $50,000 | $50,000 | $50,000 | $50,000 |
| Faculty Support Total | $6,000 | $34,000 | $59,000 | $59,000 | $59,000 | $59,000 |
| **Student Capstone Project Support** | | | | | | |
| QEP Capstone Projects Grants | $0 | $0 | $15,000 | $15,000 | $15,000 | $15,000 |
| QEP Capstone Project Travel | $0 | $0 | $7,500 | $7,500 | $7,500 | $7,500 |
| Student Support Total | $0 | $0 | $22,500 | $22,500 | $22,500 | $22,500 |
| **Outreach/Marketing** | | | | | | |
| Student Engagement | $5,000 | $2,500 | $2,500 | $2,500 | $2,500 | $2,500 |
| Promotional Materials | $5,000 | $2,500 | $2,500 | $2,500 | $2,500 | $2,500 |
| In-House Conference with Speaker and Celebration | $0 | $10,000 | $10,000 | $10,000 | $10,000 | $10,000 |
| Outreach/Marketing Total | $10,000 | $15,000 | $15,000 | $15,000 | $15,000 | $15,000 |
| Total by Year | $134,565 | $308,760 | $360,417 | $390,307 | $393,182 | $397,593 |
| Total for All Years of Implementation: $1,984,824 | | | | | | |

# X.  The Plan for Assessing the QEP

Evaluating the impact of the quality enhancement plan will be a broad-based activity that continues to involve students, faculty, staff, and community members. As described in previous sections, the teams who have developed *Learning by Doing* have identified both program goals and student learning outcomes. The student learning outcomes describe its benefits to the individual students who participate in the Leadership Certificate, while the program goals describe the plan's overarching benefits to the university's mission.

## Assessment of Student Learning

As described in Section IV, the student learning outcomes identified for *Learning by Doing* are as follows:

SLO 1.  Student will demonstrate the ability to effectively communicate purpose, knowledge, and objectives using oral, written, or visual means to a target or general audience.

SLO 2.  Students will acquire, integrate, and apply information from a variety of sources.

SLO 3.  Students will explain selected leadership theories or models as related to the student's own leadership development/experience.

SLO 4.  Students will exhibit behaviors that distinguish competent professionals.

The Core Development Team has developed rubrics for assessing all four student learning outcomes (SLO) at each stage of the Leadership Certificate, as appropriate. The rubrics are designed to enable faculty to assess students' level of sophistication with specific criteria for each SLO. For each rubric, students' level of sophistication for all criteria will be scored as follows with "sophisticated" indicating a high level of mastery and "absent" indicating no mastery at all:

- Sophisticated = 3
- Developing = 2
- Emerging = 1
- Absent = 0
- Not applicable

Determination for the criteria included for each SLO and the scores for scoring levels of sophistication were partially adapted from the VALUE rubrics published by the Association of American Colleges & Universities (AAC&U). More information on the rubrics and the planned methods (when, who, and how) for assessing all four SLOs are described below. The schedule for using the rubrics within the Leadership Certificate is illustrated in Table 8 on the next page. The rubrics for each SLO are further described and provided on pages 45 through 52.

Table 8. Overview of SLO Assessment Schedule and Methods

| | | LDRS 2000 | BRIDGE COURSES | | CAPSTONE |
| | | | 3000/4000 Level Courses | 150 Hours Leadership Experience | |
|---|---|---|---|---|---|
| SLO1: Oral and Written Communication | Who completes the rubric? | Faculty member | Faculty member | Rubric not used in this activity. | Faculty member PLUS supervisor at internship/research site |
| | When is the rubric completed? | At the end of the semester or the conclusion of the major communication assignment | At the end of the semester or the conclusion of the major communication assignment | | At the end of the capstone experience |
| | Is it part of the grading process? | Yes | Yes | | Yes |
| SLO2: Information Literacy | Who completes the rubric? | Faculty member | Faculty member | Rubric not used in this activity. | Faculty member PLUS supervisor at internship/research site |
| | When is the rubric completed? | At the end of the semester or the conclusion of a major assignment | At the end of the semester or the conclusion of a major assignment | | At the end of the capstone experience |
| | Is it part of the grading process? | Yes | Yes | | Yes |
| SLO3: Leadership Theories or Models | Who completes the rubric? | Faculty Member | Rubric not used in this activity. | QEP Director or Leadership Experience Mentor | Faculty member |
| | When is the rubric completed? | At the end of the learning "experience" | | At the end of the learning "experience" | At the end of the capstone experience |
| | Is it part of the grading process? | Yes | | No | Yes |
| SLO4: Professional Behaviors | Who completes the rubric? | 1.Student (self-assessment) 2.Faculty Member (as part of a face-to-face meeting to discuss student strengths & weaknesses) 3.Faculty Member | 1.Faculty Member (as part of a face-to-face meeting to discuss student strengths & weaknesses) 2.Faculty Member | QEP Director or Leadership Experience Mentor (as part of a face-to-face meetings to discuss student strengths & weaknesses) | Faculty member PLUS supervisor at internship/research site |
| | When is the rubric completed? | 1.At the beginning of the semester 2.At mid-term 3.At end of semester | 1.At mid-term 2.At end of semester | 1.At mid-term 2.At end of "experience" | At the end of the capstone experience |
| | Is it part of the grading process? | 1.No 2.No 3.Yes | 1.No 2.Yes | No | Yes |

**SLO 1:** Students will demonstrate the ability to effectively communicate purpose, knowledge, and objectives to a target or general audience using oral, written, or visual means.

During the process of soliciting QEP proposals from the university community, the proposal guidelines stipulated that at least one proposed learning outcome must pertain to oral and written communications. This SLO will be assessed using the standardized rubric as part of the grading process for all three stages of the Leadership Certificate program. The rubrics will be completed by the faculty member who is teaching the course or mentoring the leadership experience or capstone project. Additionally, supervisors at internship or research sites will also be expected to complete the rubric.

In developing the rubrics for assessing this learning outcome, the Core Development Team identified six criteria related to communication. The criteria and the expectations for mastering these qualities are below:

1. *Context and Purpose for Communication* – Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
2. *Organization* – Organizational pattern is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.
3. *Language* – Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation and topic, with minimal grammar/spelling errors. Language

in presentation is appropriate to the entire audience.
4. *Delivery* – Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.
5. *Supporting Material* – A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.
6. *Central Message* – Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).

The criteria for the SLO 1 rubric is based on VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics developed as part of the Association of American Colleges & Universities' (AAC&U) Liberal Education & America's Promise initiative. The criterion described in the rubric for the "Context and Purpose for Communication" competency was adapted from the Written Communication VALUE rubric, and the other criteria were adapted from the Oral Communication VALUE rubric.

The rubric for SLO1 is available on the following page.

## SLO 1 — Students will demonstrate their ability to effectively communicate their purpose, knowledge, and objectives using oral, written, and/or visual means to a target or general audience.

| | Sophisticated (3) | Developing (2) | Emerging (1) | Absent (0) | N/A |
|---|---|---|---|---|---|
| **Context of and Purpose for Communication** (Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s)). | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates an extensive understanding of context, audience, and purpose that is responsive to the assigned task and focuses significant elements of the work. | Demonstrates basic understanding of context, audience, and purpose that responds to part of the assigned task and focuses a few elements of the work. | Demonstrates no understanding of context, audience, and purpose/fails to respond to the elements of the assigned task. | |
| **Organization** (specific introduction and conclusion, sequenced material within the body, and transitions) | Organizational pattern is clearly and consistently observable, is skillful, and makes the content of the presentation cohesive. | Organizational pattern is frequently observable, is logical, and makes the content of the presentation easy to follow. | Organizational pattern rarely observable/logical; some portions of the presentation hard to follow. | Organizational pattern not observable/logical; extremely hard to follow the presentation. | |
| **Language** | Language choices are imaginative, memorable, and compelling and enhance the effectiveness of the presentation and topic, with minimal grammar/spelling errors. Language in presentation is appropriate to the entire audience. | Language choices are clear, logical, and effective/minimal grammar/spelling mistakes. Language in presentation is appropriate to most of the audience. | Language choices are occasionally unclear, repetitive, and rarely effective/considerable grammar spelling errors. Language in presentation is appropriate to part of the audience. | Unclear, repetitive language choices and/or major and repetitive grammar/spelling errors | |
| **Delivery** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. | Delivery techniques are good overall, with some minor problems with posture, gesture, eye contact, and vocal expressiveness. Speaker appears moderately polished and confident. | Delivery techniques are sometimes effective but occasionally distract from the presentation or impede communication with the audience. Speaker rarely appears polished or confident. | Delivery techniques pose major distraction during the presentation, and significantly impede communication with the audience. Lacks polish and confidence. | |
| **Supporting Material** | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials limited to just a few types and/or sources; sources not cited or referenced in a way that consistently supports the presentation. | Limited supporting materials; sources not cited or referenced. | Supporting materials missing/not referenced or referenced properly. | |
| **Central Message** | Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported). | Central message is clearly stated. | Central message is vague and/or "buried" so the reader is forced to search for it. | Central message is absent or so unclear that the reader/listener cannot determine the purpose of the communication. | |

This SLO will also be assessed using a standardized rubric as part of the grading process for all three stages of the Leadership Certificate program. The rubrics will be completed by the faculty member who is teaching the course or mentoring the leadership experience or capstone project. Additionally, supervisors at internship or research sites will also be expected to complete the rubric.

In developing the rubrics for assessing this learning outcome, the Core Development Team identified four criteria based on the Written Communication VALUE rubric. The criteria and the expectations for mastering these qualities are below:

1. *Content Development* – Uses appropriate, relevant, and compelling content to illustrate mastery of the subject. Integrates information fully to achieve the specific topic with clarity and depth.

2. *Genre and Disciplinary Conventions* – Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or task(s) including organization, content, presentation, formatting, and stylistic choices.

3. *Sources and Evidence* – Demonstrates highly effective use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre.

4. *Control of Syntax and Mechanics* – Uses appropriate language that skillfully communicates meaning with clarity, fluency, and accuracy.

The rubric for SLO2 is available is provided on the next page.

SLO 2  Students will acquire, integrate, and apply information from a variety of sources.

| | Sophisticated (3) | Developing (2) | Emerging (1) | Absent (0) | N/A |
|---|---|---|---|---|---|
| **Content Development** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject. Integrates information fully to achieve the specific topic with clarity and depth. | Often the content is appropriate and relevant to show extensive understanding of the subject. Substantially integrates the information on the topic. | Occasionally the content is appropriate and relevant to show general understanding of the subject. Partially integrates the material. | Content is inappropriate or irrelevant; lacks understanding or shows misunderstanding of the subject; the material is not integrated. | |
| **Genre and Disciplinary Conventions** Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary). | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or task(s), including organization, content, presentation, formatting, and stylistic choices. | Succeeds in executing one or more conventions particular to the discipline and/or task(s). | Succeeds in partially executing one or more conventions particular to the discipline and/or task(s). | Fails to execute conventions expected in the discipline or assigned in the task(s). | |
| **Sources and Evidence** | Demonstrates highly effective use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre. | Effective use of high-quality, credible, relevant sources to develop ideas. | Minimally effective use of some low-quality or questionable sources to develop ideas. | Uses incomplete, inaccurate, or no sources to develop ideas. | |
| **Control of Syntax and Mechanics** | Uses appropriate language that skillfully communicates meaning with clarity, fluency, and accuracy. | Communicates effectively with minimal errors. | Minimally effective communication, errors/repetition/unclear language. | Errors/repetition/unclear language pose a major barrier to effective communication. | |

**SLO3:** Students will explain selected leadership theories or models as related to student's own leadership development experience.

This SLO will be assessed on a reflection paper assignment. Reflection papers are assigned in conjunction with experiential learning assignments and help "cement" the lessons learned in the experience. The SLO will be assessed using the rubric that specifically challenges the student to link the experience to leadership material covered in class. Baseline assessment will occur in LDRS 2000 and will culminate in the capstone course. Students who participate in leadership experiences in the middle stage will also complete a reflection assignment that will be assessed by the Experiential Learning Director using the rubric.

In developing the rubrics for assessing this learning outcome, the Core Development Team identified five criteria related to leadership theories and models. The criteria and the expectations for mastering these qualities are below:

1. *Overall depth of reflection* – Response demonstrates complete reflection of and personalization of selected theories. Perspectives are insightful and well-supported. Detailed, clear examples are provided where appropriate.

2. *Level of internal and external reflection* – Describes a situation, provides at least a moderate explanation for why the situation exists (or its meaning), and integrates results of skillful reflection and solicited external feedback into the explanation.

3. *Infusion of leadership into the response* – Consistently uses specific and direct examples to link leadership theories from class to the experience and makes insightful connections between theory and experience.

4. *Assignment adherence* – Response meets or exceeds all components of the assignment. Each section of the assignment is addressed thoroughly. All supplemental material is included as required.

5. *Writing quality* – Uses stylistically sophisticated writing, with no more than three spelling, syntax, or grammar errors – engaging, self-aware, purposeful writing.

The rubric for SLO3 is available on the next page.

## SLO 3 Students will explain selected leadership theories or models as related to student's own leadership development/experience.

| | Sophisticated (3) | Developing (2) | Emerging (1) | Absent (0) |
|---|---|---|---|---|
| **Overall depth of reflection** | Response demonstrates complete reflection of and personalization of selected theories. Perspectives are insightful and well supported. Detailed clear examples are provided where appropriate. | Response demonstrates a substantial reflection of and personalization of selected theories. Sufficient support is provided with mostly appropriate examples. | Response demonstrates minimal reflection and personalization of selected theories. Perspectives are flawed or unsupported. | Response demonstrates a lack of reflection or personalization of selected theories. Perspectives are inappropriate and/or unsupported. |
| **Level of internal and external reflection** | Describes a situation, provides at least a moderate explanation for why the situation exists (or its meaning) and Integrates results of skillful reflection and solicited external feedback into explanation. | Describes a situation, provides at least a partial explanation, and explores personal responses or reactions at a general level; seeks feedback from others. | Describes a situation, provides an explanation that does not seem accurate or is missing important elements, provides own superficial personal reactions; does not seek external input. | Provides an incomplete or inaccurate description of a situation; fails to provide an explanation or provides one that clearly does not fit the situation; provides only superficial thoughts/responses or no thoughts/responses |
| **Infusion of leadership into the response** | Consistently uses specific and direct examples to link leadership theories from class to the experience, makes insightful connections between theory and experience. | Leadership theory occasionally referenced and connected to the experience in a way that makes clear the student understands how the theory applies. | Leadership theory rarely referenced and connected to the experience, makes clear the student does not properly understand the theory | No connections made between theory and the experience |
| **Assignment adherence** | Response meets or exceeds all components of the assignment. Each section of the assignment is addressed thoroughly. All supplemental material is included as required. | Response includes all components and meets basic requirements. Sections of the assignment are substantially addressed. Lacks some of the required supplemental materials. | Response is missing some components of the assignment, only partial completion of requirements. Parts of the supplemental materials, if required, are missing or unsuitable. | Response fails to meet assignment requirements. |
| **Writing quality** | Uses stylistically sophisticated writing, with no more than three spelling, syntax, or grammar errors--engaging, self-aware, purposeful writing. | Writing is clear, communicates effectively, and has no more than five spelling, syntax, or grammar errors. | Writing is occasionally unclear, more than five spelling, syntax, or grammar errors. | Writing is unclear or the number of grammar errors becomes a major communication barrier. |

This SLO will be assessed in all stages of the Leadership Certificate program using the standardized rubric. In LDRS 2000, rubrics will be completed by the students as a self-assessment at the beginning of the semester. The instructor will then use the rubric at mid-term as part of a face-to-face meeting to discuss student strengths and weaknesses but not as part of the grading process; the faculty member will again use the rubric at the end of the course as part of the grading structure.

