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UNA QUALITY ENHANCEMENT PLAN

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Executive Summary

The University of North Alabama's (UNA) quality enhancement plan (QEP), *Preparing the Pride: Experiential and Work-Based Learning*, aims to increase opportunities and student engagement in undergraduate curricular-based experiential and work-based learning across four domains: work-based learning, mentored research and creative activities, service-learning, and immersive learning. The overarching goal of *Preparing the Pride* is to create a culture where undergraduate students embrace experiential and work-based learning and, upon graduation, reflect on their experience, connect their experience with academic learning, and are more prepared for the world of work or to continue their post-graduate education.

A thorough analysis of our institutional framework, strategic plan, and priorities led to the development of the QEP, and it reflects the institution's commitment to continuous improvement. UNA has established a single major student learning outcome (SLO) for the QEP:

Students will use integrative thinking and reflection to demonstrate the ability to make connections across multiple contexts and educational experiences.

Preparing the pride will aim to increase integrative thinking and reflection among students through active engagement across the major domains of experiential and work-based learning. In addition, the overall SLO for the QEP will be accompanied by five major student learning indicators:

1. The ability to connect experiential and work-based learning to academic learning (connections to experience).
2. The ability to make connections across disciplines and perspectives (connections to discipline).
3. The ability to adapt and apply information to new situations (transfer).
4. The ability to use effective and appropriate forms of communication to enhance the quality of their assignments (integrated communication).
5. The ability to demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (self-assessment & reflection).

UNA will also conduct direct/indirect and summative/formative assessment of the student learning outcome to determine the impact of student engagement with experiential and work-based learning. Central to the assessment of the student learning outcome will be the inclusion of a critical reflection assignment (using a global rubric for faculty assessment), whereby students will consider how their experiential and work-based courses build expertise and the ways in which new skills can be applied to other situations, courses, and their career.

Preparing the Pride will build upon current practices that are identified as experiential and work-based learning and will leverage existing resources on campus that support experiential and work-based learning opportunities for students. The plan also includes new strategies and activities for faculty, staff, and students to facilitate the incorporation of additional experiential and work-based learning opportunities, as well as additional resources for faculty and student support.

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Chapter 1:

Identification

of Topic



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About UNA

The University of North Alabama (UNA) has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching, learning, research, and public service. The UNA mission statement is published in multiple locations and disseminated to its constituents, and helped guide the development of UNA's Quality Enhancement Plan (QEP).

The Strategic Planning and Budget Study Committee follows a rigorous process through the University's system of shared governance to review, evaluate, and update the mission statement every five years. In 2018, UNA began its most recent cycle of strategic planning for 2019-2024. Faculty, staff, and students were asked to review and provide feedback on the University mission statement. Feedback indicated broad support for the mission statement and its corresponding themes, goals, and aspirations, which were perceived to be clearly expressed, aligned with institutional culture, and unique to the institution and its geographic location.

The UNA Board of Trustees adopted the current mission statement on December 12, 2018. The mission statement is reviewed at least every five years according to University policy. In December 2018, following the development and approval of the 2019-2024 UNA Strategic Plan, the UNA Board of Trustees approved the following mission and vision statements:

Mission Statement

The mission of the University of North Alabama is to be:
Innovative. Inclusive. Engaged. Evolving. Global.

As a student-centered, regional, state-assisted institution of higher education, the University of North Alabama pursues its mission of engaging in teaching, research, and service in order to provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community. *The mission statement defines the University of*

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North Alabama as a “student-centered, regional, state-assisted institution of higher education” through teaching, learning, research, and service within the regional context of northwest Alabama.

Vision Statement

The University of North Alabama builds upon nearly two centuries of academic excellence. We commit ourselves to design and offer a rich undergraduate experience; to respond to the many educational and outreach needs of our region, including the provision of high-quality graduate programs in selected disciplines; to provide an extracurricular environment that supports and enhances learning; to provide a global education and participate in global outreach through distance learning programs; and to foster a diverse and inclusive academic community. We promote global awareness by offering a curriculum that advances understanding of global interdependence, by encouraging international travel, and by building a multinational student population. We pledge to support and encourage intellectual growth by offering primarily small, interactive classes taught by highly educated professionals, and through mentoring, internships, and other out-of-class educational opportunities.

Relation to Strategic Planning Process

Preparing the Pride developed through a comprehensive approach that included faculty, administrators, staff, students, and community stakeholders. The timeline for initial QEP brainstorming coincided with and was influenced by the University's updated strategic plan development process. The university-wide reconsideration and realignment of the most important aspects of our mission in no small part informed both the QEP topic submissions and the committee's review of those submissions. To that end, in order to explain the QEP development, the strategic planning process is also briefly overviewed herein. The planning process for the 2019-2024 “Roaring with Excellence” Strategic Plan began in February 2018. The University of North Alabama used a collaborative approach adapted from the process discussed in Dr. Patrick Sanaghan's book *Collaborative Strategic Planning in Higher Education*.

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Dr. Kenneth Kitts, University President, appointed twenty-one (21) constituents to serve on a steering committee to develop the University of North Alabama's 2019-2024 strategic plan. The steering committee composition included a member of the Board of Trustees, Council of Academic Deans, Executive Council, Business and Financial Affairs, Faculty and Student Affairs, Enrollment Management, Athletics, International Affairs, Faculty and Staff Senate, Student Government Association, Foundation/Alumni, and faculty and student representation from each of the four academic colleges.

The process was conducted in five phases to engage the entire campus community and key external constituents: Phase I- Getting organized, Phase II- Data Gathering and Engagement, Phase III- Making Sense of the Issues, Phase IV- Goals Conference, and Phase V- Implementation. Implementation of these phases gave members of the steering committee an opportunity to connect and engage with constituents. A description of how the five phases were executed to draft the strategic plan is included below:

- **Phase I - Getting Organized.** Steering committee members participated in a 3-hour training session on the collaborative planning process and developed an action plan and timeline to engage the campus community and key external constituents.
- **Phase II - Data Gathering and Engagement.** Members of the steering committee actively engaged constituents by inviting them to participate in an interactive small group meeting using collaborative planning activities which focused on generating ideas, identifying institutional strengths and weaknesses, and verbalizing institutional values. Over twenty-seven (27) constituent meetings were conducted over a four-month time period. An online constituent survey was distributed to all constituents and posted online at www.una.edu/strategic-plan. Over 800 respondents completed the online survey.
- **Phase III - Making Sense of the Issues.** Steering committee members worked to make sense of the issues in Phase III. Data collected during the data gathering and engagement phase were analyzed, as a result five strategic themes were identified.
 - Subsequently, members were divided into five (5) groups and assigned a theme to develop a concept paper that offered a strategic view of the institution on an assigned theme (one of the five (5) established in Phase III). Each group prepared

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a concept paper and a short presentation to share at the Goals Conference. The themes identified were:

- **Theme One:** Transformational Student Experience
- **Theme Two:** Academic Excellence and Innovation
- **Theme Three:** Diversity & Inclusion
- **Theme Four:** Financial Sustainability
- **Theme Five:** Institutional Identity
- **Phase IV - Goals Conference.** Each group presented information from their concept paper which consisted of information pertaining to the background of the theme, lessons learned, national trends, external picture, and projected cost. Based on the information shared from the presentations, the committee identified a set of goals and aspirations for the five (5) strategic themes.
- **Phase V - Implementation.** The Board of Trustees met on December 12, 2018 and unanimously approved the proposed 2019-2024 "Roaring with Excellence" Strategic Plan. Members agreed to receive annual updates regarding the implementation of goals and aspirations documented within the plan. The strategic plan was implemented in January 2019.

As outlined in the 2019-2024 Strategic Plan, the mission statement is accompanied by five themes, each with corresponding goals and aspirations, that shape the development of UNA's curriculum, its commitment to excellence in teaching, learning, research, and public service, and the development of the QEP. Germane to the QEP is Strategic Plan Theme One:

Theme One: Transformational Student Experience

- Goal: Increase experiential learning opportunities for students (e.g. Internships, education abroad, study away, preceptorships and simulations).
 - Aspiration: Every baccalaureate graduate completes at least two (2) experiential learning experiences.
- Goal: Expand research opportunities for undergraduate and graduate students.
 - Aspiration: Every baccalaureate graduate undertakes at least one (1) research experience.

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- Goal: Create curricular and co-curricular programs to engage students outside the classroom and beyond the first academic year.
 - Aspiration: Every **baccalaureate** graduate completes at least one (1) community engagement project.

As directed by the Strategic Plan, UNA began the process of selecting a QEP topic in early 2019. UNA's chosen topic for the QEP, Experiential and Work-Based Learning, clearly aligns with the University's Strategic Plan of Transformational Student Experience.

The QEP Selection Process

The University of North Alabama referenced SACSCOC accreditation processes and the five standards identified as Quality Enhancement Plan (QEP) criteria to develop the QEP proposal:

1. has a topic identified through its ongoing, comprehensive planning and evaluation processes;
2. has broad-based support of institutional constituencies;
3. focuses on improving specific student learning outcomes and/or student success;
4. commits resources to initiate, implement, and complete the QEP; and
5. includes a plan to assess achievement.

The 2018 QEP SACSCOC guidelines were instrumental in the topic selection process. UNA's QEP, *Preparing the Pride: Experiential and Work-Based Learning*, developed through a comprehensive, inclusive approach that included input from faculty, staff, and administrators. The process began in February of 2019 with the Provost and Executive Vice President for Academic Affairs, Dr. Ross Alexander, inviting the campus community to submit proposals for the QEP via a Qualtrics survey (Appendix A). Direction from the Provost included the importance of alignment with the already established themes, goals, and aspirations of the UNA Strategic Plan. Thus, the QEP topic was designed to be focused on a student learning outcome and institutional goal that had roots in the University's comprehensive strategic planning process. Proposal data were collected

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through July of 2019. At the close of the survey, data were compiled and the initial QEP team was formed with Dr. Leah Graham serving as SACSCOC liaison.

The QEP topic selection committee began meeting regularly in Fall 2020. The committee included ten (10) members and was comprised of a broad representation from various areas on campus. The survey data were shared with the committee for discussion and synthesis. After review, the committee identified three themes that emerged: 1) Experiential Learning, 2) Diversity and Inclusion, and 3) Information Literacy. After discussion regarding the strengths and weaknesses of each theme, as well as the alignment of each with the strategic plan and mission of the University, the committee voted to select Experiential Learning as the QEP topic in Spring of 2020, and conducted literature review throughout the 2020-2021 academic year. The topic was then submitted to the President and Provost for final approval.

QEP Selection Committee

- Dr. Leah Graham – CASE, Professor, Political Science – (past) SACSCOC Liaison
- Dr. Sara Lynn Baird, CASE, Dean
- Dr. Tera Kirkman, ACONHP, Dean
- Dr. Joy Borah, Senior Vice Provost for Academic Affairs
- Dr. Lorie Johnson, Director, Continuous Improvement & Accreditation, College of Education & Human Sciences; Special Assistant to the Senior Vice Provost/SACSCOC Liaison, Academic Affairs
- Dr. Freda Coleman-Reed – CASE, Associate Professor, Social Work
- Dr. Vince Brewton – Delores and Weldon Cole Honors College, Dean
- Ms. Julie Heinrich – COBT, Experiential Learning/Projects Coordinator
- Kodi Niehaus – Education Abroad and International Exchange Coordinator
- Ms. Bliss Adkison – (past) Director, Academic Affairs, (past) SACSCOC Liaison, Academic Affairs

As a regional, state University, UNA and the QEP Selection Committee recognized the importance of remaining committed to the development of the local and regional workforce. Creating a QEP that will foster the relationship between experiential learning and work-based learning became increasingly important to the QEP Selection

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Committee and University administration. This commitment led to the QEP focus evolving from experiential learning to experiential and work-based learning.

The QEP Selection Committee determined that the topic of experiential and work-based learning met the University of North Alabama's needs and priorities and aligned closely with the 2019-2024 Strategic Plan "Roaring With Excellence" Theme One: Transformational Student Experience. As mentioned previously, the goals outlined for Theme One are: 1) Increase experiential learning opportunities for students (e.g. internships, education abroad, study away, preceptorships, and simulations); 2) Expand research opportunities for undergraduate and graduate students; and 3) Create curricular and co-curricular programs to engage students outside the classroom and beyond the first academic year. In addition, the QEP topic of experiential and work-based learning aligns with the mission of the University to "...provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community" (UNA Undergraduate Catalog, 2021-2022, p. 21). *Preparing the Pride* embraces the mission of the University and aligns with the 2019-2024 Strategic Plan. Additionally, experiential and work-based learning aligns with Alabama Governor Kay Ivey's Workforce Innovation Initiative, which was set in place to improve the quality of job training and marketability of Alabama's workforce for the economic growth of the state (Workforce Innovation and Opportunity Act, 2022).

Quality Enhancement Plan Development

The QEP Development Committee convened throughout the Spring 2021, Fall 2021, and Spring 2022 semesters to identify and refine goals and objectives for a QEP focused on experiential and work-based learning, using the thematic summary data from the focus groups as a guide in the process. Committee members, including student representatives, considered institutional goals and objectives relative to this topic, along with relevant literature and similar QEPs designed by other universities. In order to establish broad-based support for the QEP, the QEP Development Committee then appointed committee members to one of four subcommittees, each with specific

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charges. The chairs of these subcommittees also make up the QEP Leadership Team (L. Graham, C. Klein, M. Hamm, and M. Nelson).