For 3000/4000-level courses to qualify as bridge courses, SLO 4 must be assessable. As for LDRS 2000, the rubric will be completed first by the faculty member at mid-term as part of a face-to-face meeting to discuss student strengths and weaknesses but not as part of the grading process; the faculty member will again use the rubric at the end of the course as part of the grading structure. For students who opt to complete 150 hours of a leadership experience in lieu of one of the bridge courses, the supervisor for the experience will complete the rubrics according to the same plan as faculty teaching bridge courses.

In the capstone course, the faculty member in addition to the internship or research site supervisor will complete the rubric at the end of the semester as part of the grading process.

The Core Development Team identified eight criteria related to professional behaviors. The criteria and the expectations for mastering these qualities are below:

1. *Responsibility* – Demonstrates perfect attendance, always on time or early, and exceptional participation.
2. *Respect* – Demonstrates sensitivity, honesty, ethical consideration, and respect for the culture, language, gender, socio-economic status, and exceptionalities.
3. *Reliability* – Quality work is submitted and/or provided on time. Keeps accurate records of field experience requirements.
4. *Communication* – Demonstrates professionalism in all situations, conversations, and documents.
5. *Professionalism & Appearance* – Always wears proper attire and displays professional grooming in accordance with school dress codes and policies.
6. *Collaboration* – Equitably collaborates on projects, planning, discussion, and meetings. Demonstrates ability to work with peers.
7. *Contributions* – Contributes meaningfully to discussions, work, searches for answers, encourages and supports others.
8. *Self-reflection* – Demonstrates learning and growth from self-reflection on experiences, learning, and practices

The rubric for SLO4 is available on the next page.

SLO 4 Students will exhibit behaviors that distinguish competent professionals.

| | Sophisticated (3) | Developing (2) | Emerging (1) | Absent (0) | N/A |
|---|---|---|---|---|---|
| Responsibility | Demonstrates perfect attendance, always on time or early, and exceptional participation. | Student attends majority of time, almost always on time, and participates on a regular basis. | Student attends majority of time but is routinely tardy and/or fails to participate on a regular basis. | Student's participation is hampered by their occasional lack of attendance or tardiness OR the student's attendance/participation record hampers a group's ability to achieve goals. | |
| Respect | Demonstrate sensitivity, honesty, ethical consideration, and respect for the culture, language, gender, socio-economic status, and exceptionalities. | Generally demonstrates respect for others, with occasional lapses. | Occasionally respectful of others. | Routinely disrespectful of others. | |
| Reliability | Quality work is submitted and/or provided on time. Keeps accurate records of field experience requirements. | Work is submitted on time, but quality is not consistently strong OR high quality work is submitted, but occasionally submitted late. | Work is not consistently good quality and/or not submitted on time. | Work submitted is poor quality and/or routinely late. | |
| Communication | Demonstrates professionalism in all situations, conversations, and documents. | Generally demonstrates professionalism with occasional lapses. | Demonstrates professionalism occasionally, but not consistently. | Rarely or never demonstrates professionalism. | |
| Professionalism & Appearance | Always wears proper attire and displays professional grooming in accordance with school dress codes and policies. | Definitely properly attired/groomed for "special" occasions, but not on a routine/daily basis. | Must be prompted to "dress" for special occasions. | Improperly attired/groomed on a routine basis | |
| Collaboration | Equitably collaborates on projects, planning, discussion, and meetings. Demonstrates ability to work with peers. | In the majority of instances, collaborates on projects, planning, discussion and meetings; works well with peers. | Collaborates on projects, planning, discussion, and meetings occasionally; has some trouble working with peers. | Fails to collaborate on projects, planning, discussion, and meetings; has major difficulties working with peers. | |
| Contributions | Contributes meaningfully to discussions, work, searches for answers, encourages and supports others. | Contributes to discussion or work, but not consistently in a meaningful way; occasionally supports and encourages others. | Rarely contributes to discussion or work; rarely supports and encourages others. | Fails to contribute to discussion or work; does not support and encourage others. | |
| Self-reflection | Demonstrates learning and growth from self-reflection on experiences, learning, and practices. | Occasionally demonstrates learning and growth from self-reflection. | Rarely demonstrates learning and growth from self-reflection. | Never demonstrates learning and growth from self-reflection. | |

## Training Faculty to Ensure Interrater Reliability

Consistent use of the assessment rubrics will be vital to their effectiveness in measuring the impact of the QEP on student learning. The core method for ensuring interrater reliability will be to require participation in summer training for faculty who will offer bridge courses or mentor leadership experiences or capstones. When additional course sections of LDRS 2000 are offered beginning in year 3, the faculty teaching those courses will also participate in summer training. The summer training will be coordinated and led by the Experiential Learning Director in collaboration with the Director of Faculty Development and Teaching Excellence (OFDTE). This summer training will support the establishment of interrater reliability as follows:

- The Experiential Learning Director and the Curriculum & Assessment Committee will develop sample scenarios that could be included as assignments in bridge courses or as part of leadership experiences or capstones.
- Before summer training, the faculty who will participate in the training will receive the sample scenarios to rate using the appropriate rubric with LiveText.
- The Experiential Learning Director and the OFDTE Director will evaluate the faculty's work to detect inconsistencies between raters.
- At summer training, the Experiential Learning Director and the OFDTE Director will discuss the rubrics, emphasizing those areas where inconsistencies existed in the pre-test and help faculty to normalize their rating process.

- As a homework assignment, the faculty will be given new sample scenarios to rate using the same rubrics.
- The Experiential Learning Director and the OFDTE Director will evaluate the faculty's homework to detect any remaining inconsistencies and will then meet with those respective faculty as needed.

The use of LiveText for completing the rubrics will enable the Experiential Learning Director to continuously monitor interrater reliability.

## Process for Student Learning Assessment

The Graduate Assistant will upload all four rubrics into LiveText and distribute them to appropriate faculty when students in the Leadership Certificate pathway enroll in their QEP-designated bridge courses. When students submit QEP related assignments, the faculty member will use the QEP rubrics in LiveText that are appropriate to that assignment to grade all students (Leadership certificate and non-leadership certificate) in the class. The data from the non-Leadership Certificate students will be used as control data to enable accurate detection of the impact on students.

The graduate assistant will generate data reports from LiveText entries each semester and analyze the data for evaluation by the Curriculum & Assessment Committee. This committee will work with the Experiential Learning Director each semester to determine opportunities for refinement and will advise the Director on what improvements to the plan should be addressed in the Annual Report of Impact that will be submitted to the Vice President

for Academic and Faculty Affairs at the end of each academic year.

The QEP student learning assessment process explicitly addresses continuous and systematic data collection, regular analysis and sharing of data, and explicit use of data. The collection, analysis, and use of data support actions to improve student learning impact and QEP courses. Figure 5 below illustrates the annual process for assessing student learning outcomes.
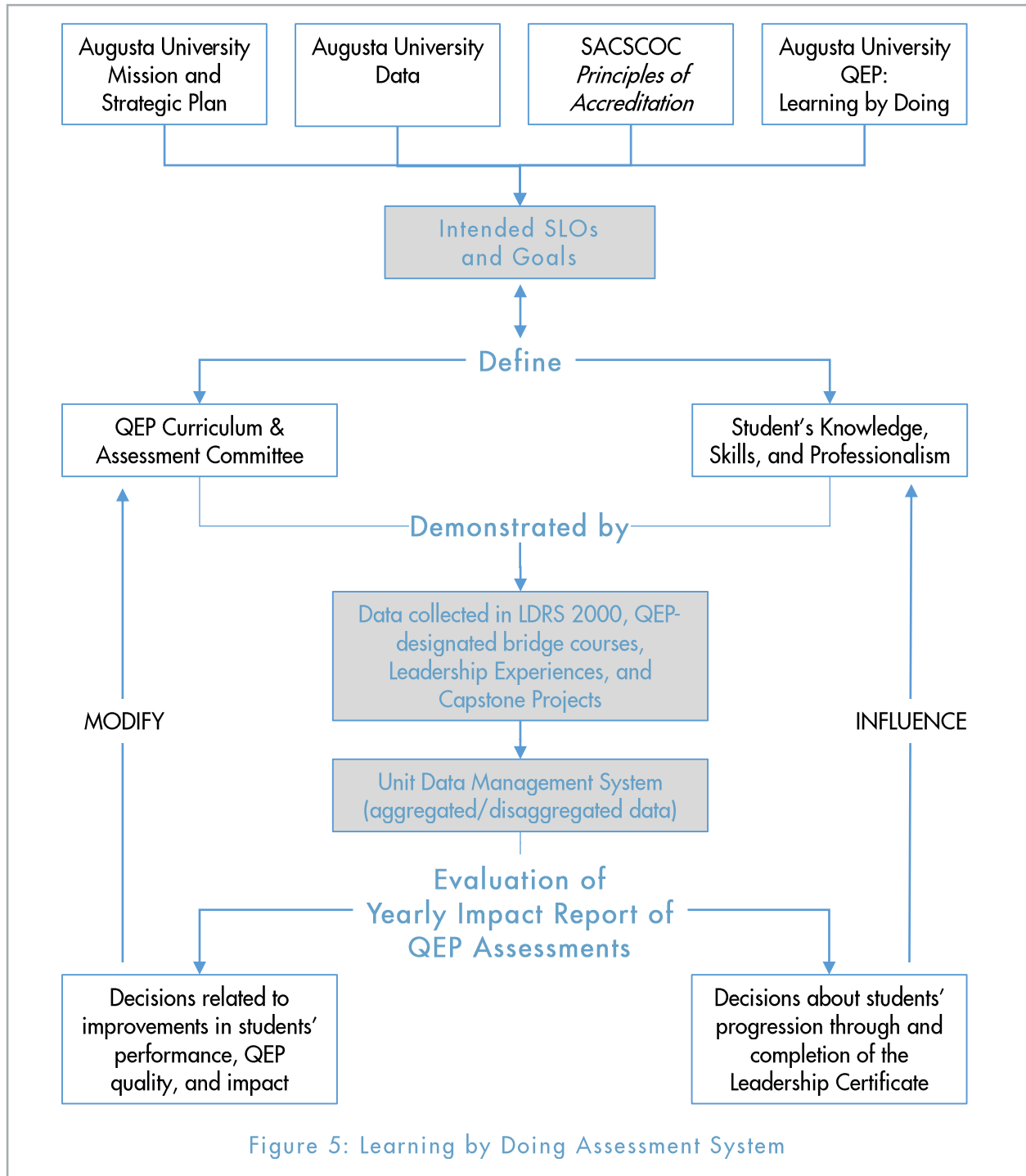


Figure 5: Learning by Doing Assessment System

## Assessment of Institutional Impact

Three goals will be assessed over the duration of the plan's implementation to measure *Learning by Doing*'s overall impact on the institution. The goals for the quality enhancement plan are to:

GOAL 1.   Enhance instructional delivery through activity-based and experiential learning practices.

GOAL 2.   Provide opportunities for students to apply skills and knowledge acquired through activity-based and experiential learning in practical experiences.

GOAL 3.   Prepare students to be leaders in their future professional, educational, and service endeavors by providing leadership curriculum that can lead to a certificate.

Goals will be assessed as part of the standardized institutional effectiveness processes for unit planning and assessment reporting. The Experiential Learning Director will have responsibility for collecting and analyzing relevant data to measure attainment of the quality enhancement plan goals and reporting on progress and recommendations annually. In keeping with the institutional effectiveness process, the *Learning by Doing* unit plan includes the following elements:

- <u>Goal</u>: A clear statement of intention around a specific area that could span multiple years. These goals directly support the college, division, and/or mission-focused plans.
- <u>Tactic</u>: Specific activities or tasks to accomplish a goal - describes how the goal will be met.
- <u>Measure</u>: A statement of expected results for a specific tactic - describes what results are expected and how to measure the achievement of the results.
- <u>Assessment Method</u>: A statement of how the measure will be assessed, including what data will be analyzed.
- <u>Expected Results</u>: Threshold, target, and high performance indicators for progress toward reaching the goals.

Tactics and expected results have been preliminarily identified through the fifth year of implementation to support long-term planning. For each of the program goals, tactics for achieving those goals and how achievement will be measured have been identified.

**GOAL 1.** Enhance instructional delivery through activity-based and experiential learning practices.

This goal links to institution's Education Mission Plan goal to "incorporate activity-based and experiential learning practices into their course curricula, as appropriate, using academically endorsed best practices." Achieving this goal will hinge on collaboration between the Experiential Learning Director and the Director of Faculty Development and Teaching Excellence. The following tactics apply to Goal 1:

Tactic 1.1     Provide faculty development to increase activity-based and experiential learning practices.

Tactic 1.2     Provide faculty development to increase activity-based and experiential learning practices.

Measuring how these tactics are met will involve tracking the faculty who participate in development related to experiential learning and how they revise course designs to incorporate relevant practices beginning in academic year 2016-2017 (year 1). Then, beginning in academic year 2018-2019 (year 3), students' self-reported perceptions of learning will be gathered for comparing students in courses revised to incorporate experiential learning and those that have not been revised.

The assessment plan for program goal 1 is available on the next page.