QEP Development: Purpose, Goals, and Student Learning Outcomes Subcommittee

- Charge:
 - Complete definitions of experiential and work-based learning activities
 - Establish QEP goals
 - Develop student learning outcomes
- Members
 - Chair: Leah Graham, CASE, Professor, Political Science – (past) SACSCOC Liaison
 - Lorie Johnson, Director, Continuous Improvement & Accreditation, College of Education & Human Sciences; Special Assistant to the Senior Vice Provost/SACSCOC Liaison, Academic Affairs
 - Tera Kirkman, ACONHP, Dean
 - Amber Sandvig, SGA President
 - Michelle Nelson, ACONHP, Associate Dean

QEP Development: Curriculum and Assessment Implementation and Reporting

Subcommittee

- Charge:
 - Conduct a baseline assessment of the number of courses with experiential learning and work-based learning components - analysis by program in each department. Identify each course in every program that has experiential learning/work-based learning.
 - Create a taxonomy for each criteria of experiential/work-based learning.
 - Create an example of how the faculty can utilize the taxonomy to identify a work-based learning experience.
 - Program should identify level of taxonomy of experience for each course identified in the baseline assessment.
 - Create reflection assignment in Canvas for faculty members to use to measure student's experience with experiential/work-based learning.
 - Develop a common rubric to evaluate experiential and work-based learning reflection assignment.
 - Determine how data will be collected and reported for each program (Canvas, coding of courses in Banner).
- Members:
 - Chair: Chris Klein, CASE, Professor, Psychology

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- Freda Coleman-Reed, CASE, Associate Professor, Social Work
- Julie Heinrich, COBT, Experiential Learning/Projects Coordinator
- Mitch Powell, University Registrar
- John McGee, Executive Director, Educational Technology Services
- Matt Price, Director, Center for Premier Awards & Scholarly Engagement
- Molly Mathis, Director, Institutional Research

QEP Development: Marketing & Awareness Subcommittee

- Charge:
 - Create marketing plan to students.
 - Create marketing plan to faculty.
 - Create website.
 - Create Digest Announcements.
 - Leadership at all levels are informed about QEP and process. Work with the Office of Communication and Marketing.
 - Take photos of experiential and work-based learning experiences.
- Members:
 - Chair: Mitch Hamm, COBT, Director, Institute for Innovation & Economic Development
 - Vince Brewton, Delores and Weldon Cole Honors College, Dean
 - Allie Mills, Director, University Success Center
 - Stephanie Smith, Manager, Student & Temporary Employment, Human Resources
 - Roger Garner, Executive Director, Workforce Development Initiatives
 - Cindy Conlon, Associate Vice President, Business and Financial Affairs
 - Minnette C. Ellis, Student Affairs, Associate Vice President & Dean of Students
 - Sam Thigpen, Enrollment Marketing & Digital Communication, University Videographer/Photographer

QEP Development: Faculty Professional Development Subcommittee

- Charge:
 - Create a plan for faculty engagement within the QEP
 - Faculty workshops
 - College-level liaisons
 - Online Resources
 - Other activities
 - Incorporating experiential/work-based learning into research grants and student grants

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- Members:
 - Chair: Michelle Nelson, ACONHP, Associate Dean
 - Sara Lynn Baird, CASE, Dean
 - Patrick Shremshock, CEHS, Lecturer, Sport & Recreation Management
 - Ann-Marie Irons, ACONHP, Assistant Professor
 - Janet Jenkins, COBT, Professor, Computer Science, CSIS Director of Accreditation

Chairs from each committee drafted sections of the QEP document specific to their committee charge, and submitted them to the QEP Development Committee Chair. The entire QEP Development Committee was asked to review the major sections drafted by the different subcommittees, and to submit comments. Additionally, a QEP Director was named (Dr. Christopher Klein), who then drafted the overall QEP Proposal from the edited drafts and comments. The QEP Appointment letter can be found in Appendix B.

Rationale for Topic Selection

To guide the development of the QEP and to help establish broad-based support, the QEP Development Committee conducted focus groups during the Summer 2021 term, asking a set of questions about the chosen topic (experiential and work-based learning) to a broad base of stakeholders. IRB approval was obtained for the focus group data collection, and recruitment of the focus groups was administered by members of the QEP Development Committee. Potential focus group members were invited to participate in a focus group sharing their experiences with experiential learning opportunities at UNA. Individuals were informed that the purpose of the study was to examine current experiential learning opportunities at UNA and potential new experiences that may need to be considered. Students, parents, alumni, faculty, staff, administrators, employers, and community stakeholders were invited to participate in the focus groups. Questions asked in the focus groups included the following:

1. What would you say to potential employers about experiential/work-based learning?
2. How might UNA best demonstrate the importance of your experiential/work-based experiences to employers/community?
3. What are the benefits of participating in experiential/work-based learning?

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4. What barriers do you anticipate will prevent students from participating in experiential/work-based learning activities?
5. What motivations drive students to seek out experiential/work-based learning opportunities over traditional educational experiences?
6. How might we specifically engage incoming students in experiential/work-based learning experiences?
7. How best does UNA prepare students for experiential/work-based learning?
8. What types of skills are students lacking that could be enhanced by experiential/work-based learning?

Upon completion of the collection of focus group data, a subcommittee of the QEP Development Committee undertook a qualitative analysis of the information gathered. Thematic analysis found the following with regard to experiential learning at UNA:

What Would You Say to Potential Employers about experiential learning?	
Response Theme	%
Work Preparation/Classroom to Field-Based Application	45.60%
Soft Skills	35.90%
Personal Growth	13.60%
Diverse Learning Experiences	4.90%

How might UNA best demonstrate the importance of your experiential/work-based experiences to employers/community?	
Theme	%
Student Access to Exp Learning	40.50%
Professional Portfolio	29.70%
Social Media & Advertising	16.20%
Community Involvement	10.80%
Communication of Data	2.70%

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What are the benefits of participating in experiential/work-based learning?	
Theme	%
Work Preparation/Classroom to Field-Based Application	32.90%
Personal Growth	19.50%
Student Access to Exp Learning	13.40%
Professional Portfolio	11.00%
Soft Skills	9.80%
Diverse Learning Experiences	8.50%
Diverse Perspectives	4.90%

What barriers do you anticipate will prevent students from participating in experiential learning activities?	
Theme	%
Time	23.70%
Individual Factors (Physical & Mental Health, Family)	19.40%
Cost	18.30%
Resources/Tools	12.90%
Student Access to Exp Learning	11.80%
Buy-In	8.60%
Awareness	5.40%

What motivations drive students to seek out experiential/work-based learning opportunities over traditional educational experiences?	
Theme	%
Work Preparation/Classroom to Field-Based Application	73.80%
Personal Growth	14.30%
Incentives	11.90%

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How might we specifically engage incoming students in experiential/work-based learning experiences?

Theme	%
Diverse Learning Experiences	36.80%
Social Media & Advertising	33.30%
Relationships & Connections	19.30%

How best does UNA prepare students for experiential/work-based learning?

Theme	%
Diverse Learning Experiences	68.50%
Resources/Tools	17.70%
Social Media & Advertising	8.80%
Personal Growth	5.00%

What types of skills are students lacking that could be enhanced by experiential/work-based learning?

(Themes from the Life Effective Scale - Neill, Marsh, & Richards; 2003)

Theme	%
Social Competence	20.60%
Intellectual Flexibility	20.60%
Task Leadership	20.60%
Time Management	13.40%
Action Initiative	8.20%
Achievement Motivation	6.20%
Self-Confidence	6.20%
Emotional Control	4.10%

Summary of Focus Group Data

When it came to what stakeholders would say to potential employers about the value of experiential and work-based learning, the most common response was to espouse the

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importance of building the connection between what was learned in the classroom to what was practiced in the real world. In addition, stakeholders also valued the soft skills (time management, teamwork, creative thinking, conflict resolution, networking, etc.) gained through experiential and work-based learning opportunities. In order to best demonstrate the importance of experiential and work-based experiences to employers/community, stakeholders most often spoke about providing more access to these experiences. The main benefit and motivation that stakeholders saw in participating in experiential and work-based learning were clearly building the connection between what was learned in the classroom to what was practiced in the real world. Not surprisingly, time and cost were two of the major barriers expected to prevent students from participating in experiential and work-based learning activities. However, there were also a number of responses that spoke to individual factors (physical/mental health concerns, family obligations, feelings of readiness, etc.) that were important considerations. Stakeholders expressed the importance of offering a diversity of experiences, which was also something that many stakeholders said that UNA does well already. The use of social media was also seen as important in engaging incoming students in experiential and work-based learning. The soft skills most often cited as being enhanced by experiential and work-based learning were social competence, intellectual flexibility, and task leadership. This information was useful to the QEP Development Committee in planning for the implementation of the QEP.

Summary

UNA's QEP topic, *Preparing the Pride: Experiential and Work-Based Learning*, was clearly born out of the University's Strategic Planning Process. *Preparing the Pride* aligns with the 2019-2024 Strategic Plan "Roaring With Excellence" Theme One: Transformational Student Experience, including the goals of increasing experiential learning opportunities for students (e.g. internships, education abroad, study away, preceptorships, and simulations) and expanding research opportunities for students. The QEP also aligns with the mission of the University to "...provide educational opportunities for students, an environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community"

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(UNA Undergraduate Catalog, 2021-2022, p. 21). Additionally, *Preparing the Pride* aligns with Alabama Governor Kay Ivey's Workforce Innovation Initiative, and represents a way to make learning tangible for students and enable the transfer of that information into expertise. The QEP also utilized data collection in the process of developing the topic, and brought in a broad base of internal stakeholders to help select and develop the topic and implementation plan for the QEP.



Chapter 2:

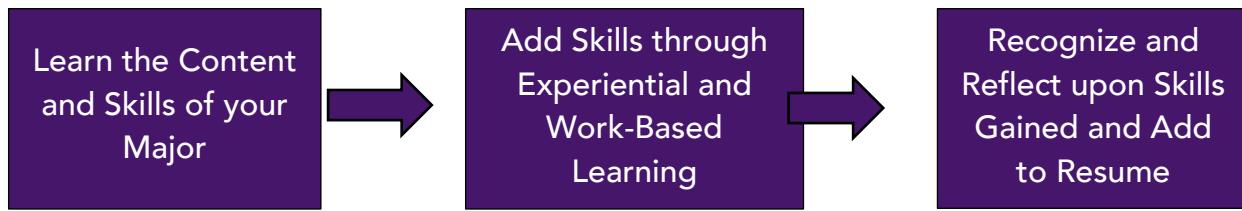
Student

Learning Outcome



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Student Learning Outcome



The QEP Development Committee requested that the Council of Associate Deans and Directors (CADD) develop student learning outcomes (SLOs) for the selected QEP. A sub-committee of this council (B. Adkison, B. Cain, and M. Nelson) developed the SLO in the Fall of 2021. The CADD sub-committee began in late September by reviewing QEP's with similar designs from other institutions. The CADD sub-committee then adapted and modified the SLO based on that created by and used in the QEP for Middle Tennessee State University (which adapted the AAC&U's Integrative Learning VALUE Rubric), as well as based on the results of the focus group analyses conducted in Summer of 2021. The CADD sub-committee then presented the SLO to the full QEP Development Committee for their review. The CADD sub-committee then presented the SLO (and student learning indicators) to QEP Sub-committee 1 (*Purpose, Goals, and Student Learning Outcomes*), which further reviewed, refined, and modified the outcome/indicators in February 2022. The SLO was then presented to the full QEP committee for final review and approval. The SLO for *Preparing the Pride* is:

Students will use integrative thinking and reflection to demonstrate the ability to make connections across multiple contexts and educational experiences.

Preparing the Pride will aim to increase integrative thinking and reflection among students through active engagement across the major domains of experiential and work-based learning. In addition, the overall SLO for the QEP will be accompanied by five major student learning indicators:

1. The ability to connect experiential and work-based learning to academic learning (connections to experience).

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2. The ability to make connections across disciplines and perspectives (connections to discipline).
3. The ability to adapt and apply information to new situations (transfer).
4. The ability to use effective and appropriate forms of communication to enhance the quality of their assignments (integrated communication).
5. The ability to demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (self-assessment & reflection).

Institutional Goals

In addition to the identified SLO, UNA has identified two supplemental institutional goals to work towards in support of the SLO:

1. Increase the number of experiential and work-based learning opportunities for students in undergraduate degree programs in each of the academic colleges and for the University as a whole.
2. Increase the number of students participating in experiential and work-based learning opportunities in undergraduate degree programs in each of the academic colleges and for the University as a whole.

Summary

UNA has identified a single overall student learning outcome, along with five associated student learning indicators, founded upon input from a broad base of constituencies, including the Council of Associate Deans and Directors, and the QEP Development Committee, based on literature review, examination of QEPs from other institutions, and focus group data. UNA has also set institutional goals to help achieve the SLO.



Chapter 3:

Review of

Current Literature



Experiential and Work-Based Learning in Higher Education: *Best Practices Models*

Experiential lessons provide students with an opportunity to experience concepts first-hand and, as such, give students a richer, more meaningful understanding of course concepts and of how they operate in the real world.... (Zimbardo, 2012)

One consistent theme of conversations in higher education is finding ways to making learning tangible for students and enabling the transfer of that information into expertise. Experiential learning is one such popular mechanism across all areas of education that enhance both of these processes. Experiential learning is a high-impact educational practice with demonstrated benefits for students, colleges/universities, business/industry, and communities that are well documented in the extant literature: improved learning outcomes, facilitated integration of course material with real-world experiences, augmented competence in practice areas, increased community involvement, enhanced professional networks, supported understanding of diversity and inclusion, benefitted college/ university/ industry relationships, etc. (Kuh, O'Donnell, & Reed, 2013; Kuh, 2017). Additionally, experiential learning best practice models employed in higher education are explicated in the literature as well (Coker & Porter, 2015; Simmons, Denton, Rodriquez, Castillo, Henderson, Macaulay, Diego-Medrano, and Behl, 2019). The following is a summary of documented best practices models in higher education. Based on Dewey's (1938) "Theory of experience," experiential learning pedagogy is based in the idea that adults best learn through overlapping and multilinear paths and fundamental to the integration of those paths is the repeated cycle of experience, reflective observation, and eventual integration of material. To be effective, experiential learning requires incorporation of the personal, the instructional, and the institutional merger in learning style, learning cycle, and learning space, respectively (Kolb and Kolb 2017).

Coker and Porter (2015) discuss three experiential best practices resulting from expansion of experiential learning requirements at Elon University that yielded positive results. The authors outline a five-point "roadmap for maximizing experiential learning

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for student success" and endorse a strategy that is not a one size fits all model and instead suggest considering the creation of a broad-based experiential learning initiative focused on crafting a strategic array of experiences that affords students an opportunity to match their interest with available experiential learning options. Three experiential learning best practices are offered: provide a spectrum of experiential-learning opportunities, frame experiences for broad liberal-learning outcomes, and provide all students with access to each type of experience.

Simmons, Denton, Rodriguez (2019) addressed an under-explored area of experiential learning, international experiential learning, and offer research-based best practice suggestions that coincide with other forms of experiential learning as well. Their findings indicate best experiential learning practices include: authentic learning opportunities, reflective practice that includes correction to design, group dynamics centered on a common goal, prioritizing planning, managing student expectations, evaluation, feedback, and reflection. The authors state the following, which holds value for experiential learning in general: *"1) International experiential learning must be built on the foundation of discipline-specific program objectives and give primary consideration to the needs and learning outcomes of university students 2) International experiential learning must be characterized by strategic, ongoing plans that manage expectations of university students (p. 16)."*

The pedagogical literature of experiential learning provides consistent evidence of the primary benefits of experiential learning including but not limited to the enhancement of substantive knowledge and materials competency, translation of materials to field practice, and the enhancement of soft-skill development. The pedagogical literature on the translation into benefits for work placement is also very clear. Selingo (2016) shows that a strong majority (79%) of recent graduates with the best employment rates shared common experience of internships and other experiential learning background while working toward their degree while the Gallup-Purdue Index Report (2014) illustrated a similar finding that experiential learning experiences in college translate to post-

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graduate workplace engagement and success. Relatedly, scholars have consistently shown experiential learning to translate demonstrable skills and outreach to stakeholders.

Critical reflection assignments allow students to process their education and make lasting connections. According to research, critical reflection provides students with a “heightened confidence in their progress and . . . students can differentiate between intended and actual educational outcomes” (Weber, Myrick 2018). Mezirow (1990) posited that critical self-reflection engages us in “reassessing the way we have posed problems and reassessing our own orientation to perceiving, knowing, believing, feeling, and acting” (p. 11). Moon (2001) discussed the major four ways that student learning could be benefitted by critical reflection, as shown by research; these include encouraging the learner to slow the process and think more critically, fostering ownership of learning, supporting metacognition, and inspiring students to challenge their process of learning.

The QEP’s focus on Experiential and Work-Based Learning is also an extended engagement with UNA’s Core Competencies for General Education:

1. Information Literacy: the ability to identify, access, evaluate, and integrate information from diverse sources for purposeful application.
2. Critical Thinking: the ability to analyze, synthesize, interpret, evaluate, and reflect, both the qualitatively and quantitatively to reach informed conclusions.
3. Effective Communication: the ability to write and speak professionally and to comprehend complex material.
4. Scientific Literacy: the ability to understand mathematical and scientific concepts as they relate to the natural world and technology.
5. Aesthetic Awareness and Creativity: the ability to understand the role of the arts throughout history and to engage in activities that engender creative solutions.
6. Cross-cultural and Global Perspective: the ability to understand characteristics of interactions of cultures throughout the world and within the United States.

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7. Informed Citizenship: the ability to understand how historical, economic, political, social, geographic, and scientific constructs develop, persist, and change.

The QEP's suggestion of implementing critical reflection as a key part of experiential learning provides an enhancement to our University's General Education Core Competencies. Critical Reflection exercises help students to synthesize course content across their education while providing them with experiences and competencies in an ever-changing knowledge economy. Critical reflections require students to consider how their courses build expertise and the ways in which new skills can be applied to other situations, courses, and careers. When implemented appropriately, "reflective practice(s) may increase and improve student engagement and performance" (Weber, Myrick 2018). One important outcome of critical reflection is also *integrative learning*; the AAC&U and Carnegie Foundation for the Advancement of Teaching (2004) provided a joint statement on integrative learning, positing that "Fostering student's abilities to integrate learning – across courses, over time, and between campus and community life – is one of the most important goals and challenges of higher education".

University Definitions

Experiential learning is defined as "a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values" (Association for Experiential Education).

Work-based learning is defined as "sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction." (Alabama Office of Apprenticeship).

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Experiential and work-based learning both refer to a broad spectrum of educational experiences including but not limited to: fieldwork, internships, education abroad and study-away, simulations, interactions in workplace settings/simulated workplace settings, clinical/practicum field experience, conducting research, and service-learning.

Critical reflection is defined by adapting the definitions used by the AAC&U Integrative Learning VALUE rubric and the Middle Tennessee State University concept of reflection: **Reflection is the metacognitive act through which a student reflects on a learning experience and evaluates both new information and the frames of reference through which the information acquires meaning.**

Integrative learning is defined by adapting the definition used by the AAC&U Integrative Learning VALUE rubric: **Integrative learning is an understanding and a disposition that a student builds across the curriculum and experiential/work-based learning, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.**

Summary

Previous literature has identified the numerous benefits of experiential and work-based learning for students, including gains in learning, understanding, competency, connections with community, and professional networks. It is also evident from previous research that the applied learning provided by experiential and work-based learning provide the opportunity for the transfer of classroom knowledge into expertise in an area. We also know that to be effective, experiential and work-based learning must be authentic, broad, and diverse, connected with course material, and must provide students with the opportunity to engage in critical reflection and receive feedback. Preparing the Pride will aim to include these components in the implementation of undergraduate curricular-based experiential and work-based learning opportunities.



Chapter 4:

The Quality

Enhancement Plan



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Types of Experiential & Work-Based Learning

The *Preparing the Pride: Experiential and Work-based Learning* QEP focuses on increasing opportunities and student engagement in undergraduate curricular-based experiential and work-based learning across four domains: work-based learning, mentored research and creative activities, service-learning, and immersive learning. Subsequent to the provided University definition of experiential and work-based learning, the following examples of the four major domains of experiential and work-based learning are provided below:

Work-Based Learning

Work-based learning is defined as “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.” (Alabama Office of Apprenticeship). Examples of work-based learning include:

1. **Internship:** Internships are defined as “typically one-time work or service experiences related to the student’s major or career goal. The internship plan generally involves students working in professional settings under the supervision and monitoring of practicing professionals. Internships can be paid or unpaid and the student may or may not receive academic credit for performing the internship” (National Associations of Colleges and Employers, 2016).
2. **Preceptorship:** A preceptorship is defined as a clinical learning experience completed over the course of a semester for academic credit. Students complete the preceptorship under the supervision of an assigned practicing and credential professional, in the professional’s area of practice expertise
3. **Simulation:** A simulation is a technique that creates a situation or environment to allow persons to experience a representation of a real event for the purpose of practice, learning, evaluation, testing, or to gain understanding of systems or human actions
4. **Practicum:** A practicum is a relative of the internship, and this form of experiential learning usually is a course or student exercise involving practical experience in a

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work setting (whether paid or unpaid) as well as theoretical study, including supervised experience as part of professional pre-service education.

5. **Cooperative Education (Co-op):** Cooperative education (co-op) is defined as providing "students with multiple periods of work in which the work is related to the student's major or career goal. The typical program plan is for students to alternate terms of full-time classroom study with terms of full-time, discipline related employment. Since program participation involves multiple work terms, the typical participant will work three or four terms, thus gaining a year or more of career related work experience before graduation. Virtually all co-op positions are paid and the vast majority involve some form of academic credit" (National Association of Colleges and Employers, 2016).
6. **Clinical or Field Experience:** Clinical and field experiences are experiences that are designed to provide opportunities for students to learn to become effective professionals through observations and practice in the work-based setting. These experiences should augment the knowledge, skills, and dispositions gained in the classroom. Field & clinical experiences can be applicable for any students participating in program-led field-based work.
7. **Job Shadowing:** Job shadowing is a short-term experience that is intended to help students explore a range of career objectives and begin to identify a career field or pathway and to start toward a career plan. In job shadowing, students make brief worksite visits to spend time with individual workers learning what knowledge, skills, and education their jobs entail. The length of the job shadowing experience is based on individual career objectives designed and agreed to by the participating business or industry, student, and instructor.
8. **Work-based Projects:** Work-base projects typically involve some discipline-related project within the context of a course that helps better prepare the student(s) for their chosen career. The projects are often individual, group, or class-wide projects in which students address a real-world, industry-focused question or problem with the guidance of industry professionals. Work-based projects may take place within the classroom setting or within the workplace setting.

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Mentored Research & Creative Activities

Mentored research is defined as experiences that "connect key concepts and questions with students' early and active involvement in systematic investigation and research.

The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions" (AAC&U). UNA views mentored research as "a mentored investigation or creative inquiry conducted by undergraduates that seeks to make a scholarly or artistic contribution to knowledge" (Council on Undergraduate Research). In other words, the students participate in co-creating knowledge in the discipline, and their scholarship has the potential to make a contribution to the field by being disseminated to the academic community.

Mentored creative activities are defined as experiences in which students practice the creative processes of their discipline in an active manner. They also encompass an introduction to the culture of learning by doing through self-directed activity under the guidance and direct supervision of an expert faculty mentor. Students and their mentors collaborate as partners while exploring topics of interest to them. Thus, students become producers, not only consumers, of creative expression, and aim to contribute to the arts community at large. (Sam Houston State University)

Service-Learning

Service-learning is a common pedagogical strategy used to operationalize community-based learning in curricular programs. According to the American Association of Colleges & Universities, "In these programs, field-based 'experiential learning' with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life". In essence, service-learning

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is an intentional and collaborative pedagogical practice that engages students in structured service to address an identified community need and help them "gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (Bringle & Hatcher, 1996, p.112).

Immersive Learning

According to Merriam-Webster, in the context of teaching and learning, immersion refers to "instruction based on extensive exposure to surroundings or conditions that are native or pertinent to the object of study". Examples of immersive learning include:

1. **Education Abroad:** Education Abroad programs provide an opportunity to enrich students' educational experience, enhance their intercultural understanding, and expand their personal and professional horizons. Education Abroad experiences include *Faculty-led Education Abroad Programs* (short-term) and *Individual Education Abroad Programs* (long-term).
2. **Study Away:** Study Away programs give students the unique opportunity to travel, learn, immerse themselves in local culture, as well as earn college credits, while interacting in different settings and cultures within the United States.
3. **Collaborative Online International Learning (COIL)** uses digital technology and the Internet to connect faculty and students internationally and interculturally. Faculty work together to create a common set of assignments, and students cooperate to exchange ideas, solve problems, and share their unique cultural viewpoints. COIL is part of UNA's "Global Learning for All" initiative, which is also directly tied to UNA's 2019-2024 Strategic Plan.

Information above adapted from:

- Kennesaw State University, *It's About Engagement*
- Minnesota Department of Education, *Experiential Learning Opportunities*
- Boston University, *Experiential Learning Guide*
- Commission on Collegiate Nursing Education, *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs*
- Agency for Healthcare Research and Quality, *Healthcare Simulation Dictionary (2nd edition)*

QEP Course Designation

To achieve the designation of a QEP course, a course instructor will need to apply for the designation from the QEP Departmental Liaisons committee, who will review the application. Faculty will be encouraged to work with their respective QEP Departmental Liaison in the completion of their application, which will be a short online form, requiring the completed course syllabus as an attachment. The application will also ask some basic information from the faculty, including information that would allow for the classification of the type of experiential or work-based learning experience, as well as the taxonomic classification of the course. The major requirements for the approval of the QEP course designation will be:

1. The inclusion of one (or more) of the major forms of experiential and work-based learning (work-based learning, mentored research or creative activity, service learning, or immersive learning).
2. The inclusion of a critical reflection assignment in the course. This critical reflection assignment can be of multiple formats (including a paper, a presentation, a journal, a project, etc.), but will need to address the overall student learning outcome and five student learning indicators in the assignment.
3. The usage of the common rubric within the Canvas course to assess the student learning outcome and student learning indicators.

Critical Reflection Assignment

The critical reflection assignment and associated rubric can be found in Appendix D and Appendix E, respectively. Faculty are encouraged to design activities and assignments that best fit their course, modality, and students. Critical reflections require students to consider how their courses build expertise and the ways in which new skills can be applied to other situations, courses, and careers. In the critical reflection assignment, instructors will have students address the questions presented below.

Critical Reflection Student Prompt

1. Describe the experiential or work-based learning experience in this course that you have chosen to highlight. When and where did it take place? Who was involved in this experience? What did you (and any others) do in this experience?

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2. What were the most important things you learned from this experiential or work-based learning experience? In what ways did you increase your knowledge of yourself as a person, a student learner, an aspiring professional, and/or a citizen?
3. How does this experiential or work-based learning experience integrate with the current course(s) you are taking (theories, practice, etc.)? Did you use anything you have learned in your courses when taking part in the experience you are highlighting?
4. Why is it what you learned in this experiential or work-based learning experience significant or important to you? How does what you learned from this experience relate to your career goals? How does it relate to your academic discipline?
5. How will this experiential or work-based learning experience affect your future learning? How will what you learned be helpful in future classes or future situations?

The rubric used to assess the critical reflection assignment will be added to the Canvas course for instructors of QEP designated coursework, and will be aligned with Canvas Outcomes, which will allow the QEP Director to pull that data without the need for a report from those instructors. Again, it will be required for QEP course designation that instructors use the common rubric for assessing the critical reflection assignment. Guidance for instructors who have questions about how they would integrate a critical reflection assignment into their courses will be given by the QEP Director and the QEP Departmental Liaisons.

Piloting of Course Designation and Use of Critical Reflection Assignment & Rubric

As of Fall 2021, 97 courses had self-identified their course as containing an experiential or work-based learning component. Piloting of the course designation system and the use of the critical reflection assignment and rubric assessment were implemented in the Fall 2022 semester, with departments self-identifying courses on the schedule that would be a candidate for QEP designation. Working in conjunction with the UNA Registrar's Office, the QEP Development Committee worked to establish a Banner system attribute (QEP: Experiential Learning) that could be added to a course, which would then allow for tracking of enrollment data via the Office of Institutional

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Research for QEP Designated courses. The courses self-identified as potential QEP courses will be examined by the QEP Steering Committee prior to Year 1, as those courses would need to implement the critical reflection assignment and common assessment to be officially designated. Additionally, the use of a critical reflection assignment and a common rubric was used across a sample of courses from different colleges on campus in order to pilot the in-course assessment and data accessibility, including the following:

Anderson College of Nursing and Health Professions

NU 304: Adult Health Nursing I
NU 414: Senior Internship and Review

College of Arts, Sciences, and Engineering

SP 350: Conversation and Composition (in Spanish)
FR 350: Conversation and Pronunciation (in French)
SW 362: Social Work with Groups, Organizations, and Communities
EN 339W: Technical Writing
EN 489W: Professional Writing Portfolio Workshop
PY 465W: Experimental Psychology

College of Business and Technology

MG 359: Management Abroad
CIS 486: Projects – Information Systems

College of Education and Human Sciences

ED 477: Curriculum and Teaching
EED 416: Mathematics for Elementary Education
ECE 410W: Reading and Language Arts in Early Childhood Education

A training session for the pilot course instructors was held in the Fall 2022 semester, before the instructors utilized the rubric for assessment at the end of their semester

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courses. Data from and feedback about the use of the rubric will be gathered from faculty early Spring 2023.

Process for Course Designation

If faculty would like to obtain the QEP designation for their experiential or work-based learning course, there are a few important steps they will need to take:

- Step 1: Faculty choose the experiential or work-based learning experience they will utilize as part of their course. This could be one of four categories: work-based learning, mentored research or creative activity, service learning, or immersive learning. Faculty who need help deciding can contact the QEP Director or QEP Departmental Liaison for assistance with their course.
- Step 2: Faculty attend a QEP course planning and assessment training session. Faculty will attend a training session (offered in person or virtually) where they will learn about ways to integrate experiential and work-based learning into their courses, and how to implement the critical reflection assignment. Faculty will also learn how to prepare students to tell the story of their experiential or work-based learning experience to their benefit. Additionally, faculty will be trained on the usage of the critical reflection rubric for Integrative Learning and establish interrater reliability. A Canvas course with resources for faculty (sample course plans, example assignments, etc.) will also be available to those who choose to apply for QEP course designation.
- Step 3: Faculty will submit an application for QEP course designation in an upcoming semester. The QEP Departmental Liaisons Committee must receive applications for Fall semester courses no later than April 1 and Spring semester courses no later than November 1.

Implementation of the QEP

The overarching goal of *Preparing the Pride* is to create a culture where students embrace experiential and work-based learning, increasing the number of experiential and work-based learning opportunities for undergraduate students and increasing the number of students who participate in experiential and work-based learning opportunities. The following section outlines the strategies aimed to accomplish those

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goals. The implementation strategies outlined aim to scale up existing activities on campus while also adding new activities, help develop effective new courses and redesign existing courses, drive awareness of the value of experiential and work-based learning, inform students how to connect and capitalize on opportunities, and recognize students who take advantage of the experiential and work-based learning opportunities.

Faculty Engagement

Faculty members will play a vital role in the successful implementation of the QEP. Experiential and work-based learning poses potential challenges to the traditional classroom dynamic. Faculty will be instrumental in identifying challenges and informing the processes to develop institutional support to meet them. To this end, *Preparing the Pride* will provide support for the implementation of the QEP through professional development workshops to facilitate all experiential and work-based learning, guided by a QEP Steering Committee. Departmental Liaisons will also be instrumental in successful implementation of the plan. Online resources and support for faculty and students will also be provided via the QEP website.