Augusta University Assessment Plan

| Division: | Academic and Faculty Affairs | | | | Dept./Office: | Experiential Learning Office | |
|---|---|---|---|---|---|---|---|
| GOAL 1: | Enhance instructional delivery through activity-based and experiential learning practices. | | | | Goal Start Date: 1-Jul-16 | | Goal End Date: 30-Jun-21 |
| Related Tac (Items this goal supports - ex. Strategic Initiative/Organizational Goals, SACS Standard, etc.) | | | | | Senior Responsible Leader: Experiential Learning Director | | |

Education Mission Plan Goal 2.2.1 - Incorporate activity-based and experiential learning practices into their course curricula, as appropriate, using academically endorsed best practices.

| Tactic No. | Tactic | Measure | Assessment Method | Year | Threshold | Target | High Performance |
|---|---|---|---|---|---|---|---|
| 1.1 | Provide faculty development to increase activity-based and experiential learning practices. | Faculty participation in faculty development related to experiential learning | Percentage of total faculty participating in related faculty development | AY/FY16-17 | 5% participating | 10% participating | 15% participating |
| | | | | AY/FY17-18 | 10% participating | 15% participating | 20% participating |
| | | | | AY/FY18-19 | 15% participating | 20% participating | 25% participating |
| | | | | AY/FY19-20 | 20% participating | 25% participating | 30% participating |
| | | | | AY/FY20-21 | 25% participating | 30% participating | 35% participating |
| | | Revisions to course design to incorporate relevant practices | Follow-up survey of faculty who participate in related faculty development | AY/FY16-17 | 50% reporting revisions | 75% reporting revisions | 100% reporting revisions |
| | | | | AY/FY17-18 | 50% reporting revisions | 75% reporting revisions | 100% reporting revisions |
| | | | | AY/FY18-19 | 50% reporting revisions | 75% reporting revisions | 100% reporting revisions |
| | | | | AY/FY19-20 | 50% reporting revisions | 75% reporting revisions | 100% reporting revisions |
| | | | | AY/FY20-21 | 50% reporting revisions | 75% reporting revisions | 100% reporting revisions |
| 1.2 | Expose more students to high-impact teaching practices by incorporating activity-based and experiential learning practices into course delivery | Number of students enrolled in all course sections where course design has been revised | Percentage of total undergraduate students who enrolled in relevant revised course sections | AY/FY16-17 | 5% participating | 10% participating | 15% participating |
| | | | | AY/FY17-18 | 10% participating | 15% participating | 20% participating |
| | | | | AY/FY18-19 | 15% participating | 20% participating | 25% participating |
| | | | | AY/FY19-20 | 20% participating | 25% participating | 30% participating |
| | | | | AY/FY20-21 | 25% participating | 30% participating | 35% participating |
| | | Comparison of how students enrolled in course sections self-report perception of learning and how those enrolled in other sections self-report perception of learning* | Brief questionnaire of students in QEP and non-QEP course sections to measure perception of learning | AY/FY16-17 | n/a | n/a | n/a |
| | | | | AY/FY17-18 | n/a | n/a | n/a |
| | | | | AY/FY18-19 | TBD | TBD | TBD |
| | | | | AY/FY19-20 | TBD | TBD | TBD |
| | | | | AY/FY20-21 | TBD | TBD | TBD |

* A Teaching Effectiveness Initiative is being launched as part of institution-wide efforts. As part of this initiative, a model will be developed for multi-method evaluation of teaching effectiveness that recognizes the multiple components of or approaches to good teaching. These measures are speculative at this time. The QEP Director will work with the Director of Faculty Development and Teaching Effectiveness to ensure these measures can be captured OR to identify more appropriate measures that will be captured in the assessment.

## GOAL 2. Provide opportunities for students to apply skills and knowledge acquired through activity-based and experiential learning in practical experiences.

This goal links to two of AU's Education Mission Plan – "increase the number of students who engage in academic enrichment programs including the Honors Program, the Center for Undergraduate Research and Scholarship (CURS), and Study Away/Abroad" and "integrate inter-professional and multidisciplinary educational opportunities into the course curricula." Achieving this goal will be reliant on close relationships between the Experiential Learning Director and the directors who lead the educational support services related to the capstone component of the QEP – research and scholarship, internships, and study away. This goal will be achieved with one overarching tactic:

Tactic 2.1    Increase student participation in QEP-related capstone courses.

This tactic will be measured by separately tracking participation in student research, in internships, and study away/abroad, relying both on enrollment increases as well as benchmarks of seniors' self-reported participation in those activities on the National Survey of Student Engagement (NSSE). The institution participates in the NSSE annually, so this measures can be assessed beginning in academic year 2016-2017 (year 1).

The assessment plan for program goal 2 is available on the next page.

Augusta University Assessment Plan

| Tactic No. | Tactic | Measure | Assessment Method | Year | Threshold | Target | High Performance |
|---|---|---|---|---|---|---|---|
| 2.1 | Increase student participation in QEP-related capstone courses | Participation in student research | Percentage of enrollment increases in XXXX 4990 courses* | AY/FY16-17 | 10% increase | 20% increase | 30% increase |
| | | | | AY/FY17-18 | 20% increase | 30% increase | 40% increase |
| | | | | AY/FY18-19 | 30% increase | 40% increase | 50% increase |
| | | | | AY/FY19-20 | 40% increase | 50% increase | 60% increase |
| | | | | AY/FY20-21 | 50% increase | 60% increase | 70% increase |
| | | | NSSE benchmarks for seniors participating in "Research with Faculty" | AY/FY16-17 | p<.05 w/ at least 1 comparator group | p<.01 w/ at least 1 comparator group | p<.001 w/ at least 1 comparator group |
| | | | | AY/FY17-18 | p<.05 w/ at least 2 comparator groups | p<.01 w/ at least 2 comparator groups | p<.001 w/ at least 2 comparator groups |
| | | | | AY/FY18-19 | p<.05 w/ at least 2 comparator groups | p<.01 w/ at least 2 comparator groups | p<.001 w/ at least 2 comparator groups |
| | | | | AY/FY19-20 | p<.05 w/ all comparator groups | p<.01 w/ all comparator groups | p<.001 w/ all comparator groups |
| | | | | AY/FY20-21 | p<.05 w/ all comparator groups | p<.01 w/ all comparator groups | p<.001 w/ all comparator groups |
| | | Participation in internships | Percentage of enrollment increases in XXXX 4960 courses* | AY/FY16-17 | 10% increase | 20% increase | 30% increase |
| | | | | AY/FY17-18 | 20% increase | 30% increase | 40% increase |
| | | | | AY/FY18-19 | 30% increase | 40% increase | 50% increase |
| | | | | AY/FY19-20 | 40% increase | 50% increase | 60% increase |
| | | | | AY/FY20-21 | 50% increase | 60% increase | 70% increase |
| | | | NSSE benchmarks for seniors participating in "Internship or Field Experience" | AY/FY16-17 | p<.05 w/ at least 1 comparator group | p<.01 w/ at least 1 comparator group | p<.001 w/ at least 1 comparator group |
| | | | | AY/FY17-18 | p<.05 w/ at least 2 comparator groups | p<.01 w/ at least 2 comparator groups | p<.001 w/ at least 2 comparator groups |
| | | | | AY/FY18-19 | p<.05 w/ at least 2 comparator groups | p<.01 w/ at least 2 comparator groups | p<.001 w/ at least 2 comparator groups |
| | | | | AY/FY19-20 | p<.05 w/ all comparator groups | p<.01 w/ all comparator groups | p<.001 w/ all comparator groups |
| | | | | AY/FY20-21 | p<.05 w/ all comparator groups | p<.01 w/ all comparator groups | p<.001 w/ all comparator groups |
| | | Participation in study away/abroad | Percentage of enrollment increases in SABR 4930 courses* | AY/FY16-17 | 10% increase | 20% increase | 30% increase |
| | | | | AY/FY17-18 | 20% increase | 30% increase | 40% increase |
| | | | | AY/FY18-19 | 30% increase | 40% increase | 50% increase |
| | | | | AY/FY19-20 | 40% increase | 50% increase | 60% increase |
| | | | | AY/FY20-21 | 50% increase | 60% increase | 70% increase |
| | | | NSSE benchmarks for seniors participating in "Study Abroad" | AY/FY16-17 | p<.05 w/ at least 1 comparator group | p<.01 w/ at least 1 comparator group | p<.001 w/ at least 1 comparator group |
| | | | | AY/FY17-18 | p<.05 w/ at least 2 comparator groups | p<.01 w/ at least 2 comparator groups | p<.001 w/ at least 2 comparator groups |
| | | | | AY/FY18-19 | p<.05 w/ at least 2 comparator groups | p<.01 w/ at least 2 comparator groups | p<.001 w/ at least 2 comparator groups |
| | | | | AY/FY19-20 | p<.05 w/ all comparator groups | p<.01 w/ all comparator groups | p<.001 w/ all comparator groups |
| | | | | AY/FY20-21 | p<.05 w/ all comparator groups | p<.01 w/ all comparator groups | p<.001 w/ all comparator groups |

*cumulative from baseline data collected in fall 2016

The university's Education Mission Plan articulates a goal to "create new programs that leverage our ability to provide unique offerings." The inclusion QEP Goal 3 ensures that participation and student progressing in the Leadership Certification is being closely monitored and that how the program fosters students' success after graduation is assessed. This goal will be achieved with two tactics:

Tactic 3.1    Offer the Certificate of Leadership as an embedded credential for undergraduate students.

Tactic 3.2    Increase graduate satisfaction of their preparedness for applying leadership capabilities to their employment or advanced education.

Tactic 3.1 can easily be measured by first tracking enrollment in the LDRS 2000 course beginning in academic year 2016-2017 (year 1) and then measuring certificate completion beginning in academic year 2018-2019 (year 3). The second tactic will leverage another institutional initiative, the "Alumni & Career Outcomes Project." The outcome of this project will be a survey of AU graduates on various aspects of their education and preparation for post-graduation pursuits. The Experiential Learning Director will work closely with the project leaders to ensure items are included on the survey that enables the measurement of how Leadership Certificate graduates perceive their preparation as leaders. That data can first be assessed in academic year 2019-2010 (year 4) of the QEP implementation.

The assessment plan for program goal 3 is available on the next page.

## Augusta University Assessment Plan

| Division: | Academic and Faculty Affairs | | | | Dept/Office: | Experiential Learning Office | |
|---|---|---|---|---|---|---|---|
| GOAL 3: | Prepare students to be leaders in their future professional, educational, and service endeavors by providing leadership curriculum that can lead to a certificate. | | | | Goal Start Date: 1-Jul-16 | | Goal End Date: 30-Jun-21 |

Related To: (Items this goal supports - ex. Strategic Initiative/Organizational Goals, SACS Standard, etc.)   Senior Responsible Leader: Experiential Learning Director
- Education Mission Plan Goal 3.1.3 - Create new programs (i.e. certificates, dual degree, accelerated combinations, credit and non-credit) that leverage our ability to provide unique offerings.
- QEP Student Learning Outcomes

| Tactic No | Tactic | Measure | Assessment Method | Year | Threshold | Target | High Performance |
|---|---|---|---|---|---|---|---|
| 3.1 | Offer the Certificate of Leadership as an embedded credential for undergraduate students | Enrollment in LDRS 2000 | Percentage of capacity enrolled in LDRS 2000 | AY/FY16-17 | 50% capacity | 75% capacity | 100% capacity |
| | | | | AY/FY17-18 | 50% capacity | 75% capacity | 100% capacity |
| | | | | AY/FY18-19 | 50% capacity | 75% capacity | 100% capacity |
| | | | | AY/FY19-20 | 50% capacity | 75% capacity | 100% capacity |
| | | | | AY/FY20-21 | 50% capacity | 75% capacity | 100% capacity |
| | | Completion of Leadership Certificate program | Percentage of students in each LDRS 2000 cohort who earn the Leadership Certificate | AY/FY16-17 | 50% of cohort | 75% of cohort | 100% of cohort |
| | | | | AY/FY17-18 | 50% of cohort | 75% of cohort | 100% of cohort |
| | | | | AY/FY18-19 | 50% of cohort | 75% of cohort | 100% of cohort |
| | | | | AY/FY19-20 | 50% of cohort | 75% of cohort | 100% of cohort |
| | | | | AY/FY20-21 | 50% of cohort | 75% of cohort | 100% of cohort |
| 3.2 | Increase graduate satisfaction of their preparedness for applying leadership capabilities to their employment or advanced education* | Comparison of how Leadership Certificate graduates and other graduates perceive that AU prepared them to be leaders | Comparison of mean scores for both populations | AY/FY16-17 | $p<.05$ | $p<.01$ | $p<.001$ |
| | | | | AY/FY17-18 | $p<.05$ | $p<.01$ | $p<.001$ |
| | | | | AY/FY18-19 | $p<.05$ | $p<.01$ | $p<.001$ |
| | | | | AY/FY19-20 | $p<.05$ | $p<.01$ | $p<.001$ |
| | | | | AY/FY20-21 | $p<.05$ | $p<.01$ | $p<.001$ |
| | | Overall ratings of Leadership Certificate graduates' perception of attainment of leadership variables | Likert-scale average rating for leadership variables | AY/FY16-17 | n/a | n/a | n/a |
| | | | | AY/FY17-18 | n/a | n/a | n/a |
| | | | | AY/FY18-19 | n/a | n/a | n/a |
| | | | | AY/FY19-20 | 4.0 | 4.5 | 5.0 |
| | | | | AY/FY20-21 | 4.0 | 4.5 | 5.0 |

* Assessments are being developed as part of the "Alumni & Career Outcomes Project" to meet federal expectations. These measures and targets are speculative at this time. We will work with the project participants to ensure these measures can be captured OR to identify new, appropriate measures that will be captured in the surveys. The measures proposed are based on the assumption that the surveys will use a 5-point Likert scale to assess satisfaction with various aspects of graduates' preparedness.

## Process for Program Goals Assessment

At the end of each fiscal year, the Experiential Learning Director will develop final assessment reports that include overall results/findings, overall reflections, explanation of why the results were or were not achieved, and how the results will be used in planning for the next fiscal year.

The Director will evaluate the assessment plan annually in collaboration with the governance teams and the academic leadership to ensure continuous improvements related to the quality enhancement plan. This annual reflection on the plan may result in modifications to existing tactics, measures, and expected results, or it may lead to the identification of new ones.

## Responsibility for Assessment

The Experiential Learning Director will have operational responsibility for overseeing all assessment related to the quality enhancement plan. This will include

managing the schedule of assessment; monitoring periodic progress to ensure assessment is occurring; collecting, evaluating, and disseminating assessment results; and leading or supporting the implementation of improvements identified through assessment. Achieving these tasks will be supported by the governance structure described in Section VIII-The Organizational Structure for the QEP. Members of the Implementation Committee, the Curriculum & Assessment Committee, and the Community Advisory Board will provide helpful guidance and feedback on how assessment results should inform improvements to the plan. The Curriculum & Assessment Committee, in particular, will be composed of faculty and students with a charge to ensure the curricular integrity of the Leadership Certificate; participating in the evaluation of the learning assessment results will be among its primary duties [see Appendix G for the committee's charter]. The Director, and thus the governance teams, will be supported by the Graduate Assistant, whose primary role will be to conduct statistical analyses of assessment results and to help prepare assessment data reports for dissemination to a broader constituency.

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*Quality Enhancement Plan Effort: Analysis of NSSE Benchmarks (2005–2012)*

## Executive Summary Report

submitted to
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May 1, 2014

### ANALYSIS BACKGROUND

**PURPOSE OF ANALYSIS** The Quality Enhancement Plan Core Team (Phase 1) is interested in using data from the National Survey of Student Engagement (NSSE) to support potential themes. NSSE is administered annually by Indiana State University to collect undergraduate student engagement data from hundreds of four-year institutions across the U.S.A. and Canada.[1]

The team would like to see all items trended over the data collection years. However, NSSE consists of 106 items. In order to focus our efforts and still gain insight into all 106 items, the five NSSE benchmarks were analyzed instead. The NSSE benchmarks are indicators of effective educational practice, and are calculated from 42/106 items that are the more powerful contributors to student learning and development. The 42 items roll into one of the five benchmarks which are:

- Level of Academic Challenge,
- Active and Collaborative Learning,
- Student-Faculty Interaction,
- Enriching Educational Experiences, and
- Supportive Campus Environment.

This analysis is an initial "dig" into the NSSE data to investigate if there are any obvious strengths and/or areas of improvement for GRU to consider as a potential QEP theme.

### METHODOLOGY

**NSSE DATA** The NSSE benchmark reports for Augusta State University (2005, 2006, 2008, 2011, 2012) and Georgia Health Sciences University (2005, 2008, 2011) were used for this analysis.

**BENCHMARK DEFINITIONS** Below are descriptions provided by NSSE regarding the importance of each benchmark and how it relates to student learning and development.[2]

I. *Level of Academic Challenge* (LAC): Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.[?]

[1] http://nsse.iub.edu/html/about.cfm
[2] http://nsse.iub.edu/pdf/nsse_benchmarks.pdf

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II. *Active & Collaborative Learning* (ACL): Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

III. *Student-Faculty Interaction* (SFI): Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

IV. *Enriching Educational Experiences* (EEE): Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

V. *Supportive Campus Environment* (SCE): Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

**ANALYSIS** The ASU and GHSU populations were treated separately and their averages of the five benchmarks were entered in Tables 1-5 for participative years 2005-2012. Benchmark averages range from 0-100 with a higher score indicating a higher level of student engagement. NSSE statistically compared the institution's (ASU/GHSU) average to the averages of three peer groups:

- Georgia System,
- Carnegie Class, and the
- NSSE group at large.

In Tables 1-5, if ASU/GHSU's average was statistically, significantly lower or higher than the peers', the average was highlighted in red (lower) or green (higher). In addition, if ASU/GHSU's average was statistically, significantly lower or higher than the peers' a "+", "++", or "+++" was placed next to it to indicate how many peer groups it was lower or higher than. An average score that is not highlighted nor has a numerical superscript indicates that that average did not statistically, significantly differ from all three peers.

This analysis also calculated a Top 10% AVG. The annual NSSE benchmark report includes the average score for institutions in the Top 10% (i.e., institutions that scored really high for that particular benchmark). For each population, the Top 10% score for each year was added then divided by the number of participative years, which created the Top 10% AVG found in Tables 1-5. The only purpose for this score is to provide insight as to what a typical high score looks like for each benchmark by population. This analysis did not focus on statistical comparisons between the institution's benchmark averages and that of the Top 10% AVG. Thus, none of the Top 10% AVGs will be highlighted red or green.

Please see the next section for the full results.

*Executive Summary Report on the QEP Effort: Analysis of NSSE Benchmarks (2005-2012)*    2

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RESULTS

*Table 1. Benchmark 1 - Level of Academic Challenge*

| Benchmark 1: LAC | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | Top 10% AVG |
|---|---|---|---|---|---|---|---|---|---|
| ASU: First-Years | 49.7 | 50.5 | | 53.0 | | | 53.9 | 54.4 | 60.4 |
| ASU: Seniors | 54.7 | 55.2 | | 57.2 | | | 56.8 | 57.5 | 64.0 |
| GHSU: Seniors | 39.8 | | | 39.1 | | | 60.4 | | 63.8 |

1 = statistically different from 1 peer group
2 = statistically different from 2 peer groups
3 = statistically different from all 3 peer groups

Items related to the following activities are included in LAC:
- Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and fewer than 5 pages
- Coursework emphasizes: Analysis of the basic elements of an idea, experience or theory
- Coursework emphasizes: Synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: Making of judgments about the value of information, arguments, or methods
- Coursework emphasizes: Applying theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work

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*Table 2. Benchmark 2 - Active & Collaborative Learning*

| Benchmark 2: ACL | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | Top 10% AVG |
|---|---|---|---|---|---|---|---|---|---|
| ASU: First-Years | 39.5 | 40.8 | | 42.8 | | | 43.8 | 42 | 51.4 |
| ASU: Seniors | 51.7 | 51.4 | | 54.8 | | | 54.0 | 55.6 | 59.7 |
| GHSU: Seniors | 55.1 | | | 55.7 | | | 58.5 | | 59.8 |

1 = statistically different from 1 peer group
2 = statistically different from 2 peer groups
3 = statistically different from all 3 peer groups

Items related to the following activities are included in ACL:
- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

*Table 3. Benchmark 3 - Student-Faculty Interaction*

| Benchmark 3: SFI | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | Top %10 AVG |
|---|---|---|---|---|---|---|---|---|---|
| ASU: First-Years | 31.3 | 32.3 | | 37.1 | | | 38.6 | 35.4 | 43.1 |
| ASU: Seniors | 43.3 | 43.7 | | 47.2 | | | 47.0 | 48.2 | 56.2 |
| GHSU: Seniors | 45.6 | | | 48.6 | | | 49.2 | | 56.1 |

1 = statistically different from 1 peer group
2 = statistically different from 2 peer groups
3 = statistically different from all 3 peer groups

Items related to the following activities are included in SFI:
- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements

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## DISCUSSION

After reviewing the peer comparisons for each population within the benchmark, several findings come to light. However, two findings seem to jump out to the reader.

1. Student-Faculty Interaction seems to be the strongest benchmark, specifically for ASU: Seniors and GHSU: Seniors.
2. Enriching Educational Experiences seems to the weakest, specifically for the ASU: First Years. Yet, the Top 10% AVG is rather low itself for ASU: First Years, 33.9.

## RECOMMENDATIONS

A few recommendations are provided below:

1. Use the results from this analysis to see if anything aligns with the QEP Theme Proposal Submissions occurring this month (April 2014).
2. Dig deeper into the Student-Faculty Interaction and Enriching Educational Experiences benchmarks to see which specific items scored very high and low compared to our peers, which are provided in the NSSE Snapshot Reports. Then see whether those specific items align with the QEP Theme Proposals.

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*Table 4. Benchmark 4 - Enriching Educational Experiences*

| Benchmark 4: EEE | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | Top %10 AVG |
|---|---|---|---|---|---|---|---|---|---|
| ASU: First-Years | 22.6[2] | 23.5[2] | | 25.3[2] | | | 26.6[1] | 23.7[1] | 33.9 |
| ASU: Seniors | 35.8[3] | 36.7[3] | | 38.2[3] | | | 39.4 | 39 | 55.9 |
| GHSU: Seniors | 42.1[1] | | | 41.2 | | | 42.6 | | 55.2 |

[1] = statistically different from 1 peer group
[2] = statistically different from 2 peer groups
[3] = statistically different from all 3 peer groups

Items related to the following activities are included in EEE:

- Hours spent participating in co-curricular activities (organizations, campus publications, student gov., social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework and study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

*Table 5. Benchmark 5: Supportive Campus Environment*

| Benchmark 5: SCE | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | Top %10 AVG |
|---|---|---|---|---|---|---|---|---|---|
| ASU: First-Years | 55.9[2] | 59.2 | | 60.7 | | | 62.1 | 56.7[2] | 69.9 |
| ASU: Seniors | 58.1[1] | 57.7 | | 60.8[2] | | | 63.5[2] | 62.1 | 67.9 |
| GHSU: Seniors | 61.7[2] | | | 66.5[3] | | | 67.8[3] | | 67.5 |

[1] = statistically different from 1 peer group
[2] = statistically different from 2 peer groups
[3] = statistically different from all 3 peer groups

Items related to the following activities are included in SCE:

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

## SACSCOC Reaffirmation 2016
## Proposal for a Quality Enhancement Plan

*The GRU Quality Enhancement Plan Core Team invites the university community to propose potential QEPs.*

Who is invited to participate? All members of the GRU community (faculty, staff, students, and other interested stakeholders) are invited to submit ideas. Proposals from single or team-based authors will be accepted.

When is the deadline? November 12, 2014 at 11:59 p.m.

Where do I submit my proposal? Email your proposal to qep@gru.edu

How should I submit my proposal? Proposals must be submitted electronically in a single PDF. Hard copies of proposals, submissions with multiple attachments, and late submissions will not be accepted.

### ABOUT THE QUALITY ENHANCEMENT PLAN

As a condition for our reaffirmation of accreditation, Georgia Regents University is expected to submit a Quality Enhancement Plan (QEP) to SACSCOC in January 2016. The QEP Core Team has been appointed by Provost Caughman to develop and facilitate this process, which includes this call for proposals that invites participation from faculty, staff, students, and other interested stakeholders across the educational programs and academic support units.

Using structured evaluations (see rubric attached), the Core Team will forward the top proposals to a QEP Leadership Panel for further consideration, based on presentations from the proposal authors. Once a proposal is selected by President Azziz and Provost Caughman, new teams will be formed to develop that proposal into a QEP.

Once the QEP has been approved by SACSCOC in December 2016, GRU will begin implementing the plan. We will submit a QEP Impact Report to SACSCOC in 2021 to report on the success of the plan in meeting its intended outcomes.

**More information about the GRU process for selecting a QEP, including a listing of QEP Core Team Members, can be found at gru.edu/qep.**

### GUIDELINES FOR THE QEP PROPOSAL

All proposals should be submitted by November 12, 2014, at 11:59 p.m. in a single PDF to qep@gru.edu.

Proposals should also adhere to the following elements of the guidelines:

A. Meet the SACSCOC expectations for an effective QEP
B. *Directly* address the QEP theme and one or more of the QEP subthemes identified by the Core Team
C. Address all sections of the template prescribed in this document

### A. SACSCOC Expectations for the QEP

Our QEP must be approved by a team of SACSCOC peer reviewers as a condition for our reaffirmation in December 2016. The elements of an approved QEP include the following criteria:

- **An Institutional Process.** The institution uses an institutional process for identifying key issues emerging from institutional assessment.
- **Alignment with Mission.** The plan should accomplish the mission [gru.edu/about/mission.php] of the university and be aligned with the institution's strategic priorities [gru.edu/planning/transitionforward].
- **Focus of the Plan.** The institution identifies a significant issue that (i) focuses on learning outcomes and/or environment supporting student learning and (ii) accomplishes the mission of the institution.
- **Institutional Capability for the Initiation, Implementation, and Completion of the Plan.** The institution provides evidence that it has sufficient resources to initiate, implement, sustain, and complete the QEP.
- **Broad-Based Involvement of Institutional Constituencies.** The institution demonstrates the involvement of its constituencies in the development and proposed implementation of the plan.
- **Assessment of the Plan.** The institution identifies goals and a plan to assess the achievement of those goals.

Specific guidance on SACSCOC expectations for effective QEPs can be found in the materials provided at gru.edu/qep/resources.php.

## B. QEP Themes for Integration

Based on thoughtful examination of the 54 submissions collected from and commented on by the GRU community in conjunction with past years' data from the National Survey of Student Engagement (NSSE), the following principal theme, subthemes, and required learning outcomes have been identified for incorporation into our QEP.

### PRINCIPAL THEME

The following principal theme must be incorporated into the QEP proposal:

❖ **Experiential Learning**, defined in the QEP context as learning by doing, through action, and through discovery and exploration. This type of learning affords students the opportunity to apply content from course readings, lectures, etc., in ways that better prepare them for their post-graduate endeavors. Experiential learning may take place inside or outside the classroom.

### SUBTHEMES

Proposals must incorporate one or more of the following subthemes as part of the proposed plan:

❖ **Leadership** – In the QEP context, this subtheme considers students' ability to demonstrate influence, commitment, integrity, and problem-solving to accomplish an outcome.

❖ **Community Engagement** – In the QEP context, this subtheme defines "community" broadly, from local neighborhoods to the entire planet. It considers students' capacity for cultural competency as foundational to effective community engagement.

❖ **Research and Scholarship** – In the QEP context, this subtheme considers opportunities for students to engage in research and scholarship in the real world with the benefit of mentorship from faculty.

### REQUIRED LEARNING EXPECTATION

Proposals must also incorporate **Written and Oral Communication** skills among expected learning outcomes.

GRU Reaffirmation 2016 – QEP Proposal Guidelines                     Page 3

## C. QEP Proposal Template

*Note: Word limits are approximate and exclude graphical displays or tabulations.*

| Proposal Section | Description of Sections |
| --- | --- |
| **Cover Page Form** | See attachment |
| **Project Title** | Provide a title that succinctly conveys the conceptual basis of your proposal and its relationship to one or more of the themes. |
| **Abstract** *Word limit: 200* | Provide a short summary describing the basic concept, its relationship to one or more of the themes, and the expected outcomes of the plan. |
| **Proposal Rationale** *Word limit: 150-200* | Describe what issue(s) related to student learning or the environment that supports student learning would be positively and directly impacted by this plan. |
| | Describe which program(s), area(s), or set(s) of students would be impacted by this plan. |
| **Relationship to Themes** *Word limit: 100-150* | Describe the proposal's relationship with the principal theme (Experiential Learning) and one or more of the subthemes (Leadership, Community Engagement, and Research and Scholarship). |
| **Relationship to GRU Mission and Initiatives** *Word limit: 150-200* | Describe how this plan aligns with the GRU mission as well as with the strategic priorities set forth in *Transition Forward* and/or other high-level strategic efforts related to student learning. |
| | GRU Mission – gru.edu/about/mission.php *Transition Forward -* gru.edu/planning/transitionforward/ |
| **Assessment Plan\*** | Provide a table or list describing appropriate student learning outcomes and describe assessment methods that could be used to measure outcomes. Include direct measures that are clear and feasible. (Note: At least one student learning outcome must be related to written and oral communications.) |
| | Describe other goals of the plan not directly related to student learning and how they could be assessed. Examples of these types of goals could include faculty development, publication or presentation about the plan, communications, etc. |

GRU Reaffirmation 2016 – QEP Proposal Guidelines                     Page 4

# Appendix B.  QEP Proposal Guidelines

## Cover Sheet (Page 7)

GRU GEORGIA REGENTS UNIVERSITY AUGUSTA

### Proposal for a Quality Enhancement Plan

*SACSCOC Reaffirmation 2016*

**COVER SHEET**

PROJECT TITLE

NAME OF CONTACT PERSON/PRIMARY AUTHOR

PHONE                              EMAIL

LIST ALL CONTRIBUTORS TO THIS PROPOSAL

We understand that our proposal must adhere to the attached guidelines to be fully considered by the GRU Quality Enhancement Plan Core Team. We understand that the GRU Quality Enhancement Plan Core Team will recommend further consideration of our proposal by a QEP Leadership Panel if the proposal is consistent with the intent of the university's QEP. We further understand that our proposal may be accepted in full or in combination with other proposals.