QEP Steering Committee

The QEP Steering Committee will be a focused committee made up from a broad base of campus constituencies, responsible for the following duties:

1. Completing a written multi-year plan that is focused, has well-defined goals, includes broad-based involvement in development and implementation, has appropriate assessment strategies, is within UNA's capabilities, and has the potential for significant impact on student learning.
2. Meeting with the SACSCOC on-site evaluation team in Spring 2023.
3. Implementing the strategies detailed in the multi-year plan with regard to raising campus awareness of the QEP, planning learning and professional development opportunities for faculty and staff, and assessing the progress and student learning outcome of the QEP.
4. Preparing an annual institutional progress report on the QEP for the Office of Academic Affairs.

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The QEP Steering Committee will develop a plan for engagement of faculty in this initiative to include: workshops, trainings, collaborations between departments, colleges, and other entities as appropriate to increase sharing of ideas and identifying resources; and gathering ideas and data on needs and evaluation of activities from students and faculty. QEP Steering Committee members were appointed in Fall 2022, and included members new to the QEP process, as well as some members from the QEP Development Committee. Members include:

Dr. Butler Cain (Education Abroad)	Dr. Stephanie Coker (Honors College)
Mr. Roger Garner (Workforce Development)	Ms. Bethany Green (Service Learning)
Ms. Julie Heinrich (Experiential Learning)	Dr. Molly Mathis (Institutional Research)
Mr. John McGee (Educational Technology Services)	Dr. Meghan Merciers (School of the Arts)
Ms. Anna Milwee (Athletics)	Ms. Natalie Morrow (Career Center)
Mr. EJ Powell (Presidential Mentor's Academy)	Dr. Matthew Price (Student Research)
Ms. Tammy Rhodes (First-Year Experience)	Ms. Amber Sandvig (Student Government)
Mr. Patrick Shremshock (CEHS)	Ms. Taylor Simpson (Digital Communications)
Dr. Claudia Vance (CASE)	Dr. Rachel Winston (ACONHP)

Faculty Workshops

Faculty workshops will be based on faculty needs and focus on the principles of experiential and work-based learning, the effective use of technology, faculty advising opportunities, classroom space, alternative learning environments, assessment, evaluation, and collaborations within the University and among the community. Workshops will be offered regularly based on faculty feedback. Workshops will feature guest speakers to share knowledge and expertise in the development of experiential and work-based learning opportunities. All workshops will be evaluated by faculty participants. A list of tentative workshop topics for faculty can be seen in Appendix C. The faculty workshops are intended to help increase the number of opportunities for experiential and work-based learning for students, either through course development or course redesign. Additionally, the faculty workshops are aimed to deliver these opportunities more effectively, and to assess the student learning outcome as a result

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of these opportunities.

QEP Departmental Liaisons

QEP Departmental Liaisons will serve their respective departments in a support capacity for the development of interdisciplinary and cross-curricular collaborations in service to the QEP. The QEP Departmental Liaisons program will engage faculty to promote the infusion of experiential and work-based learning into courses, encourage collaborations, and provide resources for faculty to improve and increase experiential and work-based learning for students in coursework, research, and creative ventures.

QEP Departmental Liaisons will be selected from faculty who have successfully incorporated experiential and work-based learning and indicate a willingness to serve in this capacity; department chairs will be asked to recommend a faculty from their department. QEP Departmental Liaisons will be appointed to the QEP Departmental Liaisons Committee for a two-year term (renewable) to allow other faculty to rotate into this role with the goal of a continual increase in the diversity of perspectives of faculty committed to and well-versed in developing experiential and work-based learning opportunities. This will provide a diversity of insight into the development of experiential initiatives within an increasing number of courses. QEP Departmental Liaisons will hold the primary responsibility of identifying existing experiential and work-based learning courses in their discipline, as well as identifying courses that have the potential to be developed into a course that integrates experiential or work-based learning. Other duties of liaisons include: advocating for increasing experiential and work-based learning within their departments, providing opportunities for departmental faculty to successfully incorporate experiential activities, serving as a resource for program faculty and students, promoting collaborations among various campus constituents, informing faculty and students about various opportunities in their department, and engaging faculty in group sessions and activities to foster an environment that supports the development of experiential and work-based learning for students. QEP Departmental Liaisons will be instrumental in identifying and codifying the opportunities in their respective departments and the resulting experiential learning

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and work-based initiatives.

QEP Departmental Liaisons will also work together as a committee, such that there is sharing of knowledge and ideas about the incorporation of experiential and work-based learning within the curriculum. As a committee, the QEP Departmental Liaisons will be responsible for approval for designation of QEP coursework, as well as classification of the taxonomic level of each course experience, as seen in the respective taxonomies (Appendices H-K). All QEP Departmental Liaisons will be paid a yearly stipend \$1000 for their work, and will be appointed in Spring of 2023 (in advance of Year 1 implementation).

Online Resources

UNA uses the Canvas Learning Management System for deployment of course information from faculty to students. UNA faculty are well-versed in Canvas; therefore, Canvas can be used as an appropriate online repository and training center for *Preparing the Pride* for experiential and work-based learning.

A *Preparing the Pride* course will be designed by faculty who have expertise in experiential and work-based learning in conjunction with members of the QEP Steering Committee and with the guidance of UNA's Quality Matters certified instructional technologists. Canvas will serve as a repository of resources for faculty and liaisons. The course will provide training in defining experiential and work-based learning specific to their area and methods to incorporate the QEP.

A UNA website will be maintained at the University level that provides details on what the QEP is and illustrates the overview of the QEP process. It will contain links to important resources for faculty and other stakeholders to access. Some of the information may also be duplicated in the Canvas course and the UNA Digest, a twice weekly email digest sent to all UNA faculty and staff.

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QEP Faculty Support

Preparing the Pride Faculty Fellows Program

A *Preparing the Pride Faculty Fellows Program* will be designed to recognize and assist innovative faculty with academic endeavors that align with experiential and work-based learning. This program is intended to provide support for individual faculty members who seek to develop a new course or redesign an existing course with experiential or work-based learning.

The Faculty Fellows Program will be open to all UNA faculty. Selected faculty will collaborate with an Instructional Designer through Educational Technology Services (ETS). Best practices in experiential and work-based learning will be incorporated in developing or revising courses. Faculty who participate in the program will follow the UNA course development process and will be compensated accordingly. Additionally, faculty participation will be incentivized through stipends for classroom improvements or supplies, funds to travel to professional development conferences and workshops, and campus-wide recognition. Faculty participating in the Faculty Fellows Program will be expected to mentor other faculty within their respective discipline.

The Division of Provost and Academic Affairs will recognize exceptional faculty participating in the Faculty Fellows Program through an Academic Affairs Award. The award winner will be recognized at the University Awards Gala held in the spring of each academic year. Additionally, college and department level accolades, such as social media spotlights, will be incorporated.

Study Away Grants

Study Away Grants will also be included as increased faculty support for experiential and work-based opportunities. Each academic department will be allotted a \$500 study away grant each academic year in order to offer low-cost, high impact immersive learning opportunities for their students. Department chairs will put forth a study away grant proposal each year, and approval will be granted by the QEP Departmental Liaisons Committee.

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Professional Development Grants

Professional Development Grants will also be increased in order to support increased travel to present scholarship on the results from experiential and work-based learning opportunities. While the University currently has sufficient funding to support current levels of scholarship and travel to present scholarship, it is expected that the increase in experiential and work-based learning opportunities will necessitate increases in professional development funding.

QEP Student Support

Student Project Grants

Student participation is central to the *Preparing the Pride* QEP goals. As such, *Student Project Grants* will be available to students or teams of students to engage in real-world activities that stretch beyond the theoretical, providing hands-on learning opportunities that are critical to thriving in today's complex, ever-changing world. An array of experiential and work-based learning activities will be eligible for consideration. This initiative will also support smaller individual or group experiential learning activities that are not part of any formal curriculum.

Preparing the Pride Student Ambassadors

The *Preparing the Pride* Ambassadors will represent the QEP on various occasions and will serve as leaders and supporters of experiential and work-based learning among their fellow students. In addition, *Preparing the Pride* Ambassadors will work with the QEP Director to promote experiential and work-based learning goals to the campus community. *Preparing the Pride* Ambassadors will participate in other events that might help promote experiential and work-based learning, as decided by the QEP Director. It will be required for successful candidates to participate in monthly meetings and various events on campus (in-person), and prospective members must be full-time UNA students. *Preparing the Pride* Ambassadors should have an interest in working with students, faculty, administration, and the community. Ambassadors will work closely with the Office of Academic Affairs, the QEP Director, College departments, and UNA offices. Ambassadors will be recruited and selected based on their experiences with

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experiential and work-based learning.

Preparing the Pride Seminars

Experiential and work-based learning *Preparing the Pride Seminars* will be held regularly through the Office of Student Engagement and the UNA Career Center. Seminars will cover topics such as experiential and work-based learning opportunities, registration, course navigation, available support, and applicability to majors. Additionally, these seminars will also target individual preparation for students to ready themselves for experiential and work-based learning, discussing individual issues like mental/physical health, balancing family and work, etc., as directed by the focus group data collected. Seminar feedback will be solicited from participating students in efforts to enhance quality and efficacy of future seminars.

Preparing the Pride Student Showcase

A *Preparing the Pride Student Showcase* will be held in the fall of each academic year. This event will be organized and promoted by the Center for Premier Awards and Scholarly Engagement. This annual event, comprised of four separate poster sessions, will offer students an opportunity to share their experiential and work-based learning activities - including research, projects, internships, education abroad/global field study, community engagement and service learning to peers, faculty, staff, and alumni. While there are currently campus poster sessions that show the work of students in education abroad and in research, the *Preparing the Pride Showcase* will scale up those events and create a space to showcase the four major domains of experiential and work-based learning.

Education Abroad Scholarship Funding

The QEP proposes increasing the amount of *Education Abroad Scholarship* money available to students, such that one of the largest barriers to this specific form of immersive learning (cost) is addressed. Currently, UNA funds a scholarship of \$1600 per student for travel costs associated with faculty-led education abroad trips, costs that are in addition to tuition and fees that are associated with the course taken for the education abroad experience. The QEP proposes increasing the amount to \$2000 per

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student. Given the current number of students participating in education abroad, some of that increase can be afforded by the current allotment of education abroad funding, though expected increases in the number of students participating will necessitate a gradual increase in that funding. Additionally, the Education Abroad Director plans to work with faculty to help make the faculty-led trips more affordable for students.

Symplicity

UNA currently utilizes the Symplicity Career Service Module (CSM) to track its experiential learning programs, and it will be beneficial to also expanding the reach of experiential and work-based learning. The Symplicity Experiential Learning (EL) module has been used by at least 25 different departments as a result of the ability to easily track hours, increase the amount of data collected, and customize the experiential learning module for each department's student reporting.

Example of Use: Utilizing Symplicity CSM's EL module allowed UNA's Department of Music to track preparation for recitals. With CSM, music professors can track and document the long hours of practice, research into the instrumentation of the performance pieces, and search for venue spaces and accompanists. For example, a UNA clarinetist was preparing for a senior recital, and the music department recorded the time spent as experiential learning. The student's music professor was able to track rehearsal hours and document a variety of components that are involved in a recital assessment within the CSM system. At the end of the semester, the student was able to count the long hours of work, not just as a program requirement, but also as a career training opportunity.

Example of Use: One of the major users of Symplicity CSM's EL module is UNA's Occupational Health Science program. UNA has one of four ABET accredited bachelor programs in the United States for Occupational Health Science, which is the study of "protecting the health and safety of people where they work." To complete a degree in Occupational Health Science, individuals are asked to complete an experiential learning requirement. After implementing Symplicity CSM's EL Module, the department was able to make custom evaluation forms that work for their specific learning requirements

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from knowing a particular chemistry makeup, chemistry knowledge assessments, tracking hours, confirming knowledge base, and more. Additionally, Symplicity CSM's EL module allowed for those that employed Occupational Health Science students to evaluate each student on specific questions based on the student and the type of work they did by sending evaluation forms from within the system. As a result, UNA had a 95% response rate with employer evaluations submissions in the year used.

Validation Through Student Data: CSM's EL module has validated UNA's education efforts to prepare students for jobs by providing career services staff, deans, provosts, and students with the data necessary for individual guidance and accreditation. Prior to implementing CSM, UNA's Assistant Director of Career Services noted that their experiential learning programs involved hours of rummaging through paperwork to get signed evaluation forms to students and employers sent through scanned emails. Instead, if staff members want to go back and run a report on how students are using their career services resources year by year, staff members can easily pull up year-by-year reports. This has supported UNA's efforts related to accreditation, usage, and statistics for funding and University recruiting.

Recent discussions with UNA's Assistant Director of Career Services has also included the proposal of the integration of Symplicity CSM's EL module with UNA's learning management system (Canvas). Provided this can be accomplished, it is planned that the EL Module can be used within Canvas as a module and incorporated into instructor use. It is recognized that, while there are technical issues to overcome to accomplish this, it would be beneficial to the effort of the QEP to include this as an implementation resource.

Student Recognition

In addition to recognition of students engaging in experiential and work-based learning opportunities via the campus website and social media, the QEP also aims to recognize students and highlight the value of experiential and work-based learning. Students who complete an experiential or work-based learning opportunity from any of the four major domains (work-based learning, mentored research or creative activity, service-based

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learning, or immersive learning) through designated coursework will be eligible to receive a digital badge to be used on their resume. Additionally, students who complete all four of the types of experiential and work-based learning opportunities through designated coursework will be recognized at commencement through a *Preparing the Pride* cord to be worn at the ceremony. Students will submit their eligibility for badges and cord to the QEP Steering Committee for review.

Establishing Broad-Based Support

The value of buy-in from students, faculty, and staff to the success of the QEP initiative is very much recognized. In order to establish broad-based support for *Preparing the Pride: Experiential and Work-based Learning*, the QEP Development Committee was comprised of a representative subset of campus faculty and staff. Those faculty and staff involved in the development of the QEP proposal were given a voice and the opportunity to shape the initiative from the ground up.

Additionally, continued broad-based support will be cultivated through ongoing communication and openness to feedback with the institutional constituencies. With regard to faculty and staff, the use of QEP Departmental Liaisons will act as a two-way conduit for the QEP initiative. Serving on the QEP Departmental Liaisons Committee, QEP Departmental Liaisons will comprise a representative subset of individuals across campus that will promote and provide resources for the implementation of experiential and work-based learning within their respective departments, while also continuing to guide the direction of the QEP initiative through receiving feedback from their respective constituencies. Appointment as QEP Departmental Liaisons will occur before the beginning of Year 1 of the QEP implementation.

Over the course of Year 0, the QEP Director will meet with the Academic Deans as well as individual departments to garner support for the QEP initiative and to solicit feedback on how the initiative can best be implemented within the specific department. It is expected that this, in addition to providing faculty and staff with regular workshops,

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online resources, and financial support for experiential and work-based learning activities, should garner a broad base of support for the QEP initiative from faculty and staff.

In order to obtain support from students for the QEP initiative, the QEP will utilize a similar program to the QEP Departmental Liaisons. The *Preparing the Pride* Student Ambassador program will have a representative group of students who will serve as leaders and supporters of experiential and work-based learning on campus. The involvement of these students will be extremely important to promoting the QEP initiative aims to campus students. Additionally, experiential and work-based learning seminars and student fairs/exhibitions should also communicate the importance of experiential and work-based learning opportunities for students. Selection of *Preparing the Pride* Ambassadors will happen before the beginning of Year 1 of the QEP implementation.