SIGNATURE OF CONTACT PERSON                              DATE

**Submit to qep@gru.edu by 11:59 p.m. on November 12, 2014**

GRU Reaffirmation 2016 – QEP Proposal Guidelines                              Page 7

## Proposal Guidelines (Page 5)

No specific writing style is prescribed, but references should, at a minimum, provide the document's title, source, author(s), year of publication, and URL, if applicable.

| Proposal Section | Description of Sections |
|---|---|
| **Timeline for Implementation** | Our QEP will be approved by the SACSCOC in December 2016, and we must provide an Impact Report in 2021. Therefore, careful consideration for how the plan will be implemented over a five-year period is vital. |
| | Provide a timeline that illustrates the steps required for each of the following years to implement and assess your proposed plan's activities. |
| | • 2016-2017 (SACSCOC approval in December 2016)<br>• 2017-2018<br>• 2018-2019<br>• 2019-2020<br>• 2020-2021 (Impact Report due in September 2021) |
| | Be as specific as possible. |
| **Resources Needed\*** | Describe resource needs that are appropriate and sufficient to the plan. Specifically, address the following: |
| | *Personnel:* Either provide an organizational chart or list that illustrates what staff would be needed to implement the plan. The chart or table should define reporting relationships, faculty or staff status, and if possible, effort in the plan (full-time or part-time). Describe any additional information that would clarify the staffing needs for your plan. |
| | *Other Expenses:* Describe any special expenses that would be required to implement the plan. Such expenses may include software, library resources, equipment, etc. Indicate whether it is a one-time expense or an ongoing expense. If possible, provide cost estimates for these items. (Do not include standard expenses, such as office supplies, furniture, or computer equipment.)<br>*\* Additional guidance will be provided for top selected.* |
| **References** | List any applicable references used in developing this proposal, including institutional data, publications, etc. |

GRU Reaffirmation 2016 – QEP Proposal Guidelines                              Page 5

**GRU** GEORGIA REGENTS UNIVERSITY AUGUSTA

## Rubric for QEP Proposal

| Indicator | Proposal Section(s) | Unacceptable (1) | Weak (2) | Acceptable (3) | Exceptional (4) |
|---|---|---|---|---|---|
| Clear description of how student learning is directly impacted by this plan | Proposal Rationale; Assessment Plan | There is no clear indication that student learning will be impacted by this plan. | How student learning is impacted by this plan needs to be more clearly delineated. | Outcomes generally impact student learning. | Student learning is directly impacted by this plan. |
| Clear explanation for which program(s), area(s) or set(s) of students will be impacted | Proposal Rationale | There is no clear identification of which program(s), area(s), or set(s) of students impacted. | Some program(s), area(s), or set(s) of students impacted is included, but it is unclear as to the impact. | Program(s), area(s), or set(s) of students impacted is included, but not clearly linked to the assessment. | There is a clear explanation as to which program(s), area(s), or set(s) of students are impacted and linked to the assessment. |
| Clear description of how the principal theme and subthemes relate to the proposal | Relationship to Themes | No clear theme or subthemes have been identified. | A theme and/or subthemes have been identified, but it is unclear how this plan relates to it. | A theme and/or subthemes have been identified, but there needs to be clarification of the plan's relationship to it. | A theme and subthemes have been identified, and it is clear exactly how this plan relates to them. |
| Clear description of plan's alignment with GRU mission of education, research, and service | Relationship to GRU Mission and Initiatives | Plan neither aligns with nor enhances the GRU mission as it relates to student learning. | Plan aligns with the GRU mission but does not enhance the mission as it relates to student learning. | Plan aligns to GRU mission and somewhat enhances the mission as it relates to student learning. | Plan clearly aligns with and enhances the GRU mission as it relates to student learning. |
| Clear description of plan's alignment with *Transition Forward* and/or other initiatives related to student learning | Relationship to GRU Mission and Initiatives | Plan does not clearly align with *Transition Forward* or with any other initiatives related to student learning. | Plan aligns with *Transition Forward* or with other initiatives but does not clearly relate to student learning. | Plan aligns with *Transition Forward* related to student learning initiatives, but it does not clearly align with other initiatives related to student learning. | Plan clearly aligns with *Transition Forward* and other initiatives related to student learning. |
| Clear description of appropriate student learning outcomes, assessment methods, and direct measures of outcomes | Assessment Plan | Assessment plan is not present, or it is not clear in determining expected outcomes and means of assessment. | Assessment plan is present; outcomes are often processes that are to be implemented. Assessment of goals is not directly related to outcomes. | Assessment plan is based on clear outcomes; assessment methods are related to outcomes. | Assessment is based on clear outcomes; assessment methods are related to outcomes, and are direct measures of those outcomes. |

**GRU** GEORGIA REGENTS UNIVERSITY AUGUSTA

## Rubric for QEP Proposal

| Indicator | Proposal Section(s) | Unacceptable (1) | Weak (2) | Acceptable (3) | Exceptional (4) |
|---|---|---|---|---|---|
| Clear inclusion of written and oral communications student learning outcomes, assessment methods, and direct measures of outcomes | Assessment Plan | Written and oral communication student learning outcomes not present, or it is not clear in determining expected outcomes and means of assessment. | Written and oral communications student learning outcomes is present; outcomes are often processes that are to be implemented. Assessment of goals is not directly related to outcomes. | Written and oral communications student learning outcomes is based on clear outcomes; assessment methods are related to outcomes. | Written and oral communications student learning outcomes is based on clear outcomes; assessment methods are related to outcomes and are direct measures of those outcomes. |
| Clear description of other goals not directly related to student learning | Assessment Plan | Assessment plan is not present, or it is not clear in describing other non-SLO goals. | Assessment plan present; outcomes are often processes that are to be implemented. Assessment of goals is not directly related to outcomes. | Assessment plan is based on clear outcomes; assessment methods are related to outcomes. | Assessment is based on clear outcomes; assessment methods are related to outcomes and are direct measures of those outcomes. |
| Clear description of the steps needed for implementing the plan | Timeline for Implementation | Timeline for development is not present. | Timeline for development is present, but difficult to follow. | Timeline for development is present and clear enough to determine viability, but more detail is needed. | Timeline for development is present and clear enough to direct development. |
| Clearly describes the resources needed to implement the plan | Resources Needed; QEP Proposal Budget Worksheet | Resource areas needed are not present or inadequately addressed. | Not all areas of resources needed are addressed. | All resource areas are addressed but clarification is needed in some areas. | All resource areas are addressed, and sufficient information is given for clarification. |
| Provides a complete and detailed list of references | References | There is an incomplete list of references. | There is an incomplete list of references, but enough given to get started. | There is a complete list of references, but more information is needed for some of them. | There is a complete list of references with adequate detail. |

[1] Some portions of the rubric are directly derived or modified from SACSCOC Quality Enhancement Plan Guideline 2012.

## GRU GEORGIA REGENTS UNIVERSITY AUGUSTA — LEAP LOGIC MODEL

| PROCESS | | OUTCOMES | | |
|---|---|---|---|---|
| **Resources** What is required for LEAP's success? | **Activities** How will we implement LEAP? | **Outputs** How will we measure LEAP's effects? | **Outcomes** How will it affect our students? | **Goals** What will LEAP do for GRU? |
| LEAP Director | Establish LEAP leadership | *Campus Impact (5 years):* | Students in LEAP Courses will: | **Greater Success** |
| LEAP Steering Committee (8 faculty) | Establish one new course: *Intro to LEAP* | • 1,200-1,500 students complete LEAP courses | • Demonstrate professional habits | • Better retention and progression rates |
| 1-3 faculty to teach *Intro to LEAP* | Identify LEAP-qualified course electives | • 2,000-6,000 hours of LEAP service learning involvement | • Evaluate the quality of information sources | • More employable graduates |
| 10-20 faculty to teach LEAP course electives | Train faculty in LEAP's methods and rubric | • 50-150 capstone events | • Employ evidence-based reasoning to support a critical viewpoint | **Greater Recognition** |
| Marketing campaign | Promote LEAP to new freshmen/sophomores | • 100-300 students earn LEAP Certificates | • Communicate effectively in oral, written, and visual forms | • LEAP Certificate valued by employers/graduate programs |
| ePortfolio software (D2L) | Implement ePortfolio | *Measurable Outputs:* | • Collaborate effectively with others | • National interest in GRU's innovative signature program |
| 10-15 faculty mentors | Assign faculty mentors for Certificate-seekers | • LEAP Evaluations | Those who complete LEAP Service Learning will also: | **Stronger Community** |
| Statistician | Organize capstones | • Research and critical reasoning assignments | • Use peer feedback to devise a clear plan for self-improvement | • More mentoring, less sophomore "slump" |
| Commendation letters from VPAFA | Assess and report | • Class presentations | Those who earn the LEAP Certificate will also: | • More outreach and partnerships in CSRA |
| | | • Group projects | • Plan and execute a high-stakes event | • More students choose GRU |
| | | • Self-development plan | • Demonstrate sustained professionalism and engagement | |
| | | • Capstone events | | |
| | | • Increased GPA, campus/community engagement | | |
| | | • More satisfied employers/ | | |

## GRU GEORGIA REGENTS UNIVERSITY AUGUSTA — QEP LOGIC MODEL – ACADEMIC COMMUNITY ENGAGEMENT

| PROCESS | | OUTCOMES | | |
|---|---|---|---|---|
| **Resources** *What do we need to make this program succeed?* | **Activities** *What do we need to accomplish?* | **Outputs** *What will these activities produce that we can measure/count?* | **Outcomes** *What changes will result from these activities?* | **Goals** *What are the desired long-term impacts of this program?* |
| **PERSONNEL** ACE Director, GRU Faculty, CURS Staff, FYE/SYE Director, Study Abroad Director, Leadership Course Faculty, ACE Leaders, Office of Faculty Development and Teaching Excellence, Academic Adivsement. | **PROGRAMS** **INVOLVEMENT** A leadership course designed for upper level students. Community-based research projects in national locations and the Augusta community. Study Away courses within the CORE curriculum that have a community-based undergraduate research component | **INVOLVEMENT** Per academic year 100 undergraduate students will be involved (leaders and participants). Five to ten faculty will be involved. As the program grows from year to year more students and faculty will be affected. Local and national community organizations will also be involved through community-based research projects. | At the end of the program students will have a better understanding of the research process, and improved leadership skills. Students will also have a better personal and academic connection to GRU. | **PURPOSE STATEMENT** The purpose of the ACE QEP is to enhance student learning through community-based research and to develop students' leadership skills. |
| **LOCATION** GRU Summerville and Health Sciences Campuses; National study away locations | **RESEARCH** Undergraduate research opportunities increase a student's understanding of how to conduct a research project; confidence in their research skills; and their awareness of what graduate school is like. (Russell 2007) | | **STUDENT LEARNING OUTCOMES** 1. Knowledge of research skills that are discipline and field specific. 2. Knowledge of discipline specific theoretical principles and their application to everyday experiences 3. Demonstrate the ability to make meaning of service experiences | **GOALS** Enhance student learning; introduce undergraduate research to lower division students; increase progression and retention; increase civic engagement and awareness; and increase cultural competency among undergraduates. |
| **OTHER** Augusta and national community partners needed for community-based research (CBR) Supplies and equipment for CBR projects | | **OUTPUTS** 1. Newly developed leadership course for ACE leaders 2. Newly developed rigorous pedagogy dedicated to community-based research 3. More students participating in study away 4. Introduction of the research process at the freshmen and sophomore level | 4. Gain understanding of leadership foundational theories and models 5. Demonstrate knowledge of diversity around identities, cultures, and society 6. Demonstrate oral and written communication skills | |
| **ASSESMENT RESOURCES** Global Perspectives Inventory, Community-Based Research Course Survey, university reports, NSSE | | | **STUDENT SUCCESS OUTCOMES** 1. increase retention and progression; 2. Early major declaration; 3. increase attachment to GRU/Community **DATA COLLECTION** 1. Global Perspectives Survey (Global Perspectives Institute 2008) 2. Community-Based Research Course Survey (Lichtenstein 2011) 3. Course presentations and exams | |

# Appendix E. Written Feedback on QEP Proposals

| Summary of Feedback on Proposals Recommended by Core Team | | |
|---|---|---|
| | **Strengths** | **Obstacles/Opportunities** |
| **ACE** | • Multidisciplinary, fosters collaboration between programs<br>• Promotes travel to attain a broader perspective of the world<br>• Multiple levels of student participation<br>• Builds on existing curriculum and programs<br>• Links outcomes to assessments<br>• Students would be invested | • Clarify how program objectives align with student outcomes<br>• Provide more detail on the implementation timeline<br>• Provide more detail on "innovative pedagogy"<br>• Clarify how community leaders will be identified, how first group of student leaders will be selected, etc.<br>• Expand description of resources and budget<br>• Provide additional references and research to support plan<br>• Incorporate more time for the research portion |
| **LEAP** | • Goals and objectives are clear and achievable<br>• Cross-curricular, involves variety of majors<br>• Has a detailed timeline for implementation<br>• Good incorporation of Leadership subtheme<br>• Certificate program would benefit students in the job market<br>• Clearly stated outcomes for students<br>• Builds on existing resources of curriculum and faculty<br>• Participating partners and stakeholders already identified<br>• Practical, feasible, and appropriate | • Specify how it would enrich targeted classes<br>• Provide more detail linking to plan to experiential learning<br>• Provide more alignment to the GRU mission<br>• Clarify roles of Mentors, Director, and Steering Committee<br>• Specify overall measures of progress |