In order to garner broad-based support for the QEP initiative from external stakeholders, a community advisory board will be established. The purpose of this community advisory board will be to help promote experiential and work-based learning opportunities outside of campus, and to solicit feedback from community partners on the implementation of the QEP initiative.

QEP Awareness

UNA is committed to the full implementation of our Quality Enhancement Plan for the 2023-2033 reaccreditation cycle. The QEP selected for UNA reaccreditation is based on the widely-supported principle that a diverse array of experiential and work-based learning experiences are crucial to the success of our graduates. The UNA QEP – *Preparing the Pride: Experiential and Work-based Learning* – aims to provide both information and opportunities for experiential and work-based learning to all UNA students, faculty, staff, and important stakeholders among business and industry partners and alumni.

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The QEP Development Marketing & Awareness Subcommittee was charged with helping to outline a plan to work with the University's Office of University Communications & Marketing to provide University-wide communication to students, faculty, staff, alumni, and community stakeholders to ensure awareness of experiential and work-based learning opportunities offered by the University. The QEP will be promoted through the UNA website, select social media sites, Presidential communications, the student newspaper (Flor-Ala), and the official University email digest. In addition, a variety of marketing efforts will be employed to provide visibility and awareness of the *Preparing the Pride* initiative.

The QEP marketing and awareness effort seeks to provide the essential information and encouragement to students, faculty, and industry leaders to scale up opportunities to engage in learning outside the classroom. This plan will identify innovative ways to recruit students to increase participation in experiential and work-based learning specifically designed to enhance students' knowledge as it relates to the real-world demands of our globally connected economy. The faculty will also identify tools and methods to encourage experiences that will strengthen their sense of community and long-term professional growth.

The marketing plan is designed to be dynamic and will adapt as we analyze data from feedback loops to determine effectiveness of students engaging in experiential and work-based learning opportunities. There are three distinct target audiences where marketing effort will focus:

- Current and prospective students
- Faculty/Staff
- Community Stakeholders/Business and Industry Partners/Alumni

Each of these audiences will potentially derive a separate but overlapping benefit from the *Preparing the Pride* initiative. Therefore, careful messaging will be critical to answer the "Why" for each constituent group. In addition, the communication channels and platforms utilized will differ depending on the desired target audience. The messaging intended for each target audience/charge will have three primary components:

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- Introducing the QEP focus: Experiential and Work-based Learning
- Demonstrating/displaying current programs and activities
- Supplying resources to connect to these opportunities

Marketing & Awareness Plan

Action Item	Purpose/Goal	Additional Information	Tools
Create Intro emails/concepts for students (possible "did you know" series)	Introduce students to the ideas, concept, and definitions of experiential learning	Did you know series could feature the goals of the QEP, share information from the focus groups, and/or a basic introduction of experiential learning benefits	Email - UNA Digest Email - Student Affairs Newsletter - Dean of Students Social media
Create a website that defines experiential learning for students	Create a website that provides a basic introduction to the QEP, in accessible language for students	Brand experiential learning and explain so that target audiences can easily identify what the QEP is and what experiential learning means at UNA	Social media accounts/posts that link to website Posters with QR codes that lead to website
Demonstration/Display of Current Programs and Activities			
Create a catalog of Experiential Learning examples to be used in future marketing endeavors	Create a library of resources/assets (Pictures, quotes, examples of experiential learning, etc.)	Could be used in a variety of marketing efforts	
Create a series of pictures/info graphics that introduces each type of experiential learning (Work-based, undergraduate, research, service-learning, immersive learning)	Create a series that includes pictures and detailed description of each type of experiential learning	Series would feature a student(s) in each type of experiential learning and quotes from students about their experiences	Website Social Media Posters
Resources to Get Connected to Experiential & Work-Based Learning Opportunities			
Create a database of experiential learning opportunities, courses etc.	Create a database of experiences that students could access	Database would be easily accessible on website and updated regularly	Website Social media
Execute of "tour of resources"	Create a "tour of resources" this could be in person or virtual	A packet of information or presentation would be given to RSOs, classes, orientations, SGA, SOAR, etc. about experiential learning resources and how to access experiential learning experiences	Website Social Media

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QEP Launch

In the Fall 2022 semester, UNA launched the awareness campaign for *Preparing the Pride: Experiential and Work-Based Learning*, accomplishing the following elements:

- A campus-wide launch event at Harrison Fountain, where students received free pizza, snacks, and drinks, while also receiving information about the QEP and *Preparing the Pride* (see Appendix L for the event advertisement).
- The *Preparing the Pride* Ambassadors program was initiated, and six students were selected as initial ambassadors for the program (see Appendix M for the recruitment advertisement).
- The *Preparing the Pride* Ambassadors helped deliver awareness messaging at four events in the Fall 2022 semester: UNA Preview Day, the UNA Education Abroad Poster Session, the STEM Poster Session, and the Honors College Breakfast Club.
- A public service announcement was issued for the community, informing the public at large of the *Preparing the Pride* initiative:
 - The University of North Alabama is excited to announce the launch of its new Quality Enhancement Plan, *Preparing the Pride: Experiential and Work-based Learning*. Over the next five years, this plan aims to increase the number of experiential and work-based learning opportunities for UNA students. *Preparing the Pride* aligns with Governor Kay Ivey's Workforce Innovation Initiative and will prepare UNA students to achieve their career goals. Learn more and apply today by visiting una.edu/qep.
- The QEP Director met with the Council of Academic Deans, the Council of Associate Deans & Directors, as well as a number of academic support units and student groups, to inform them about the QEP and to gather feedback from them. Academic support units and student groups who met with the QEP Director include:
 - Office of Student Affairs
 - UNA Career Center
 - Student Government Association
 - The Presidents Roundtable (Registered Student Organization Presidents)
 - Office of Diversity, Equity, and Inclusion
 - Presidential Mentor's Academy
 - The Center for Premier Awards and Scholarly Engagement
 - College of Business and Technology Experiential Learning Coordinator
 - Office of Institutional Research
 - Workforce Development Initiatives
 - First-Year Experience



Chapter 5:

Timeline



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QEP Timeline

Action	2022-2023 Year 0	2023-2024 Year 1	2024-2025 Year 2	2025-2026 Year 3	2026-2027 Year 4	2027-2028 Year 5
Appointment of QEP Director	X					
Appointment of Departmental Liaisons/QEP Steering Committee	X					
Review current coursework meeting Experiential & Work-based Learning Criteria	X					
Coursework meeting Experiential & Work-based Learning Criteria labeled in University Banner System		X				
QEP Director meets with non-academic support units regarding QEP implementation plans	X	X				
QEP Director meets with each academic department regarding QEP implementation plans	X	X				
QEP Director collects baseline assessment data in conjunction with Office of Institutional Research	X					
QEP Director & Steering Committee implement QEP Marketing & Awareness Plan	X	X	X	X	X	
Educational Technology Services creates QEP informational website	X					
QEP Director creates <i>Preparing the Pride</i> Canvas course in conjunction with Educational Technology Services		X				
QEP Graduate Assistant is hired		X				
QEP Director collects assessment data in conjunction with Office of Institutional Research		X	X	X	X	X
QEP Steering Committee reviews assessment data and submits report and recommendations to UNA Administration		X	X	X	X	
University offers professional development seminars for faculty & staff		X	X	X	X	X
QEP Director selects <i>Preparing the Pride</i> Student Ambassadors	X	X	X	X	X	
QEP Departmental Liaisons Committee reviews Taxonomic Level for coursework meeting experiential and work-based learning criteria		X	X	X	X	X
Division of Provost and Academic Affairs selects faculty for the <i>Preparing the Pride</i> Faculty Fellows Program		X	X	X	X	X
Center for Premier Awards and Scholarly Engagement awards Student Project Grants for experiential and work-based learning activities		X	X	X	X	X
Career Center and Center for Premier Awards and Scholarly Engagement offer experiential and work-based learning seminars for students		X	X	X	X	X
Center for Premier Awards and Scholarly Engagement holds <i>Preparing the Pride</i> Student Showcase		X	X	X	X	X
QEP Director prepares and submits 5-Year Impact Report to SACSCOC						X



Chapter 6:

Assessment of the QEP



Assessment of Student Learning Outcome

Student Learning Outcome (SLO)

Overall SLO: Students will use integrative thinking and reflection to demonstrate the ability to make connections across multiple contexts and educational experiences.

In addition, the overall SLO for the QEP will be accompanied by five major student learning indicators:

1. The ability to connect experiential and work-based learning to academic learning (connections to experience).
2. The ability to make connections across disciplines and perspectives (connections to discipline).
3. The ability to adapt and apply information to new situations (transfer).
4. The ability to use effective and appropriate forms of communication to enhance the quality of their assignments (integrated communication).
5. The ability to demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (self-assessment & reflection).

SLO Direct Measure

Assessment Tool: Critical Reflection Assignment & Rubric

A critical reflection assignment (Appendix D) will be used in conjunction with an embedded rubric (Appendix E) for each designated experiential and work-based learning course and assess integrative learning. Critical reflections require students to consider how their courses build expertise and the ways in which new skills can be applied to other situations, courses, and careers. In the critical reflection assignment, instructors will have students address the following questions:

1. Describe the experiential or work-based learning experience in this course that you have chosen to highlight. When and where did it take place? Who was involved in this experience? What did you (and any others) do in this experience?

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2. What were the most important things you learned from this experiential or work-based learning experience? In what ways did you increase your knowledge of yourself as a person, a student learner, an aspiring professional, and/or a citizen?
3. How does this experiential or work-based learning experience integrate with the current course(s) you are taking (theories, practice, etc.)? Did you use anything you have learned in your courses when taking part in the experience you are highlighting?
4. Why is it what you learned in this experiential or work-based learning experience significant or important to you? How does what you learned from this experience relate to your career goals? How does it relate to your academic discipline?
5. How will this experiential or work-based learning experience affect your future learning? How will what you learned be helpful in future classes or future situations?

Assessment Method: For courses that have received the QEP designation, the critical reflection rubric will be “dropped” into course Canvas sites for the use of the course instructors. Once the critical reflection assignments have been graded by the instructors, the rubrics will be gathered by the QEP Director at the completion of each term. Because the critical reflection rubrics will be aligned within Canvas Outcomes, the QEP Director will have access to the graded rubrics without the need for faculty to submit an external report. The rubric assesses each of the five student learning indicators on a scale of 5 points, from “Deficient” to “Capstone”. The QEP Development Committee adapted the AAC&U’s *Integrative Learning VALUE Rubric* and Middle Tennessee State University’s QEP rubric for use in the assessment of the student learning outcome and indicators. The AAC&U VALUE Rubrics have been utilized by thousands of campuses and established as reliable and valid assessments.

Establishing Inter-rater Reliability: Given that the critical reflection assignment may involve some degree of subjectivity in its assessment, it is important to establish inter-rater reliability. Instructors of QEP-designated course) will be trained in the use of the rubric before scoring students’ critical reflections, prior to the semester in which they will teach the course. During the training, exemplar student critical reflections and their

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scores will be presented. Then, sample critical reflections will be given to pairs of instructors, who will then assess the sample critical reflections separately. Then, the level of agreement across the five indicators will be examined. Minimum reliability will be set at 80% agreement between the instructors on the sample critical reflections. Should the inter-rater reliability fall below 80% for a pair of instructors, additional training will be provided until the level of agreement meets the minimum threshold. These trainings aim to identify and resolve any possible patterns that emerge in the scoring differentials. Training sessions will be run by the QEP Director and SACSCOC Liaison, held in fall and spring semesters, and will occur both in-person and virtually.

Assessment Responsible Parties: QEP designated course instructors & the QEP Director

Expected Outcomes/Benchmarks: While UNA does not currently have baseline data for the student learning outcome, it is currently collecting pilot data from the common rubric used in pilot courses throughout Year 0. The benchmark for the critical reflection rubric is that at least 80% of all students in QEP-designated coursework will achieve average rating of 3 (Milestone) on the rubric (across all indicators). Additionally, while this benchmark has been identified at the outset of implementation of the QEP, UNA recognizes the importance of summative and formative assessment in the defining and redefining of goals throughout the process of continuous improvement; thus, this benchmark will be reexamined on a yearly basis as more data are available.

SLO Indirect Measure

Assessment Tool: A 9-item Post-Course Survey

This survey will be used to assess students' experiences with the experiential and work-based learning in their course, specifically the extent to which completing an experiential or work-based learning experience was useful and the extent to which their integrative-thinking and reflection skills improved. All questions are scored on a scale of 1 (strongly disagree) to 7 (strongly agree). Baseline data on the Post-Course Survey questions will be collected by sending the survey to students in identified pilot courses in Spring 2023. This survey can be found in Appendix F.

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Assessment Method: After the end of final exam each semester, the Office of Institutional Research will send a link to the survey in Qualtrics to all students in QEP-designated courses. The Office of Institutional Research will send the aggregate data for the survey to the QEP Steering Committee each semester, in addition to data for the number of QEP-designated courses/enrollment in QEP-designated courses.

Responsible Party: Office of Institutional Research & the QEP Steering Committee

Expected Outcomes/Benchmarks: While there is no baseline data for this new survey, the benchmark for this assessment is that at least 80% of students surveyed will be scored as an average of 6 ("Agree") across all items on the measure. It is expected that students will be completing more than one QEP-designated course over their time at UNA, and may complete more than one QEP-designated course in a semester. At the same time, it is recognized that two different experiential and work-based courses may have entirely different impacts on a student's learning outcomes (and their perception of their own learning). As this measure is meant to capture the impact each individual experiential or work-based learning course has on the student learning outcomes, students may complete this survey on multiple occasions (once per QEP-designated course), and the data will be examined in aggregate form by semester, not longitudinally. This online survey will include boxes for students to enter the semester, course, and section for about which they are answering the survey questions, so that students can answer the survey questions in relation to a specific experiential and work-based learning course.

Assessment of Institutional Goals

In order to assess the major QEP goals, UNA will make use of both direct and indirect measures.

QEP Goals

1. Increase the number of experiential and work-based learning opportunities for students in undergraduate degree programs in each of the academic colleges and for the University as a whole.

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2. Increase the number of students participating in experiential and work-based learning opportunities in undergraduate degree programs in each of the academic colleges and for the University as a whole.

Goal #1 Direct Measure

Assessment Tool: Course Offerings

Assessment Method: The Office of Institutional Research and the University Registrar will provide the QEP Steering Committee with the total number of QEP-designated courses each semester (by November 1st in fall semesters, by April 1st in spring semesters). Each semester, the QEP Steering Committee will then examine the year-over-year difference in the number of QEP-designated courses offered in the University Banner system.

Responsible Party: Office of Institutional Research, University Registrar, & QEP Steering Committee

Expected Outcomes/Benchmarks: As of Fall 2022, there were 97 undergraduate courses self-identified by academic departments across the University as being an experiential or work-based learning course through the UNA banner course system. While some of them may not make the designation in the future (such as not being offered regularly, not including the critical reflection assignment/rubric, etc.), there are undoubtedly courses that were left off the list in the process. As part of the QEP implementation, UNA plans to fully capture the breadth of experiential and work-based learning undergraduate curricular offerings. However, using the Fall 2022 data as a baseline, that helps identify the targets for growth overall, as we expect increases of 5% (each year) in the number of QEP-designated courses offered each year as a result of the implementation strategies.