# Appendix E.  Written Feedback on QEP Proposals

| Summary of Feedback on Proposals Presented to Leadership Panel | | |
|---|---|---|
| | Strengths | Obstacles/Opportunities |
| ACE | • Ability to enhance engagement of undergraduates<br>• Community engagement subtheme well integrated and activities clearly defined<br>• Positive impact on written/oral communications<br>• Realistic timeline for reporting outcomes to SACSCOC in 2021<br>• Clear which student population targeted<br>• Reasonable budget (based on what was provided) | • Limited access and impact, particularly financially if offered in summer<br>• Student learning outcomes not clearly defined or too limited, may not be achievable in short summer course<br>• Involves new course development, meaning commitment of faculty time, resources, reassignments, etc.<br>• Budget doesn't seem to consider hidden costs to students for travel or costs per student served<br>• Credentialing and liability issues if students are travelling<br>• Significant effort to supervise students in the community<br>• Overlapping programs should be identified as QEP components to reduce costs/resources |
| LEAP | • Scalable, flexible<br>• Ability to enhance engagement of undergraduates<br>• Ability to impact more students and to foster collaboration across programs<br>• Potential to connect with community, alumni, and other outside resources<br>• Higher likelihood of buy-in from faculty<br>• Student learning outcomes are clearly defined and achievable, and a positive impact on written/oral communications<br>• Clear which student population targeted<br>• Reasonable budget (based on what was provided) | • Community engagement activities not as clearly defined<br>• Involves new course development, meaning commitment of faculty time, resources, reassignments, etc.<br>• Significant effort to supervise students in the community<br>• Concern that too many students will be interested in capstone, impacting available resources; consider implementing minimum level for achievement/immersion in the experience<br>• Would need student focus groups to elicit feedback on the program<br>• Make teaching LEAP-approved courses an "honor" for faculty<br>• Any existing overlapping programs should be identified as QEP components to reduce costs/resources |

**Enrollment:** 20 students per section

**Course Description:**

Leadership 2000 introduces the concepts and relationships between leadership, engagement, and professionalism. Through a variety of readings, experiences and assignments, LDRS 2000 fosters successful leadership traits that are valued highly by faculty, employers, and civic leaders. The course will develop students who think critically and creatively, make ethical and evidence-based decisions, communicate and collaborate effectively, synthesize skills from multiple aspects and sources, be trusted with responsibility, respond constructively to feedback from peers and professors, and inspire others to work together toward common goals. Leadership, engagement, and professionalism will be practiced firsthand to introduce the different conceptualizations, styles, and theories of leadership. Student self-reflections based on leadership and professionalism concepts will orient the student towards becoming a highly effective citizen. The course may invite leaders from one or more of the following civic and community arenas to frame leadership and professionalism from many contexts: government, military, business, media, and academia. LDRS 2000 is available to rising sophomores whom have completed ENGL 1101 or COMS 1030. LDRS 2000 is a required course in pursuit of the GRU Leadership Certificate program.

**Recommend Readings: (Must choose at least one of the following.)**

Bolman, Lee G. and Terrence E. Deal. 2011. *Leading with Soul: An Uncommon Journey of Spirit*. San Francisco: Jossey-Bass.

Denhardt, Robert B. and Janet V. Denhardt .2014. *The Dance of Leadership: The Art of Leading in Business, Government, and Society*. Oxford and New York: Routledge Press.

George, Bill, Peter Sims, Andrew N. McLean, and Diana Mayer. 2007. "Discovering Your Authentic Leadership." *Harvard Business Review*, (February): 1-8.

Kotter, John P. 2001. "What Leaders Really Do." *Harvard Business Review*, (December): 85-96.

Lencioni, Patrick. 2010. *The Five Temptations of a CEO: A Leadership Fable*. San Francisco: Jossey-Bass.

Maxwell, John C. 2007. *The 21 Irrefutable Laws of Leadership.* Nashville, TN: Thomas Nelson, Inc.

Shamir, Boas and Galit Eilam. 2005. "'What's Your Story?' A Life-Stories Approach to Authentic Leadership Development." *The Leadership Quarterly*, 16: 395-417.

Smith, Perry M. and Jeffrey W. Foley. 2013. *Rules & Tools for Leaders: From Developing Your Own Skills to Running Organizations of any Size, Practice Advice for Leaders at all Levels*. New York: Perigee Press.

Wheatley, Margaret J. 2006. *Leadership and the New Science. Discovering Order in a Chaotic World.* San Francisco: Berrett-Koehler Publishers.

# Appendix F.  Preliminary Syllabus for LDRS 2000

**The student learning outcomes of this course are to have each student develop and demonstrate knowledge and basic skills related to:**

1. Students will explain selected leadership theories or models.
2. Students will explain and exhibit behaviors that distinguish competent professionals to include appropriate written and oral communication skills, problem solving skills, ability to work well with others and collaboration skills.
3. Students will demonstrate growth by reflecting upon self and peer assessments.
4. Students will ask relevant and appropriate questions of guest speakers/lecturers regarding leadership, professionalism and/or other lesson topics.

**Required Relative Topic/Content Emphasis for a 45 Hour Semester**

*Leadership Styles and Theories*

(Discuss definitions and examples of various styles and main theories for leadership. Incorporate multiple discipline fields into discussions and assignments.)

*Self-Assessment Activities*

Have students complete assigned self-assessments to determine personal learning styles, leadership preferences, and situational responses. Incorporate paper assessments to role-play when possible.)

*Experiential/Service Learning: Project Based Learning Activities*

(Determine one PBL project to complete as a class. Work on the project should span several weeks. Completing and analyzing results of the PBL project should be a focal point throughout the course and a significant portion of course content as well as the student's grade.

*Professional Seminar Series*

(Invite professionals, local business owners, or other experts in covered topics to share their knowledge with the students through classroom based seminars, site visits, or other approved outlets.)

*Reflective Assignment*

(Determine an assignment appropriate to course content that allows the students to individually reflect on their activities, knowledge gained, and unanticipated discoveries throughout the course. When possible, include a rubric allowing the students to assess their experience.)

# Appendix G.  QEP Governance Committee Charters

| | Implementation Committee | Curriculum & Assessment Committee | Community Advisory Board |
|---|---|---|---|
| **Work Team Purpose:** | Actively assists the Experiential Learning Director in implementing *Learning by Doing*, the university's Quality Enhancement Plan (QEP). Advises Director on assessment of the QEP goals and determination of how results will inform improvement and progress of the plan. Serves as liaison between Director and other units to navigate procedures and remove barriers for timely accomplishment of tasks. | Assists the Experiential Learning Director in overseeing the curricular integrity of the Leadership Certificate and in using assessment results of student learning to ensure continuous improvement of the program. Advises Implementation Team on operational improvements related to the Leadership Certificate and to the promotion of experiential learning among students and faculty. | Provide guidance to the Experiential Learning Director on the capstone component of the Leadership Certificate and feedback on the use of results of student learning outcomes assessments. |
| **Background:** | As directed by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), we must submit our Quality Enhancement Plan (QEP) to a team of evaluators in January 2016, and they will visit our campus March 22, 2016 to evaluate GRU's capability for completing our plan.<br><br>The QEP that is being implemented promotes experiential learning across colleges and programs. The centerpiece of the plan is a newly established Leadership Certificate available to undergraduate students. | | |
| **Sponsors:** | Vice President for Academic Affairs and Faculty Affairs and Vice President for Institutional Effectiveness/SACSCOC Liaison | | |
| **Chair:** | Experiential Learning Director | | |
| **Responsibilities & Deliverables:** | 1. Ensure that the QEP is in keeping with Augusta University's mission.<br>2. Actively assist the QEP Director in navigating the organization and executing the proper procedures for accomplishing tasks related to the QEP.<br>3. Advise the QEP Director on the assessment of QEP goals, including determining the use of assessment results to promote continuous improvement of the plan.<br>4. Support the growth of the QEP Program in regards to faculty and student recruitment.<br>5. Annually assess the necessity for this body and its charge based on remaining actions to be implemented. | 1. Review assessment results each semester.<br>2. Recommend revisions to the Leadership Certificate curriculum as a result of evaluation of student learning assessment results and programmatic outcomes.<br>3. Identify opportunities for faculty development to deliver and demonstrate experiential learning.<br>4. Participate in processes for receiving, reviewing, and approving Leadership Certificate students' applications for Leadership Service Experiences and Capstone Projects. | 1. Continually assist in identifying, facilitating, and promoting experiential learning opportunities for Augusta University's faculty, staff, and students.<br>2. Provide guidance and advice to develop and continuously improve the institution's promotion of experiential learning and the progress of students pursuing the Leadership Certificate.<br>3. Promote the Leadership Certificate as an Augusta University program of excellence to community peers. |

| | Implementation Committee | Curriculum & Assessment Committee | Community Advisory Board |
|---|---|---|---|
| Membership: | 1. Director of Accreditation<br>2. Director of the Advisement Center<br>3. Director of Career Services<br>4. Director of the Center for Undergraduate Research & Scholarship<br>5. Director of Faculty Development and Teaching Excellence<br>6. Director of Honors Program<br>7. Director of Instructional Systems and Services<br>8. Dean of Student Life<br>9. Director of Study Abroad | One faculty designee from undergraduate programs in each of the following colleges:<br><br>1. College of Allied Health Sciences<br>2. Pamplin College of Arts, Humanities, and Social Sciences<br>3. Hull College of Business<br>4. College of Education<br>5. College of Nursing<br>6. College of Science and Mathematics<br><br>Two previous LDRS 2000 students | 1. Internship Host Representative(s)<br>2. Research/Scholarship Host Representative(s)<br>3. Employer Representative(s)<br>4. Alumni Representative(s)<br>5. Community-minded faculty and staff<br>6. Leadership Certificate graduate or candidate (beginning in Year 3) |
| Resources: | • Assessment Coordinator, Office of Institutional Effectiveness<br>• Experiential Learning Graduate Assistant | • Assessment Coordinator, Office of Institutional Effectiveness<br>• Assistant Director of Faculty Development and Teaching Excellence<br>• Associate Vice President for Academic and Affairs and Student Success<br>• Associate Vice President for Assessment<br>• Director of Accreditation<br>• Experiential Learning Graduate Assistant<br>• Instructional Designer<br>• Research Concierge<br>• Members of the QEP Phase II Core Development Team, as needed | • Director of Accreditation<br>• Director of Alumni Associations<br>• Director of Career Services<br>• Executive Director of Economic Development and Entrepreneurial Engagement<br>• Government Relations and Community Affairs Specialist |
| Boundaries: | This team will not make decisions related to curriculum or the assessment of student learning outcomes. | None noted at this stage. | This team does not make changes to curriculum, but it can make recommendations for improvement to the QEP Curriculum & Assessment Committee through the QEP Director. |
| Budget/ Resources: | This team will not have its own budget. However, the team can advise the Director, who is the QEP's primary budget officer, on the budgetary impacts of its responsibilities and deliverables. The committee's decisions and actions may inform requests for additional funding as part of the institution's annual budget planning cycle. | | |

# Appendix H.  Hypothetical Leadership Certificate Plans

| Stages in the Leadership Certificate Curriculum | | | |
|---|---|---|---|
| Prerequisites | Leadership Course | Bridge Courses | Capstone Project |
| Successfully complete one of the following courses prior to enrolling in LDRS 2000:<br><br>• ENGL 1101 – College Composition I (3 credits)<br>• COMS 1100 – Fundamentals of Human Communication (3 credits) | Successfully complete the following course:<br><br>• LDRS 2000 – Introduction to Leadership and Professionalism (3 credits) | Choose and successfully complete one of the following pathways:<br><br>• Two QEP-designated courses that are offered for your major, either as a requirement or an elective (6 credits)<br>• One QEP-designated courses that are offered for your major, either as a requirement or an elective (3 credits) AND 150 hours of a Leadership Experience | Choose and successfully complete one of the following courses for completing your capstone project:<br><br>• XXXX 4990 – Undergraduate Research<br>• XXXX 4960 – Undergraduate Internship<br>• SABR 4930 – Study Away |

| | Freshmen Year | Sophomore Year | Junior Year | Senior Year |
|---|---|---|---|---|
| Bachelor of Arts in History | • ENGL 1101 | • LDRS 2000 | • HIST 3491 – Military History of the US*<br>• HIST 4451 – National Security and Foreign Policy, 1898* | • SABR 4930[+] |
| Bachelor of Business Administration in Accounting | • COMS 1100 | • LDRS 2000 | • ACCT 4380 – Government and Institutional Accounting*<br>• Leadership Experience – SGA President | • BUSA 4960[+] |
| Bachelor of Science in Biology | • ENGL 1101 | • LDRS 2000 | • BIOL 3100 – Zoology*<br>• BIOL 3700 – Molecular Biology Laboratory* | • BIOL 4990[+] |

*Course meets requirements for major in student's baccalaureate degree program

[+]Course is an upper division elective in the student's baccalaureate degree program

# Appendix I. Leadership Certificate Proposal Assignment

## Introduction

A Hallmark of good leadership is the ability to sense changes (in ourselves, the environment, core values, etc.), be self aware (associate our actions to our plans), and to imagine (what others perceive, possible outcomes, reactions, etc.).

Thus far in LDRS 2000, you have experienced and applied new information that should help you more readily sense changes in yourself and be able to reflect on your actions and plans. It's now time to practice imagining, guided with the new skills and information brought out by understanding what and who a leader is.

## The Background

Imagine you are planning to continue toward earning the leadership certificate at Augusta University. There are two paths open to you toward completion of the requirements of the certificate, both ending with a capstone project. There are multiple options for a capstone project, identical for either path. What path would you take toward completion of that certificate?

| Plan A | Plan B |
|---|---|
| LDRS 2000 | LDRS 2000 |
| Take two upper level bridge courses in your field of study that incorporate leadership fundamentals. A list of courses fitting the leadership certificate pathway will be supplied to you. | Take one upper level bridge course in your field of study that incorporates leadership fundamentals. A list of courses fitting the leadership certificate pathway will be supplied to you.<br><br>Engage in 150 hrs of *approved* volunteer work over a semester with a campus or community organization. The volunteer work must be in a leadership position. |
| Continued use of your e-portfolio throughout your education. | Continued use of your e-portfolio throughout your education. |
| Completion of a Capstone Project, which can be student research, community based research, an internship, or study away. Completion of the Capstone Project requires a complete e-portfolio, written thesis of the project, and an oral presentation of your work. | Completion of a Capstone Project, which can be student research, community based research, an internship, or study away. Completion of the Capstone Project requires a complete e-portfolio, written thesis of the project, and an oral presentation of your work. |

As you can see in the above table, the two plans differ only in the bridge area, where you have options of two courses or a course and a leadership volunteer position.

# Appendix I.   Leadership Certificate Proposal Assignment

## The Assignment

Write a 1-2 page proposal (1000 word minimum) for your imagined trek to earning the *Leadership Certificate* at Augusta University. While writing your proposal, you are to answer the following within your narrative:

- What Plan will you take toward completing the Leadership Certificate?
- Which course(s) will you take in the bridge section?
- Which Volunteer Leadership Activity do you propose to complete the bridge portion of the certificate?
- How will the bridge course(s) you chose affect your ability to complete your Capstone Project?
- In what type of Capstone Project will you engage (research, study away, etc.)?
- How might the chosen Capstone Project be important in your future (after graduation).
- Which Capstone Project mentor or mentors do you see yourself working with on campus? Off campus?
- What timeline do you plan to initiate to succeed in earning the Leadership Certificate?
- What resources might your proposed Capstone Project require?

The proposal should have the following sections

- A working title
- Summary of Proposed Plan to Earn the Leadership Certificate
  - The majority of the questions to be answered above should reside in here, in narrative for. That is, not expressed as answers to the direct questions provided.
- Preliminary Timeline
  - Include any important milestones and or necessary permissions from mentors/QEP director.
- References

## Additional Information

Your proposal should be single spaced, with 11-12 point font. Margins should be set at 1" from the sides, top and bottom. The proposal must be submitted electronically to your portfolio by _____. Submitting a paper copy of your proposal is encouraged. Print the proposal on a single sided of each sheet of paper (not back-to-back) and stapled (no paperclips). Include a cover page with your name as part of the paper copy.

Your language should be efficient and professional when writing a proposal. Grammar and spelling do apply and reflect your level of preparation (and effort) for the assignment.

A draft outline of your proposal is expected by _____.

## COLLEGE OF ALLIED HEALTH SCIENCES

### Clinical Lab Science

| Course | SLO 1 | SLO 2 | SLO 3 | SLO 4 |
|---|---|---|---|---|
| CLSC 4280-Clinical Venipuncture Internship | | • | | • |
| CLSC 4480-Clinical Microbiology Internship | | • | | • |
| CLSC 4501-Sem in CLS Evidence Based Pract | | • | | • |
| CLSC 4680-Clinical Biochem/Immun Internship | | • | | • |
| CLSC 4780-Clin Immunohematology Internship | | • | | • |
| CLSC 4880-Clinical Hematology Internship | | • | • | |

### Dental Hygiene

| Course | SLO 1 | SLO 2 | SLO 3 | SLO 4 |
|---|---|---|---|---|
| DHYG 3220-Dental Specialty Clinics I | | • | | • |
| DHYG 3228-Comm Health & Research Methods | • | • | | |
| DHYG 3255-Dental Specialty Clinics | | • | | • |
| DHYG 3285-Dental Hygiene Practicum | | • | | • |

### Health Information Administration

| Course | SLO 1 | SLO 2 | SLO 3 | SLO 4 |
|---|---|---|---|---|
| HINF 3208-Record Processing Practicum | | • | | • |
| HINF 4105-HIA Mgmt Capstone | • | • | • | • |
| HINF 4722-Administrative Practicum | | • | | • |

### Medical Lab, Imaging, & Radiologic Sciences

| Course | SLO 1 | SLO 2 | SLO 3 | SLO 4 |
|---|---|---|---|---|
| MLIR 3230-Principles in Education | | • | | • |
| MLIR 3320-Clinical Services Delivery | | • | | • |

### Nuclear Medicine Technology

| Course | SLO 1 | SLO 2 | SLO 3 | SLO 4 |
|---|---|---|---|---|
| NMMT 3641-Clinical Internship | | • | | • |
| NMMT 3642-Clinical Internship | | • | | • |
| NMMT 3643-Clinical Internship | | • | | • |
| NMMT 4641-Clinical Internship | | • | | • |
| NMMT 4642-Clinical Internship | | • | | • |

### Radiation Therapy

| Course | SLO 1 | SLO 2 | SLO 3 | SLO 4 |
|---|---|---|---|---|
| RADT 3641-Rad Oncology Clin Internship I | | • | | • |
| RADT 3642-Rad Oncology Clin Internship II | | • | | • |
| RADT 3643-Rad Oncology Clin Internship III | | • | | • |
| RADT 4640-Rad Oncology Clin Internship IV | | • | | • |
| RADT 4642-Rad Oncology Clin Internship V | | • | | • |

### Respiratory Therapy

| Course | SLO 1 | SLO 2 | SLO 3 | SLO 4 |
|---|---|---|---|---|
| RTHP 3525-Clinic I | | • | | • |
| RTHP 4426-Clinic II | | • | | • |
| RTHP 4427-Clinic III | | • | | • |
| RTHP 4428-Clinic IV | | • | | • |
| RTHP 4429-Clinic V | | • | | • |
| RTHP 4430-Clinic VI | | • | | • |
| RTHP 4431-Clinic VII | | • | | • |
| RTHP 4542-Capstone Project | • | • | • | • |

## HULL COLLEGE OF BUSINESS

| Course | SLO 1 | SLO 2 | SLO 3 | SLO 4 |
|---|---|---|---|---|
| ACCT 4360-Auditing | | • | | • |
| ACCT 4380-Govtl & Institutional Accounting | | • | | • |
| AIST 4960-Appl Info Systems & Tech Internship | | • | | • |
| BUSA 4200-International Business | • | | | • |
| BUSA 4960-Undergraduate Internship | | • | | • |
| CSCI 4960-Undergraduate Internship | | • | | • |
| MGMT 3500-Mgmt Theory & Practice | • | | | • |
| MGMT 3540-Leadership & Ethics in | • | | | • |
| MGMT 3700-Principles of Marketing | • | | | • |
| MGMT 4580-Strategic Management | • | | | • |
| MKTG 3700-Principles of Marketing | • | | | • |

## COLLEGE OF EDUCATION

| Course | SLO 1 | SLO 2 | SLO 3 | SLO 4 |
|---|---|---|---|---|
| SCED 4102-Secondary School Context & Curr | | • | | • |
| SPED 4002-Tching Stdts w/ Disabilities… | • | • | | • |
| SPED 4130-Classroom & Behavrl Mgmt | | • | | • |

## COLLEGE OF NURSING

| Course | SLO 1 | SLO 2 | SLO 3 | SLO 4 |
|---|---|---|---|---|
| NURS 3807-Intro to Nursing Research | | • | | • |
| NURS 4803-Leadership, Mgmt, & Cont Nursing | • | | | • |
| NURS 4804-Synthesis of Advd Nursing | • | • | | • |
| NURS 4805-Comm & Public Hlth Nursing | • | • | | • |

## PAMPLIN COLLEGE OF ARTS, HUMANITIES & SOCIAL SCIENCES

### Department of Art

| Course | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| ART 3100-Art Ed, Secondary School | | ● | | ● |
| ART 3213-Drawing III: Figure Drawing | | ● | | ● |
| ART 3231-Photog I for art majors/minors | | ● | | ● |
| ART 3232-Photography II | | ● | | ● |
| ART 3233-Photography III | | ● | | ● |
| ART 3234-Photography IV | | ● | | ● |
| ART 3541-Graphic Design I | | ● | | ● |
| ART 3542-Graphic Design II | | ● | | ● |
| ART 4223-Painting III | | ● | | ● |
| ART 4224-Painting IV | | ● | | ● |

### Department of Communications

| Course | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| COMC 3100-Comms for Professionals | ● | ● | | ● |
| COMC 3500-Photojournalism | ● | | | ● |
| COMD 3100-Performance Practicum | ● | | | ● |
| COMD 3550-Stagecraft | | ● | | ● |
| COMD 3620-Writing for the Theatre | ● | | | ● |
| COMD 3710-Directing | ● | | | ● |
| COMD 4010-Performance for the Camera | ● | | | ● |
| COMD 4210-Acting III: Period Styles | ● | | | ● |
| COMD 4750-Scenography II | ● | ● | | ● |
| COMJ 3020-Intro to Newswriting | ● | | | ● |
| COMJ 3030-Feature Writing | ● | | | ● |
| COMJ 3040-Broadcast Journalism | ● | | | ● |
| COMJ 3041-Stdt Newspaper Practicum I | ● | | | ● |
| COMJ 3042-Stdt Newspaper Practicum II | ● | | | ● |
| COMJ 4020-Advanced Reporting | ● | ● | | ● |
| COMP 3041-Mag & Writing Production I | ● | | | ● |
| COMP 3042-Mag & Writing Production II | ● | | | ● |
| COMP 3600-Public Relations Practices | | ● | | ● |
| COMP 4100-Pub Relations Theory & Case | | ● | | ● |
| COMP 4500-Communications Campaigns | ● | ● | | ● |
| COMS 3010-Human Comms Theory | | ● | | ● |
| COMS 3040-Interpersonal Comm | | ● | | ● |
| COMS 3110-Advanced Public Speaking | ● | | | ● |
| COMS 3200-Topics in Rhetoric | | ● | | ● |
| COMS 3250-Persuasion | | ● | | ● |
| COMS 4110-Argumentation & Debate | ● | ● | | ● |
| COMT 3010-Media Prod for all Majors | ● | ● | | ● |
| COMT 3020-Intro to TV Production | ● | ● | | ● |
| COMT 3030-Intro to Electronic Field Prod | ● | | | ● |
| COMT 3040-Broadcast Journalism | ● | | | ● |
| COMT 3060-The Business of Television | ● | ● | | ● |
| COMT 3224-Documentary Filmmaking | ● | | | ● |
| COMT 4010-Performance for the Camera | ● | | | ● |

### Department of English & Foreign Langs

| Course | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| ENGL 3250-Intro to Theory & Method | ● | | | ● |
| ENGL 3610- Lit for the Creative Wtr: Fict | ● | | | ● |
| ENGL 3615-Lit for the Creative Wtr: Ptry | ● | | | ● |
| ENGL 3620-Writing for the Theatre | ● | | | ● |
| ENGL 3640-Writing Short Fiction | ● | | | ● |
| ENGL 3650-Grant Writing | ● | | | ● |
| ENGL 3680-Professional & Tech Writing | ● | ● | ● | ● |
| ENGL 3681-Advanced Style & Editing | ● | ● | ● | ● |
| ENGL 3682-Writing in the Community | ● | ● | | ● |
| ENGL 3683-Feature Writing | ● | | | ● |
| ENGL 3810-Tchg Writing in Mid Grades | ● | | | ● |
| ENGL 3820-Tchg Writing in Secdy Schl | ● | | | ● |
| ENGL 3830-Writing Ctr Theory & Pract | ● | | | ● |
| ENGL 4520-Research in Writing | ● | ● | ● | ● |
| ENGL 4601-Major Project I | ● | ● | ● | ● |
| ENGL 4602-Major Project II | ● | ● | ● | ● |
| ENGL 4630-Poetry Workshop | ● | | | ● |
| ENGL 4640-Fiction Workshop | ● | | | ● |
| FREN 3100-Oral Expression in French | ● | | | ● |
| FREN 3300-Written Expression in French | ● | ● | ● | ● |
| FREN 4100-Advanced Oral Expression | ● | | | ● |
| FREN 4300-Advd Written Expression | ● | ● | ● | ● |
| FREN 4530-Modern Theater | ● | | | ● |
| FREN 4590-Literature in Translation | ● | | | ● |
| FREN 4802-Meths/Mats Tchg Frgn Lang | ● | ● | ● | ● |
| GRMN 3100-Oral Commn in German | ● | | | ● |
| GRMN 3300-Written Exp in German | ● | ● | ● | ● |
| GRMN 4300-Advanced Written Exp | ● | ● | ● | ● |
| HUMN 4010-Postmodernism & Beyond | | | ● | ● |
| HUMN 4101-Aesthetics & Philos of Art | | | ● | ● |
| HUMN 4210-Literature in Opera | | | ● | ● |
| SPAN 3300- Written Exp in Spanish | ● | ● | ● | ● |
| SPAN 4300-Advanced Written Exp | ● | ● | ● | ● |

### Department of History, Anthro, Philosophy

| Course | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| ANTH 3001-Meths in Cultl Anthropology | ● | ● | | ● |
| ANTH 3002-Methods in Archaeology | ● | ● | | ● |
| ANTH 3290-Arch of the Americas | | | ● | ● |
| ANTH 3411-Native Americans | | | ● | ● |
| ANTH 3535-Medical Anthropology | | | ● | ● |
| ANTH 3817-African Comp Cultl Issues | ● | ● | | ● |
| ANTH 3831-Archaeology | | | ● | ● |
| ANTH 3851-Religion, Culture, & Society | | | ● | ● |
| ANTH 4210-Historical Archaeology | ● | ● | | ● |
| ANTH 4217-Travelers, Migrants & Refs | ● | ● | | ● |

# Appendix J.  Preliminary List of QEP-Designated Courses

## PAMPLIN COLLEGE OF ARTS, HUMANITIES & SOCIAL SCIENCES (continued)

| Department of Communications (continued) | 1 | 2 | 3 | 4 | Dept of History, Anthro, Philosophy (continued) | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|---|---|
| COMW 3620-Writing for the Theater | ● | | | ● | HIST 4381-Nineteenth Century Europe | | ● | | ● |
| COMW 3600-Creative Writing Workshop | ● | | | ● | HIST 3491-Military History of the US | | ● | | ● |
| COMW 3610-Writing Book-Length Prose | ● | | | ● | HIST 4111-History of World Religions | | ● | | ● |
| COMW 3630-Writing Song Lyrics/Poems | ● | ● | | ● | HIST 4391-Twentieth Century Europe | | ● | | ● |
| COMW 3650-Grant Writing | ● | | | ● | HIST 4451-Natl Secty/For Policy, 1898 | | ● | | ● |
| COMW 3680-Technical Writing | ● | | | ● | PHIL 3002-Ethical Theory | | ● | | ● |
| **Department of Political Science** | | | | | PHIL 3003-Contemporary Ethical Issues | | ● | | ● |
| POLS 3501-Ancient Political Thought | ● | | | ● | PHIL 3004-Philosophy & Medicine | | ● | | ● |
| POLS 3601-Modern Political Thought | ● | | | ● | **Department of Music** | | | | |
| POLS3701-Contemp Political Thought | ● | | | ● | MUSI 3310-Monastery to Conc Stg: W Music | | ● | | ● |
| POLS 3800-Intro to Research Methods | ● | ● | | ● | MUSI 3413-Fdtns of Music Education | ● | | | ● |
| POLS 3801-International Relations | ● | ● | | ● | MUSI 3560-Fundamentals of Conducting | ● | ● | ● | ● |
| POLS 4302-Political Economy | ● | ● | | ● | **Dept of Sociology, Crim Justice, & Social Work** | | | | |
| POLS 4901-World Politics | ● | ● | | ● | SOCI 4451-Socio of Wk & Occupations | | ● | | ● |
| SABR 4930-Model UN | | ● | | ● | CRJU/SOCI 4436 -Obedience & Auth | | ● | ● | ● |
| POLS 4950-Mock Trial | | ● | | ● | | | | | |