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Targets for QEP-Designated Course Offerings					
Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
97*	102	107	112	118	124

*Department-identified as QEP course – not official designation.

Goal #2 Direct Measure

Assessment Tool: Course Enrollment Data

Assessment Method: The Office of Institutional Research and the University Registrar will provide the QEP Steering Committee with the total enrollment for all QEP-designated courses each semester (by November 1st in fall semesters, by April 1st in spring semesters). Each semester, the QEP Steering Committee will then examine the year-over-year difference in the number of enrolled students in designated experiential and work-based learning courses offered in the University Banner system.

Responsible Party: Office of Institutional Research, University Registrar, & QEP Steering Committee

Expected Outcomes/Benchmarks: As of Fall 2022, there were 97 courses self-identified by academic departments across the University as being an experiential or work-based learning course through the UNA banner course system, with a total enrollment of 1313 students (non-unique). While again, some of the courses may not make the designation in the future (such as not being offered regularly, not including the critical reflection assignment/rubric, etc.), there are undoubtedly courses that were left off the list in the process, and likely a number of students not captured by this baseline. As part of the QEP implementation, UNA plans to fully capture the breadth of experiential and work-based learning undergraduate curricular offerings, as well as the number of students enrolled in them. However, using the Fall 2022 data as a baseline, that helps identify the targets for growth overall, as we expect increases of 3% (each year) in the number of students enrolled in QEP-designated courses offered each year as a result of the implementation strategies.

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Targets for QEP-Designated Course Enrollment					
Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
1313*	1352	1393	1435	1478	1522

*Enrollment in department-identified QEP course – not official designation.

Goal #2 Indirect Measure

Assessment Tool: The National Survey of Student Engagement (NSSE)

Assessment Method: The QEP Steering Committee will examine the difference from the onset of the QEP initiative in seniors' self-reported participation in the designated work-based and experiential learning activities on the NSSE, administered by the Office of Institutional research. The institution participates in the NSSE annually, so this measure can be assessed beginning in Year 0. The NSSE includes survey items for students to mark their participation in the number of experiential and work-based opportunities, as well as they type of opportunity.

Responsible Parties: The Office of Institutional Research & the QEP Steering Committee

Expected Outcomes/Benchmarks: Using the 2022 NSSE results for seniors at UNA (using positive responses for completed, in-progress, and planned experiences), we are able to set modest growth targets of 3% in the number of experiential and work-based learning opportunities in which students participate, resulting in 100% of students participating in a least one experiential or work-based learning experience by Year 5 (alignment with Strategic Planning Goal).

Total Experiential or Work-Based Learning Opportunities (Completed, In-Progress, & Planned) Reported by Seniors: Baseline & Targets						
Number of Activities	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
At least 1	87.50%	90.13%	92.83%	95.61%	98.48%	100%
2 or More	58.60%	60.36%	62.17%	64.03%	65.95%	67.93%
3 or More	31.60%	32.55%	33.52%	34.53%	35.57%	36.63%
4 or More	9.90%	10.20%	10.50%	10.82%	11.14%	11.48%

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Additionally, we have set targets for participation in different types of experiential and work-based learning opportunities, using the 2022 NSSE results for UNA, and setting a growth of 3% each year:

Experiential & Work-Based Opportunities (Completed, In-Progress, & Planned) Reported by Seniors by Type of Experience: Baseline & Targets						
Type of Activity	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Work-Based Learning	77.70%	80.03%	82.43%	84.90%	87.45%	90.08%
Mentored Research or Creative Activity	38.10%	39.24%	40.42%	41.63%	42.88%	44.17%
Service Learning	64.50%	66.44%	68.43%	70.48%	72.60%	74.77%
Education Abroad	19.80%	20.39%	21.01%	21.64%	22.29%	22.95%
Culminating Senior Experience (Capstone, Senior Project, Thesis, Portfolio, Recital, Etc.)	72.40%	74.57%	76.81%	79.11%	81.49%	83.93%

The timeline for assessments (with responsibilities) can be found in Appendix N.



Electro-Voice Model 309A

Chapter 7:

Resources



Organizational Structure, Staffing and Support

UNA is sufficiently staffed to properly ensure the success of the proposed QEP. A QEP Director position has been created, and this individual will hold the chief responsibility of implementation and coordination of UNA's QEP. The QEP Director appointment letter outlining the responsibilities of the position can be found in Appendix B.

Additionally, the QEP Director is responsible for the following main duties:

- Identification of pilot courses that meet Experiential & Work-Based Learning Criteria
- Experiential & Work-based Learning Course/Enrollment Report submitted to Administration
- Analyze data from student critical reflection rubrics and from post-course surveys
- Annual Experiential & Work-based Learning Report (Enrollment & Survey Data) prepared and submitted to Administration
- Review previous Annual Report & Recommendations, make adjustments for upcoming academic year
- Five-Year QEP Impact Report prepared and submitted to Administration

In addition, the QEP Director will be supported by individuals from multiple offices, as detailed below.

- Director, Center for Premier Student Awards and Scholarly Engagement: The Center for Premier Student Awards and Scholarly Engagement's mission is to help students connect with projects that can further their education. The center supports students as well as faculty with travel and development grants as well as opportunities to showcase their research for the University community. This position will include direct QEP support; 10% of the work time of this position will be devoted to working on QEP-related projects. *Reports to the Senior Vice Provost for Academic Affairs.*
- Director, Mitchell-West Center for Social Inclusion: With the aim of advancing the common good, the Mitchell-West Center for Social Inclusion at UNA supports education, research, community, and advocacy by working with diverse groups on campus, in the Shoals, and across the state and region. The Center welcomes everyone by providing an accessible and inclusive space for students and faculty to share knowledge, collaborate on interdisciplinary projects, and build sustainable partnerships with organizations that are committed to addressing some of the most

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pressing social problems that we face today. *Reports to the Vice President for Diversity, Equity, and Inclusion.*

- University Registrar: The University Registrar's office is responsible for the coding of courses in the University Banner system, which will be required for accurate reporting procedures. Once courses have been approved for an experiential and work-based learning designation by the QEP Departmental Liaisons committee, the University Registrar will include that designation within the University Banner system. *Reports to the Provost and Executive Vice President for Academic Affairs.*
- Executive Director, Educational Technology Services: The Executive Director of Educational Technology Services has direct oversight over the University's Learning Management System, Canvas, and will be integral to the assessment of the QEP. All courses which are designated as experiential and work-based learning courses will be required to include a critical reflection assignment as part of the course requirements. The grading of the critical reflection assignment in all experiential and work-based learning courses will be graded using a universal rubric. This rubric will be placed into the experiential and work-based learning courses by the Executive Director of Educational Technology Services. The Executive Director of Educational Technology Services will also provide permissions for the QEP Director to receive graded rubrics from all designated courses (without any identifying student information) for assessment purposes. This position will include direct QEP support; 10% of the work time of this position will be devoted to working on QEP-related projects. *Reports to the Provost and Executive Vice President for Academic Affairs.*
- Director, Institutional Research: The Director of Institutional Research will also be integral to the assessment of the QEP. In assessing the goals of the QEP, the number of designated courses and enrollment in those courses will need to be collected. The Director of Institutional Research will aid in providing that data on a semester basis to the QEP Director. This position will include direct QEP support; 10% of the work time of this position will be devoted to working on QEP-related projects. *Reports to the Senior Vice Provost for Academic Affairs.*
- Executive Director, Workforce Development Initiative: The Director of the Workforce Development Initiative oversees the strengthening of community partner employee educational opportunities and recruitment of workforce partners through access to

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internal recruiting opportunities like campus career fairs, internship and job promotion, and student hiring software. *Reports to the Senior Vice Provost for Academic Affairs.*

- Director, Education Abroad: The Director of Education Abroad will be important to helping continue to identify and provide opportunities for students to enrich their educational experience, enhance their intercultural understanding, and expand their personal and professional horizons. *Reports to the Senior Vice Provost for International Affairs.*
- Assistant Director, University Career Center: The University Career Center empowers students and alumni in all phases of their career development by serving as the primary resource on campus for career related information, providing necessary resources, services, and programs to facilitate successful career development as it relates to students, alumni, faculty, and employers. This position will include direct QEP support; 10% of the work time of this position will be devoted to working on QEP-related projects. *Reports to the Director of the University Success Center.*
- Coordinator, Experiential Learning: The Experiential Learning Coordination is responsible for oversight of experiential learning opportunities and digital badging. Digital badges not only indicate a student's accomplishments, skills, knowledge, or competency as it relates to their collegiate career but offers students the opportunity to display them both on LinkedIn profiles and other professional platforms. *Reports to the Dean of the College of Business and Technology.*

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Existing and In-kind Institutional Contributions

	Yearly Contribution
Personnel	
Director, Center for Premier Awards and Scholarly Engagement (10% time)	\$6,695
Director, Institutional Research (10% time)	\$10,458
Assistant Director, University Career Center (10% time)	\$4,124
Executive Director, Educational Technology Services (10% time)	\$9,579
Faculty Funding	
Faculty Workshops	\$12,000
Faculty Professional Development Grants	\$35,000
Student Funding	
Student Workshops	\$15,500
Student Research Grants	\$35,000
Education Abroad Scholarships	\$200,000
Yearly Total	\$328,356
Total (Years 0 – 5)	\$1,641,780

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Preparing the Pride 5-Year Budget (New Institutional Contributions)

	Year 0 2022-2023	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026	Year 4 2026-2027	Year 5 2027-2028
Personnel						
QEP Director	\$23,500	\$23,500	\$23,500	\$23,500	\$23,500	\$23,500
Graduate Assistant	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
Faculty Funding						
Faculty Workshops	\$8,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Faculty QEP Liaisons	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000
Faculty Fellows	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500
Study Away Grants	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000
Professional Development						
Travel	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Student Funding						
Student Ambassadors	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Student Workshops	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Student Exhibition	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Student Project Grants	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000
Education Abroad Scholarships	--	\$10,000	\$20,000	\$20,000	\$30,000	\$30,000
Commencement Cords	--	\$1,000	\$2,000	\$2,000	\$2,000	\$2,000
Travel						
SACSCOC Summer Institute	\$7,500	--	--	--	--	--
SACSCOC Annual Meeting	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Advertising & Marketing						
Giveaways	\$4,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Printing	\$2,500	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Advertisement	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Miscellaneous						
Community Advisory Board	\$1,000	--	--	--	--	--
Contingencies	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Column Total	\$166,000	\$160,000	\$171,000	\$171,000	\$181,000	\$181,000
Total New Contribution (Years 0 – 5):						\$1,030,000
Total New + Existing Contribution (Years 0 – 5):						\$2,671,780



Appendices



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Appendix A: QEP Call for Proposals

The screenshot shows a website for the University of North Alabama (UNA) Quality Enhancement Plan (QEP). The top navigation bar includes links for 'APPLY', 'REQUEST', and 'GIVE'. The main content area is titled 'Quality Enhancement Plan' and discusses the requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for QEPs. It mentions the submission of a Compliance Certification Report and the future focus of the QEP. Below this, a section titled 'Call for QEP Topic Proposals' is described, stating that the QEP Committee is requesting proposals to improve the educational experience at UNA. It specifies that three proposals will be selected for further development and consideration as the QEP topic for the decennial application. The final topic will be implemented shortly after. A link for 'QEP Topic Proposal Submission' is provided. On the left, a sidebar lists various links under 'SACSCOC Resources' and 'Past Compliance Reports'.

The links below are sample pages for other projects in our test folder. Your Left Navigation links will be the ones that currently exist for your department once your page is approved and launched.

Registrar's Office Services
Tiny Cub's Community Baby Shower
UNA Mobile ID FAQ's
Collaborative Online International Learning (COIL)

SACSCOC

Resources
Past Compliance Reports
Quality Enhancement Plan
Substantive Change
2023 Reaffirmation

Quality Enhancement Plan

By requiring accredited institutions to develop a Quality Enhancement Plan (QEP) the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) emphasizes its commitment to advancing the quality of higher education. The QEP affirms the SACSCOC belief that student learning is central to the mission of all higher education institutions. According to the SACSCOC, "the QEP describes a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning. The QEP should be embedded within the institution's ongoing integrated institution-wide planning and evaluation process."
Whereas the Compliance Certification Report provides a snapshot of past and present practices at the University, the Quality Enhancement Plan points to the future.

Call for QEP Topic Proposals

The Quality Enhancement Plan (QEP) Committee is requesting proposals on how to improve upon any aspect of the educational experience at the University of North Alabama (UNA). These proposals must identify and provide justification for the selection of a topic. From these proposals, three will be selected for further development and consideration as the QEP topic for the decennial application. Once the final topic is selected, the QEP Committee will submit the fully developed plan to SACSCOC in 2022. The plan will be implemented shortly after.

Please click the link below to submit a proposal. Thank you!

QEP Topic Proposal Submission

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Appendix B: QEP Director Appointment Letter



Provost and Executive Vice President for
ACADEMIC AFFAIRS

August 12, 2022

Dr. Christopher Klein
University of North Alabama
Florence, Alabama 35632-0001

Dear Dr. Klein:

Upon the recommendation of Dr. Joy Borah, Senior Vice Provost for Academic Affairs, it is my pleasure to reappoint you as **Quality Enhancement Plan (QEP) Director** in the Office of the Provost and Executive Vice President for Academic Affairs. This is a nine-months appointment, effective for the 2022-23 academic year. At the end of this term, and after review of University needs, your appointment may be renewed.

For these administrative duties, you will receive a stipend of \$15,000, paid over 12 months via direct deposit on the first of the month.

This appointment includes but is not limited to the following duties:

- Supervise the day-to-day activities of the QEP initiative.
- Manage marketing and public relations programs, including overseeing development, production and distribution of public relations products in collaboration with the QEP Marketing Committee, and the UNA Office of Communications.
- Coordinate, administer, and oversee the development and management of unit-based project submission, selection, and implementation processes with appropriate University offices.
- Chair the institutional QEP Implementation Committee and serve as a resource to all college-level QEP committees.
- Partner with the QEP Committee to conduct needs assessments and facilitate institution-wide faculty development efforts related to the QEP.
- Collaborate with the QEP Assessment Committee to oversee assessment efforts related to the QEP and to analyze the impact of the QEP on campus.
- Prepare results and findings for annual institutional progress reports and a five-year QEP evaluation report to SACSCOC.

All other provisions of your previous employment, not subsequently modified and not in conflict herewith, remain in effect. As with all administrative appointments, you serve in an "at will" capacity; nevertheless, we look forward to working with you in this assignment and stand ready to support you in your work. If the terms and conditions of this offer are acceptable to you, please so indicate by dating and signing this letter below.