## COLLEGE OF SCIENCE & MATHEMATICS

| Department Biological Sciences | 1 | 2 | 3 | 4 | Department of Chemistry & Physics | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|---|---|
| BIOL 3000-General Botany | ● | ● | | ● | CHEM 3000-Intro to Nuclear Science | | ● | | ● |
| BIOL 3040-Horticulture | ● | ● | | ● | CHEM 3010-Intro to Nuclear Measurements | | ● | | ● |
| BIOL 3100-Zoology | ● | ● | | ● | CHEM 3020-Application of Nuclear Science | ● | ● | | ● |
| BIOL 3200-Genetics | ● | ● | | ● | CHEM 3411-Organic Chemistry I | ● | ● | | ● |
| BIOL 3210-Human Genetics | ● | ● | | ● | CHEM 3412-Organic Chemistry I | ● | ● | | ● |
| BIOL 3310-Comparative Vertebrate Anatomy | | ● | | ● | CHEM 3600-Intro to Medicinal Chemistry | | ● | | ● |
| BIOL 3320-Comparative Vertebrate Phys | | ● | | ● | CHEM 3721-Physical Chemistry I | ● | ● | | ● |
| BIOL 3350-Histology | | ● | | ● | CHEM 3722-Physical Chemistry II | ● | ● | | ● |
| BIOL 3400-Cell Biology | | ● | | ● | CHEM 3810-Advanced Organic Chemistry | ● | ● | | ● |
| BIOL 3500-Microbiology | ● | ● | | ● | CHEM 3820-Lab Management & Safety | | ● | | ● |
| BIOL 3700-Molecular Biology Lab | | ● | | ● | CHEM 4100-Forensic Chemistry | ● | ● | | ● |
| BIOL 4000-Plant Physiology | | ● | | ● | CHEM 4130-Water Chemistry | | ● | | ● |
| BIOL 4100-Principles of Ecology | ● | ● | | ● | CHEM 4210-Advanced Inorganic Chemistry | | ● | | ● |
| BIOL 4120-Community Field Ecology | ● | ● | | ● | CHEM 4410-Heterocyclic/Trans Metal Chem | | ● | | ● |
| BIOL 4150-Evolutionary Biology | | ● | | ● | CHEM 4551-Biochem I: Physical Biochem | | ● | | ● |
| BIOL 4420-Herpetology | | ● | | ● | CHEM 4552-Biochem II: Bioenerg & Metab | | ● | | ● |
| BIOL 4430-Ornithology | | ● | | ● | CHEM 4553-Biochemistry Lab | ● | ● | | ● |
| BIOL 4500-Ichthyology | | ● | | ● | CHEM 4610-Rational Drug Design | | ● | | ● |
| BIOL 4520-Marine Biology | ● | ● | | ● | CHEM 4700-Integrated Lab | ● | ● | | ● |
| BIOL 4530-Aquatic Biology | | ● | | ● | CHEM 4800-Advanced Seminar | ● | ● | | ● |
| BIOL 4540-Marine Ecology | ● | ● | | ● | CHEM 4840-Instrumental Analysis | ● | ● | | ● |
| BIOL 4600-Biology of Cancer | ● | ● | | ● | PHYS 3000-Intro to Nuclear Science | | ● | | ● |
| BIOL 4630-Reproductive Physiology | ● | ● | | ● | PHYS 3010-Intro to Nuclear Measurements | | ● | | ● |

# Appendix J.   Preliminary List of QEP-Designated Courses

| COLLEGE OF SCIENCE & MATHEMATICS (continued) | | | | |
|---|:-:|:-:|:-:|:-:|
| Learning by Doing SLOs: | 1 | 2 | 3 | 4 |
| **Department Biological Sciences (continued)** | | | | |
| BIOL 4650-Endocrinology | ● | ● | | ● |
| BIOL 4700-Advanced Cell Biology | | ● | | ● |
| BIOL 4740-Molecular Pathogenesis | | ● | | ● |
| BIOL 4780-Molecular Carcinogenesis | | ● | | ● |
| **Department of Math** | | | | |
| MATH 3020-Differential Equations | | ● | | ● |
| MATH 3110-Statistical Analysis for Business | | ● | | ● |
| MATH 3210-Math for Business & Economics | | ● | | ● |
| MATH 3241-Math for Early Child Teachers I | | ● | | ● |
| MATH 3242-Math for Early Child Teachers II | | ● | | ● |
| MATH 3243-Math for Early Child Teachers III | | ● | | ● |
| MATH 3261-Math for Middle Sch Teachers I | | ● | | ● |
| MATH 3262-Math for Middle Sch Teachers II | | ● | | ● |
| MATH 3263-Math for Middle Sch Teachers III | | ● | | ● |
| MATH 3280-Linear Algebra | | ● | | ● |
| MATH 3710-Combinatorics | | ● | | ● |
| MATH 4011-Real Variables I | | ● | | ● |
| MATH 4012-Real Variables II | | ● | | ● |
| MATH 4110-Math Biology | | ● | | ● |
| MATH 4211-Modern Abstract Algebra I | | ● | | ● |
| MATH 4212-Modern Abstract Algebra II | | ● | | ● |
| MATH 4251-Probability & Statistics I | | ● | | ● |
| MATH 4252-Probability & Statistics II | | ● | | ● |
| MATH 4310-Modern Geometry | | ● | | ● |
| MATH 4320-Theory of Numbers | | ● | | ● |
| MATH 4350-Numerical Analysis | | ● | | ● |
| MATH 4410-History of Math | | ● | | ● |
| MATH 4420-Intro to the Theory of Graphs | | ● | | ● |
| MATH 4430-Methds of Teaching Sec Math | | ● | | ● |
| MATH 4510-Complex Variables | | ● | | ● |
| MATH 4520-General Topology | | ● | | ● |
| MATH 4530-Math Methods of Physics | | ● | | ● |
| MATH 4800-Sec Math from Advd Perspective | | | | ● |

| Learning by Doing SLOs: | 1 | 2 | 3 | 4 |
|---|:-:|:-:|:-:|:-:|
| **Department of Chem & Physics (continued)** | | | | |
| PHYS 3011-Electronics I | | ● | | ● |
| PHYS 3012-Electronics II | ● | ● | | ● |
| PHYS 3020-Application of Nuclear Science | ● | ● | | ● |
| PHYS 3040-Advanced Optics | ● | ● | | ● |
| PHYS 3250-Theoretical Mechanics | | ● | | ● |
| PHYS 3260-Computational Physics | | ● | | ● |
| PHYS 3300-Modern Physics | | ● | | ● |
| PHYS 4010-Advanced Lab | ● | ● | | ● |
| PHYS 4051-Electromagnetic Theory I | | ● | | ● |
| PHYS 4052-Electromagnetic Theory II | | ● | | ● |
| PHYS 4310-Thermal Physics | | ● | | ● |
| PHYS 4530-Math Methods of Physics | | ● | | ● |
| PHYS 4600-Quantum Mechanics | | ● | | ● |
| **Department of Psychological Sciences** | | | | |
| PSYC 3121-Quantitative Methods | ● | ● | | ● |
| PSYC 3122- Research Methods | ● | ● | | ● |
| PSYC 3131- Child & Adolescent Developmt | | ● | | ● |
| PSYC 3133- Adult Development & Aging | | ● | | ● |
| PSYC 3140- Theories of Personality | | ● | | ● |
| PSYC 3143- Abnormal Psychology | | ● | | ● |
| PSYC 3145- Clinical Psychology | | ● | | ● |
| PSYC 3160- Sensation & Perception | ● | ● | | ● |
| PSYC 3178- Psych Applied to the Workplace | | ● | | ● |
| PSYC 3180- Drugs & Behavior | | ● | | ● |
| PSYC 3183- Health Psychology | | ● | | ● |
| PSYC 3188- Human Sexuality | | ● | | ● |
| PSYC 3190- Psychological Careers | | ● | | ● |
| PSYC 4115- History & Systems of Psychology | | ● | | ● |
| PSYC 4125- Psych Tests & Measurement | | ● | | ● |
| PSYC 4165- Learning Principles & Apps | ● | ● | | ● |
| PSYC 4168- Cognitive Psychology | ● | ● | | ● |
| PSYC 4173- Social Psychology | | ● | | ● |

# Appendix K.  Current Research and Internship Courses

## 4990 – Undergraduate Research Courses

| | |
|---|---|
| Anthropology | ANTH 4990 - Undergraduate Research |
| Biology | BIOL 4990 - Undergraduate Research |
| Chemistry | CHEM 4990 - Undergraduate Research |
| Communications | COMC 4990 - Undergraduate Student Research |
| Computer Science | CSCI 4990 - Undergraduate Research |
| Criminal Justice | CRJU 4990 - Undergraduate Research |
| English | ENGL 4990 - Undergraduate Research |
| Geology | GEOL 4990 - Undergraduate Research |
| History | HIST 4990 - Senior Seminar in History |
| Mathematics | MATH 4990 - Undergraduate Research |
| Philosophy | PHIL 4990 - Undergraduate Research |
| Physics | PHYS 4990 - Undergraduate Research |
| Political Science | POLS 4990 - Undergraduate Research |
| Psychology | PSYC 4990 - Undergraduate Research |
| Social Work | SOWK 4990 - Undergraduate Research |
| Sociology | SOCI 4990 - Undergraduate Research |
| Undergraduate Research | CURS 4990 – Undergraduate Research and Scholarship |
| Women's Studies | WMST 4990 - Undergraduate Research |

## 4960 – Undergraduate Internship Courses

| | |
|---|---|
| Anthropology | ANTH 4960 - Internship |
| Applied Information Systems & Technology | AIST 4960 - Applied Information Systems/Technologies Internship |
| Art | ART 4960 - Undergraduate Internship |
| Business Administration | BUSA 4960 - Undergraduate Internship |
| Chemistry | CHEM 4960 - Undergraduate Internship |
| Communication | COMC 4960 - Internship/Practicum |
| Communications-Drama | COMD 4960 - Internship |
| Communications-Journalism | COMJ 4960 - Internship/Practicum |
| Communications-Public Relations | COMP 4960 - Internship/Practicum |
| Communications-Professional Writing | COMW 4960 - Internship in Professional Writing |
| Communication-Telecommunications | COMT 4960 - Internship in TV/Cinema |
| Computer Science | CSCI 4960 - Undergraduate Internship |
| Criminal Justice | CRJU 4960 - Undergraduate Internship |
| English | ENGL 4960 - Undergraduate Internship |
| History | HIST 4960 - Undergraduate Internship |
| Kinesiology & Health Science | KNHS 4960 - Internship in Kinesiology and Health Science |
| Mathematics | MATH 4960 - Undergraduate Internship |
| Nursing | NURS 4960 - Undergraduate Internship |
| Physics | PHYS 4960 - Undergraduate Internship |
| Political Science | POLS 4960 - Undergraduate Internship |
| Psychology | PSYC 4960 - Undergraduate Internship |
| Social Work | SOWK 4960 - Undergraduate Internship |
| Sociology | SOCI 4960 - Undergraduate Internship |
| Spanish | SPAN 4960 - Undergraduate Internship |
| Women's and Gender Studies | WGST 4960 - Undergraduate Internship |

# Appendix L.  Capstone Project Application

## Screen 1

### WUFOO

## QEP: Capstone Student Application

Please complete the following form in order to apply for the QEP Capstone.

**Student Name**

[        ] [          ]
First      Last

**Student ID:**

[                    ]

**Anticipated Graduation Date:**

[                    ▼]

**Please select one of the three Ca**

[                    ▼]

[ Next Page ]

## Screen 2

### WUFOO

## QEP: Capstone Student Application

Please complete the following form in order to apply for the QEP Capstone.

**Community Based Research, Scholarly Activity or Research Project Title:**

[                              ]

**Faculty Mentor Name:**

[      ] [          ]
First    Last

**Faculty Mentor Email:**

[                              ]

**Please select your Honors Program Student Status:**

[                              ▼]

**Project Description:**

[ Choose File ] No file chosen

**Institutional Review Board Status**

[                              ▼]

**Institutional Animal Care and Use Committee Status**

[                              ▼]

**Community Organization Affiliation & Organizational mentor (if applicable):**

[                              ]

**Please describe any supplies, equipment, and/or travel funds needed to complete this project.**

[                              ]

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## Screen 3

### WUFOO

**QEP: Capstone Student Application**

Please complete the following form in order to apply

**Internship Title:**

**Internship Start Date:**

[  ] / [  ] / [    ]
MM    DD    YYYY

**Internship End Date:**

[  ] / [  ] / [    ]
MM    DD    YYYY

**Company/Organization Name:**

**Company/Organization Address:**

Street Address

Address Line 2

City                    State / Province / R

Postal / Zip Code        Country

**Internship Faculty Name:**

First        Last

**Internship Faculty Mentor Email:**

**Company/Organization Mentor Name:**

First        Last

**Company/Organization Mentor Email:**

**Company/Organization Mentor Phone Number**

[  ] – [  ] – [    ]
###    ###    ####

**Internship Description:**
Choose File   No file chosen

Next Page   Previous

## Screen 4

### WUFOO

**QEP: Capstone Student Application**

Please complete the following form in order to apply for the QEP Capstone.

**Name of Study Away Trip:**

**Name of Study Away Faculty Leader:**

First        Last

**Please choose one QEP theme that is integrated with your Study Away.**

[                    ▼]

**Study Away Address:**

Street Address

Address Line 2

City                    State / Province / Region

Postal / Zip Code        Country [        ▼]

**Study Away Start Date:**

[  ] / [  ] / [    ]
MM    DD    YYYY

**Study Away End Date:**

[  ] / [  ] / [    ]
MM    DD    YYYY

**Experience Description:**
Choose File   No file chosen

## Screen 5

### WUFOO

**QEP: Capstone Student Application**

Please complete the following form in order to apply for the QEP Capstone.

**In 5-6 sentences, please describe your plan to present your Capstone project (i.e., CURS Brown Bag Seminar, PKP Conference, etc.)**

**By submitting this application (and it is approved) you are committing to meeting all of the QEP Capstone requirements. Please type your name in the box below in lieu of a handwritten signature.**

Submit   Previous                        5 / 5

# Appendix M. *Learning by Doing* Leadership Evaluation

This evaluation form is to be completed by the student as a form of self-assessment and then by the faculty member or mentor prior to midterm and/or at the end of the semester.

**Date:** _____ **Student:** _____

**Course:** _____ **Evaluator:** _____

**Type of Evaluation:** ☐Formative (Prior to Midterm) ☐Summative (End of Semester)

1. Assess "SLO 4: Students will exhibit behaviors that distinguish competent professionals", using the rubric provided.

   Group compared:   *enter course title or brief description  if non-course*
   Number in group:

2. List and/or  describe the student's top strengths and opportunities  for growth:

| Strengths: | Opportunities for Growth: |
|---|---|
|  |  |