Sincerely,

Ross C. Alexander, Ph.D.
Provost and Executive Vice President
for Academic Affairs

RCA/jp

UNA Box 5041, One Harrison Plaza, Florence, AL 35632-0001 | P: 256.765.4258 | F: 256.765.4632 | una.edu/academics
Equal Opportunity / Equal Access Institution

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Appendix C: Faculty Workshop Tentative Topics

Level of Implementation Instruction	Topics
Basic	<i>Strategies for building communication skills</i> <i>Fostering teamwork</i> <i>Enhancing critical thinking skills</i> <i>Promoting professionalism in the classroom</i> <i>High impact course design</i> <i>The use of portfolios</i> <i>Use of reflection</i> <i>Assessment practices</i>
Intermediate	<i>Facilitating online experiential learning</i> <i>Basics of successful undergraduate research</i> <i>Critical elements in education abroad</i> <i>Effective service learning</i> <i>Fostering participation in internships</i> <i>Fostering student articulation of skills</i> <i>Importance of advising and career services</i>
Advanced	<i>Strategies for enhancing success through experiential learning</i> <i>Grant writing strategies to support undergraduate research</i> <i>Grant writing strategies to support service learning</i> <i>Grant writing strategies to support ed abroad</i> <i>Grant writing strategies to support internships</i> <i>Experiential learning and success in at-risk groups</i> <i>Scholarship of experiential learning</i>

Appendix D: Critical Reflection Assignment

QEP CRITICAL REFLECTION ASSIGNMENT DETAILS

Critical reflection assignments allow students to process their education and make lasting connections. According to research, critical reflection provides students with a "heightened confidence in their progress and . . . students can differentiate between intended and actual educational outcomes" (Weber, Myrick 2018). The QEP's focus on Experiential and Work-Based Learning is an extended engagement with UNA's Core Competencies for General Education.

The QEP's requirement of implementing critical reflection as key part of experiential learning provides an enhancement to our university's General Education Core Competencies. Critical Reflection exercises help students to synthesize course content across their education while providing them with experiences and competencies in an ever-changing knowledge economy.

When designing critical reflection assignments, adherence to the course's primary learning objectives is certainly important. However, UNA has established a single major student learning outcome (SLO) for the QEP, which should be assessed by the critical reflection assignment: **Students will use integrative thinking and reflection to demonstrate the ability to make connections across multiple contexts and educational experiences.**

In addition, the overall SLO for the QEP will be accompanied by five major student learning indicators:

1. The ability to connect experiential and work-based learning to academic learning (connections to experience).
2. The ability to make connections across disciplines and perspectives (connections to discipline).
3. The ability to adapt and apply information to new situations (transfer).
4. The ability to use effective and appropriate forms of communication to enhance the quality of their assignments (integrated communication).
5. The ability to demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (self-assessment & reflection).

Faculty are encouraged to design activities and assignments that best fit their course, modality, and students. Critical reflections require students to consider how their courses build expertise and the ways in which new skills can be applied to other situations, courses, and careers. In the critical reflection assignment, please have students address the questions presented below.

Critical Reflection Student Prompt

1. Describe the experiential or work-based learning experience in this course that you have chosen to highlight. When and where did it take place? Who was involved in this experience? What did you (and any others) do in this experience?
2. What were the most important things you learned from this experiential or work-based learning experience? In what ways did you increase your knowledge of yourself as a person, a student learner, an aspiring professional, and/or a citizen?
3. How does this experiential or work-based learning experience integrate with the current course(s) you are taking (theories, practice, etc.)? Did you use anything you have learned in your courses when taking part in the experience you are highlighting?
4. Why is what you learned in this experiential or work-based learning experience significant or important to you? How does what you learned from this experience relate to your career goals? How does it relate to your academic discipline?
5. How will this experiential or work-based learning experience affect your future learning? How will what you learned be helpful in future classes or future situations?

There is a requirement that critical reflections be graded assignments. Additionally, assignments should assess a student's ability to utilize classroom and/or work-based learning and reflect on their progress. When implemented appropriately, "reflective practice(s) may increase and improve student engagement and performance" (Weber, Myrick 2018).

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Appendix E: Critical Reflection Rubric

QEP CRITICAL REFLECTION RUBRIC

QEP Student Learning Outcome: Students will use integrative thinking and reflection to demonstrate the ability to make connections across multiple contexts and educational experiences.

Definition: Integrative learning is an understanding and a disposition that a student builds across the curriculum and experiential/work-based learning, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1	Deficient 0
		3	2		
Connections to Experience Connects experiential or work-based learning experiences and academic knowledge	Assignment clearly indicates a high-level ability to relate your experiential or work-based learning experiences to curricular material; it is clear that you have a strong understanding of the links between your experiences and the course material.	Assignment indicates you can relate your experiential or work-based learning experiences to curricular material; it appears that you have an above-average understanding of these links, but you could make a stronger case for connections.	Assignment indicates you have some difficulty understanding the links between your experiential or work-based learning experiences and curricular material; it appears that you have an average ability to make those connections.	Assignment indicates you have significant difficulty understanding the links between your experiential or work-based learning experiences and curricular material; it appears that you have minimal ability to make those connections.	Assignment indicates lack of ability to make connections between curricular material and your experiential or work-based learning experiences; there is no evidence that you are relating course theories and material to your experiences.
Connections to Discipline Sees (makes) connections across disciplines, perspectives	Assignment clearly indicates a high-level ability to relate your experiential or work-based learning experiences to the discipline or to make connections across disciplines; it is clear that you have a strong understanding of the links between your experiences and the discipline or the links between disciplines.	Assignment indicates you can relate your experiential or work-based learning experiences to the discipline or make connections across disciplines; it appears that you have an above-average understanding of these links, but you could make a stronger case for connections.	Assignment indicates you have some difficulty understanding the links between your experiential or work-based learning experiences and the discipline or the links across disciplines; it appears that you have an average ability to make those connections.	Assignment indicates you have significant difficulty understanding the links between your experiential or work-based learning experiences and the discipline (or across disciplines); it appears that you have minimal ability to make those connections.	Assignment indicates lack of ability to make connections between your experiential or work-based learning experiences and your discipline or to make connections across disciplines; there is no evidence that you are relating discipline-specific information to your experience or making links across disciplines.
Transfer Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations	Assignment indicates the adaptation and application of skills, abilities, theories, or methodologies gained in one situation to new situations in order to solve problems or explore issues; it appears that you have a high-level ability to adapt and apply your knowledge.	Assignment indicates the use of skills, abilities, theories, or methodologies gained in one situation in new situations to contribute to understanding of problems or issues proficiently; it appears that you have an above-average ability to adapt and apply your knowledge.	Assignment indicates the use of, in an average way , skills, abilities, theories, or methodologies gained in one situation in new situations; it appears that you have an average ability to adapt and apply your knowledge.	Assignment indicates the use of, in a basic way , skills, abilities, theories or methodologies gained in one situation in a new situation; it appears that you have minimal ability to adapt and apply your knowledge.	Assignment indicates the lack of ability to use skills, abilities, theories, or methodologies gained in one situation in a new situation; there is no evidence of the ability to adapt or apply information.
Integrated Communication	Fulfils the assignment at a high-ability level by utilizing a format, language, and/or visual representation in ways that enhance meaning , making clear the interdependence of language and meaning, thought, and expression, demonstrating awareness of purpose and audience.	Fulfils the assignment at a proficient level by utilizing a format, language, and/or visual representation to explicitly connect content and form, demonstrating an above average awareness of purpose and audience.	Fulfils the assignment at an acceptable or average level by utilizing a format, language, and/or visual representation to explicitly connect content and form, demonstrating an acceptable awareness of purpose and audience.	Fulfils the assignment at a minimal level to produce an essay, poster, video, presentation, etc. in an appropriate form; demonstrates minimal awareness of purpose and audience.	Assignment indicates the lack of ability to produce an essay, poster, video, presentation, etc. in an appropriate form; there is no evidence that you are demonstrating awareness of purpose and audience.
Reflection and Self-Assessment Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)	Assignment clearly indicates a high-ability level of analyzing, reflecting, judging, and accepting/rejecting ideas, as well as envisioning a future self (e.g., making plans that build on past experiences, working with ambiguity and risk, dealing with frustration, considering ethical frameworks, etc.) that has occurred across your experiential or work-based learning experiences. It is obvious that you can critically examine and reflect on your experiences at a high-ability level .	Assignment clearly indicates a proficient level of analyzing, judging, and accepting/rejecting ideas, as well as envisioning a future self (e.g., possibly making plans that build on past experiences, working with ambiguity and risk, dealing with frustration, considering ethical frameworks, etc.) that has occurred across your experiential or work-based learning experiences. It is obvious that you can critically examine and reflect on your experiences at a proficient level , but you should be more specific in your analyses.	Assignment indicates an acceptable level of analyzing, judging, and accepting/rejecting ideas, as well as envisioning a future self (e.g., possibly making plans that build on past experiences, working with ambiguity and risk, dealing with frustration, considering ethical frameworks, etc.) that has occurred across your experiential or work-based learning experiences. It is clear that you have some ability to critically examine and reflect on your experiences.	Assignment indicates a minimal level of analyzing, judging, and accepting/rejecting ideas, as well as envisioning a future self (e.g., making plans that build on past experiences, working with ambiguity and risk, dealing with frustration, considering ethical frameworks, etc.) that has occurred across your experiential or work-based learning experiences. It is not clear that you can critically examine or reflect on your experiences beyond a minimal level .	Assignment indicates a lack of ability for analyzing, reflecting, judging, and accepting/rejecting ideas, as well as envisioning a future self (e.g., making plans that build on past experiences, working with ambiguity and risk, dealing with frustration, considering ethical frameworks, etc.) that has occurred across your experiential or work-based learning experiences. There is no evidence in this assignment that you can critically examine or reflect on your experiences.

This rubric adapted from the AAC&U Integrative Learning Value Rubric and from Middle Tennessee State University.

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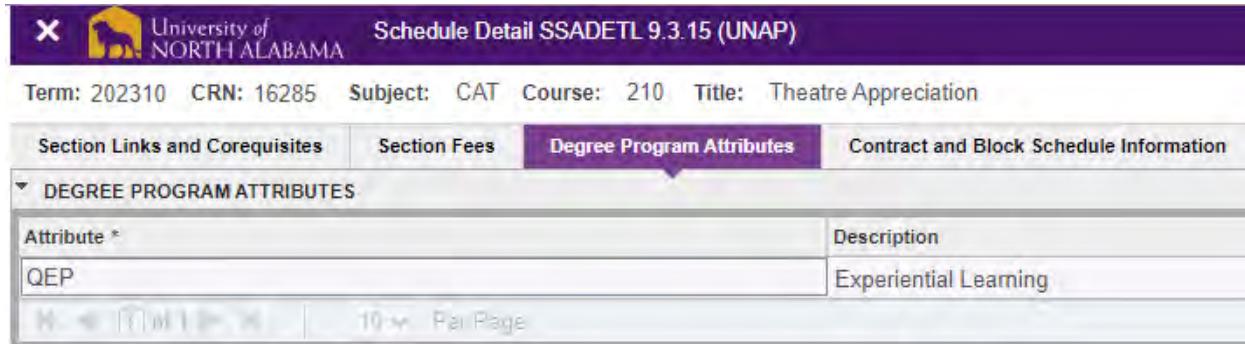
Appendix F: QEP Post-Course Survey

After participating in this course, I believe that I have significantly improved my skills and abilities with respect to:							
	Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Agree	Strongly Agree
Connecting relevant experience and knowledge.							
Making connections across disciplines, fields of study, and perspectives.							
Adapting and applying skills, abilities, theories, or methodologies in one situation to new situations.							
Choosing and using the most appropriate form of communication for completing an assignment.							
Reflection and self-assessment/Making plans that build on past experiences.							
Critical thinking							
Communicating effectively							
Personal development							
Professional development							

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Appendix G: QEP Designation of Courses in Banner

The UNA Office of the Registrar has created an attribute code (QEP: Experiential Learning) that will be placed on the appropriate class sections via Banner form SSADETL. An example screenshot is seen below:



The screenshot shows the 'Degree Program Attributes' tab selected in the banner form. The 'QEP' attribute is listed with a description of 'Experiential Learning'.

The Office of Institutional Research will be able to pull reports of students enrolled in classes with a QEP: Experiential Learning attribute. The QEP: Experiential Learning indicator can be placed on a class section by the respective department admins. Additionally, the QEP: Experiential Learning attribute will appear in the online class search as indicated in the screenshot below:

Sections Found																						
CAT-Cinematic Arts and Theatre																						
Select	CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	WL Cap	WL Act	WL Rem	XL Cap	XL Act	XL Rem	Instructor	Date (MM/DD)	Location	Attribute
NR	17177	CAT	210	01	M	3.000	Theatre Appreciation	M	01:00 pm-03:45 pm	15	0	15	10	0	10	0	0	0	TBA	08/17-12/07	NORTON 201	
NR	16285	CAT	210	I01	M	3.000	Theatre Appreciation		TBA	15	0	15	10	0	10	0	0	0	Charlton D James (P)	08/17-12/07	ONLINE ONLN	Experiential Learning
NR	16968	CAT	210	I02	M	3.000	Theatre Appreciation		TBA	15	0	15	10	0	10	0	0	0	Charlton D James (P)	08/17-12/07	ONLINE ONLN	

Sections Found

Theatre Appreciation - 16285 - CAT 210 - I01

Associated Term: Fall 2022

Registration Dates: Mar 21, 2022 to Aug 24, 2022

Levels: Undergraduate

Attributes: Experiential Learning

Main Campus

Lecture Schedule Type

Internet Instructional Method

3.000 Credits

[View Catalog Entry](#)

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	TBA		Online Course	ONLN Aug 17, 2022 - Dec 07, 2022	Lecture	Charlton D James (P) 

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Appendix H: Work-Based Learning Taxonomy

Work-Based Learning Taxonomy

ATTRIBUTE	HIGH IMPACT	HIGHER IMPACT	HIGHEST IMPACT
Work-Based Learning Expertise Level of instructor expertise and experience in work-based learning.	1) Instructor is new to coordinating work-based learning experiences but has reviewed this taxonomy and the best practices resources cited below. 2) Instructor is familiar with the industry (or industries) related to their program(s).	1) Instructor has previous experience coordinating work-based learning experiences and is familiar with the best practices resources cited below. 2) Instructor is well-versed in the industry (or industries) related to their program(s). 3) The instructor is familiar with career development theory. 4) The instructor has contacts in relevant industry (or industries) where students intern.	1) Instructor has previous experience coordinating work-based learning experiences; is familiar with the best practices resources. 2) Instructor has expert knowledge of the industry (or industries) related to their program(s). 3) The instructor has expert knowledge in career development theory. 4) The instructor has an established network in relevant industry (or industries) where students intern. 5) The instructor is experienced in leading students through the process of critical reflection.
Application & Growth Work-based learning experiences apply and further grow knowledge and skills learned through classroom experiences in a professional environment.	1) Student performs some menial tasks at work-based learning site but majority of work is directly applying classroom learning, under the close supervision of a professional. 2) The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of work-based learning report). Focus is merely on what the student did during the work-based learning.	1) Student performs very few menial tasks at work-based learning site; majority of students' work is directly applying classroom learning, under the supervision of a professional. 2) The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of work-based learning report). Focus is on what the student did during the work-based learning. 3) Surveys are used to gauge learning in defined areas and administered to both the student and work-based learning supervisor at the mid-point and end of work-based learning.	1) Student performs no menial tasks at work-based learning site; students' work is directly applying classroom learning, under the supervision of a professional, but with a few opportunities for discretionary decision-making. 2) The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of work-based learning report). Focus is on what the student did during the work-based learning. 3) Surveys are used to gauge learning in defined areas and administered to both the student and work-based learning supervisor at the mid-point and end of work-based learning. 4) Instructor conducts mid-semester visit to work-based learning sites and discusses progress to that point and opportunities for further learning with student and work-based learning supervisor. 5) Instructor conducts end of work-based learning debrief meeting with student to discuss learning that occurred during work-based learning and steps for further learning post work-based learning. 6) Students present to their peers about work-based learning experience, learning outcomes, and next steps in their academic and career plan.
Interpersonal Development The ability of students to navigate social and organizational systems such that they acknowledge and respect the values of others in their interactions while creating conditions of mutual benefit for themselves and those around them	1) The instructor encourages the work-based learning sites to include the student in organizational activities.	1) The instructor encourages the work-based learning sites to include the student in organizational activities. 2) Mid-point and end of work-based learning surveys include opportunities to reflect on student's experience within the context of the organization's values and structure. 3) The instructor provides reflective discussion forums in the D2L course sites where students share their thoughts and experience(s) as a group throughout the semester.	1) The instructor encourages the work-based learning sites to include the student in organizational activities. 2) Mid-point and end of work-based learning surveys include opportunities to reflect on student's experience within the context of the organization's values and structure. 3) The instructor provides reflective discussion forums in the D2L course sites where students share their thoughts and experience(s) as a group throughout the semester. 4) End of work-based learning report prompts student to reflect on areas of growth and further development, particularly in areas of organizational communication and leadership.
Critical Reflection Critical reflection is well integrated into student learning during the work-based learning experience.	1) The instructor provides reflective questions and students reflect on their entire experience(s) in their end of work-based learning report.	1) The instructor provides reflective questions and students reflect on their experience(s) in their daily journal, portfolio of work, or end of work-based learning report, and includes the following components: a) student reflects on classroom knowledge and skills applied at work-based learning, b) student reflects on how work experience benefits classroom learning, c) student reflects on personal growth, and d) student reflects on both major related skills and transferable skills learned during the internship or co- op. 2) Student reflects on how experience influences academic and career plans. 3) The instructor provides reflective discussion forums in the D2L course sites where students share their thoughts and experience(s) as a group throughout the semester.	1) The instructor provides reflective questions and students reflect on their experience(s) in their daily journal, portfolio of work, or end of work-based learning report using a structured method—such as the DEAL Model (Ash & Clayton, 2009)—to guide the reflective activities, including the following components: a) student reflects on classroom knowledge and skills applied at work-based learning, b) student reflects on how work experience benefits classroom learning, c) student reflects on personal growth, d) student reflects skills (major related and/or transferable skills) learned during the internship or co- op, e) student reflects on how experience influences academic and career plans, and f) student reflects on the benefit of the work-based learning to the employer and the university. 2) The instructor provides reflective discussion forums in the D2L course sites where students share their thoughts and experience(s) as a group throughout the semester. 3) The instructor debriefs with the student post work-based learning and discusses reflective outcomes and future application of learning. 4) The student completes a presentation where they share their reflective outcomes of the work-based learning.
Assessment Assessment is used for course improvement.	1) The instructor articulates student learning outcomes and administers a measure of indirect assessment to the student (e.g., a survey of self-reported learning). 2) The instructor articulates student learning outcomes and administers a measure of direct assessment to the student (e.g., a final reflection paper scored with a critical thinking rubric). 3) End of course evaluations are reviewed for student feedback.	1) The instructor articulates student learning outcomes and administers a measure of indirect assessment to the student (e.g., a survey of self-reported learning). 2) The instructor articulates student learning outcomes and administers a measure of direct assessment to the student (e.g., a final reflection paper scored with a critical thinking rubric). 3) End of course evaluations are reviewed for student feedback.	1) The instructor articulates student learning outcomes and administers a measure of indirect assessment to the student (e.g., a survey of self-reported learning). 2) The instructor articulates student learning outcomes and administers a measure of direct assessment to the student (e.g., a final reflection paper scored with a critical thinking rubric). 3) End of course evaluations are reviewed for student feedback. 4) Instructor collaborates with work-based learning sites to assess work-based learning course structure and programs offered at sites. Instructor provides feedback to work-based learning sites to aid in development of higher quality future work-based learning.

Adapted from Kennesaw State University, It's About Engagement (<https://engagement.kennesaw.edu/definitions.php>)

UNA QUALITY ENHANCEMENT PLAN

Appendix I: Research and Creative Activity Taxonomy

Research & Creative Activity Taxonomy

ATTRIBUTE	HIGH IMPACT	HIGHER IMPACT	HIGHEST IMPACT
The course instructor is well qualified (knowledge, experience)	Expertise on subject matter; no experience conducting hands-on research or directing creative activity with undergraduate students	Expertise on subject matter; some experience leading and conducting research or directing creative activity with undergraduate students	Expertise on subject matter; extensive experience mentoring undergraduate student-led peer-reviewed research (presentation, publication, etc.) or directing creative activity (multiple semesters) with undergraduate students
The teaching method(s) and course content should be aligned with student skill level (Research)	Lecture-based teaching plus interactive small group learning: problem-based learning (PBL) and/or project-based learning. Attendance at local research conferences and symposia. Teaching content may include: literature review, research methodology, data management, ethics and compliance, research history.	Lecture-based teaching plus some limited non-classroom independent research experience mostly in a team setting (lab project, field project, etc.). Attendance at local research conferences and symposia. Teaching content: as in previous level.	Some classroom but mostly independent research activity with faculty mentor(s) including but not limited to team-based research. Teaching content: as in high impact level but structured so that students have learned foundational information in previous courses or research experiences (for example, research design in this discipline, statistics, lab techniques, scientific vocabulary). If they have not, there is a plan regarding how to develop these skills in the context of this course.
Applied learning (application of current knowledge) is an essential component of research (Research)	Instructor selects research papers and provides assignments related to content; development of research questions and hypotheses related to assigned projects.	Students draft a simple research study on an assigned topic following an independent literature review.	Drafting of an independent research study to fill a knowledge gap followed by completion of the research project.
Ethics and safety in research are emphasized (Research)	Students are exposed to ethical conduct and safety in research in their discipline.	Students are trained in ethics and safety in research (e.g., complete an IRB form to be reviewed by the instructor, complete human subjects training).	The research projects meet the ethical and safety guidelines for responsible conduct of research. Projects involving animal or human subjects must undergo IRB approval, and the faculty member and students are (or will be) certified through the appropriate human/animal subjects training.
Integration of critical and creative thinking is an essential component of research (interpret and evaluate information/data; solve problems; draw appropriate conclusions) (Research)	Critical thinking skills are learned through various activities assigned by instructor such as: <ul style="list-style-type: none"> • Evaluation of current published research in the field • Working through PBL cases and/or team-based project assignments • Assignments associated with attendance at local research conferences and symposia 	Critical thinking skills are improved through independent literature review and identification of knowledge gaps in the discipline.	The student is expected to: <ul style="list-style-type: none"> • Analyze and interpret qualitative and/or quantitative data from own research project • Consider alternative explanations of data • Identify potential challenges in the research project and address them
Development of oral and written communication skills are integrated into the course (Research)	Facilitated in-class discussion and take-home assignments (e.g., group discussion of research papers; drafting of literature summary reports); oral and written reports of outcome of team-based projects.	Writing assignments (e.g., draft of a research study proposal); oral presentation of a paper to classmates with subsequent class discussion.	Posters, oral presentations, exhibitions, and/or public performances at local, regional or national venues; drafting of manuscripts for publication.
Critical reflection is well integrated into student learning	The instructor provides a detailed and structured template to facilitate students' reflection on their learning experience; only short answers are expected.	The instructor provides limited guidance to encourage student reflection on the learning experience; some student self-assessment is expected.	The instructor requires students to critically reflect on the experience and explore its relevance to academic content, personal growth and career aspirations. Cross-disciplinary reflection is required when appropriate (interdisciplinary or multidisciplinary projects).
Assessment is used to monitor student learning and make course improvements	Student learning and skill acquisition are assessed at the end of each learning unit related to research.	Student learning and skill acquisition are assessed more than once. A final paper is required in the form of a short research proposal draft.	Student learning and skill acquisition are assessed multiple times throughout the course. Students receive continuous feedback. The completion of multiple research drafts and a final report(s) are required. The syllabus contains a list of measurable learning outcomes geared toward undergraduate research in this discipline.

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Appendix J: Service-Based Learning Taxonomy

Service-Learning Taxonomy

ATTRIBUTE	HIGH IMPACT	HIGHER IMPACT	HIGHEST IMPACT
Mutually Beneficial Reciprocal partnerships and processes between university and external partner(s) shape the course design, community-based activities, and mutually-beneficial outcomes.	The instructor or designee contacts an external organization to host students and provides a brief overview of the course (e.g., learning outcomes, syllabus) and the purposes of the community-based activities.	The instructor or designee meets with the external partner(s) to discuss the course (e.g., preparation/orientation of students, learning outcomes, syllabus). Instructor and external partner develop verbal agreement about how the community-based activities can enrich student learning and benefit the organization. However, the external partner is not included as a collaborator or co-educator and no formal agreement is developed.	The instructor or designee collaborates with the external partner(s) as co-educators and co-developers to create a formal agreement about various aspects of course planning and design (e.g., learning outcomes, readings, preparation/orientation of students, reflection, assessment). The instructor and external partner work together to identify how the community-based activities will be used to enrich student learning and enhance the capacity of the organization. Faculty and students collaborate with external partners as a source for expert information gathering and/or research on topics and concepts that are pertinent to the course, the community-based project, and larger program or curricular goals.
Academic Enhancement Community-based activities enhance academic content and assignments.	The instructor includes community-based activities as an added educational experience related to course content, and the course syllabus describes the required community-based activity but does not draw a connection to the course learning outcomes.	The instructor includes the community-based activity as an educational experience that provides additional insight for students' understanding of course content and their ability to complete assignments, and the course syllabus provides a brief description of the relationship between the community-based activity and course learning outcomes. Students are encouraged to draw from their service-learning activity to deepen their understanding of course content and make connections to their academic program.	The instructor integrates the community-based activity as critical dimensions for students' ability to understand course content and their ability to complete assignments, and the syllabus provides a strong rationale for the relationship between the community-based activity and course learning outcomes. Students are encouraged to meaningfully synthesize connections between their service-learning experience(s) and their academic program to deepen their understanding of course content, field of study, and personal points of view. The course process facilitates students' ability to independently adapt and apply skills, abilities, theories, and/or methodologies gained from the community-based activity to new situations to solve difficult problems or explore complex issues in original ways.
Critical Thinking and Reflection Critical reflection is well integrated into the course design and class activities	The instructor requires students to create reflective products about the community-based activities after the experience with little feedback from and interaction with the instructor.	The instructor integrates critical reflection assignments that connect the community-based activity to relevant course content before and after the community-based activity is completed. Periodic feedback from and interactions with the instructor about students' critical reflections are used to help students better connect relevant course theories to social practices.	The instructor integrates critical reflection assignments that connect the community-based activity to relevant course content directly into the course design before, during, and after the community-based activity. Ongoing feedback from and interactions with the instructor about students' critical reflections throughout the semester are used to help students explicitly connect relevant course theories and social practices.
Socio-Cultural Awareness Course content and community-based activity are used to develop students' socio-cultural awareness and enhance their understanding of deep-rooted belief systems.	The instructor, the course, and community-based activity offer students the opportunity for interactions and dialogue with diverse others, increasing students' awareness of their own cultural perspective related to the area of service.	The instructor, the course, and community-based activity engage students in periodic interactions and dialogue with diverse others, as well as interactions and dialogue with peers across a range of experiences and diverse perspectives. Interactions and dialogue with diverse others are utilized in the course to increase students' awareness of their own cultural perspective related to the area of service, as well as enhance students' ability to recognize alternative perspectives related to the area of service.	The instructor, the course, and community-based activities immerse students in frequent interactions and dialogue with diverse others, as well as interactions and dialogue with peers across a range of experiences and diverse perspectives. Interactions and dialogue with diverse others are utilized in the course to increase students' awareness of their own cultural perspective related to the area of service, and enhance their ability to recognize alternative perspectives related to the area of service. Course assignments are used to help students articulate insights about how differing socio-cultural perspectives shape their thinking about and approaches to the area of service.
Civic Learning Civic responsibility and social competencies are enhanced by using the community-based activity to facilitate critical discussion about complex social problems and students' roles as active citizens.	The instructor and course syllabus make reference to course content with some connection to civic learning and civic competencies where relevant. The community-based activity addresses a community need and students develop goals and/or strategies that are relevant to the community need.	The instructor and course syllabus makes a direct connection between course content and civic learning and civic competencies where relevant. The community-based activity addresses a pre-determined community need and students develop goals, strategies, and/or recommended actions to address the community need based on research and/or data analysis.	The instructor and course syllabus integrates course content with civic learning and civic competencies by directly connecting the community-based activity to the civic purpose of the discipline in society. The community-based activity addresses a pre-determined community need, and the course syllabus states clearly and describes comprehensively the significance of the community need and community-based activity. Students develop goals, strategies, and/or recommended actions to address the community need based on research and/or data analysis. Students implement actions based on research and/or data analysis and evaluate the project's impact on the identified community need.

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Appendix K: Immersive Learning Taxonomy

Immersive Learning Taxonomy

ATTRIBUTES	HIGH IMPACT	HIGHER IMPACT	HIGHEST IMPACT
Cultural Expertise Program leadership has or brings in to the program deep knowledge of host community and culture.	Program leaders have previous travel experience in the host community. Program leaders have proficiency in the local language and understanding of the local cultural and historical context or has local collaborators who bring this expertise to the program.	Program leaders have previous travel experience in the host community, proficiency in the local language, and a deep understanding of the local cultural and historical context. Leaders have local contacts in the host community.	Program leaders have previous travel experience in the host community, fluency in the local language, and a deep understanding of the local cultural and historical context. Leader has a network of local partners in the host community.
Immersion Diversity and depth of interaction and dialogue with local community members.	Program design includes at least one activity which requires students to interact directly with a local community member in a meaningful way.	Program design requires students to have ongoing connection with host community individuals through one program element or exposure to multiple experiences with host community individuals of a limited duration.	Program design requires students to have ongoing connection with host community individuals through multiple means.
Intercultural Learning Integration of cultural learning with discipline-specific content.	Program design and implementation include at least one concrete student intercultural learning outcome that is stated in the course syllabus.	Program design and implementation include multiple concrete student intercultural learning outcomes that are stated in the course syllabus.	Program design and implementation place equal emphasis on intercultural and discipline specific learning outcomes that are stated in the course syllabus.
Student Learning Assessment Assessment of intercultural learning outcomes	Intercultural learning outcomes are assessed in an informal way.	Intercultural learning outcomes are assessed using a formal metric.	Intercultural learning outcomes are assessed using a formal metric and are factored into a student's grade.
Diversity, Equity, and Inclusion Program intentionally encourages and supports students from all backgrounds	Diverse abilities and identities are considered when selecting program facilities and logistics. Participants are encouraged to research climate and resources as it relates to their individual identities in the host community. Program is promoted to participants of varying backgrounds. Orientation addresses different identities and needs, and participants are supported as they transition into the experience abroad. Program includes a discussion of marginalized groups in the host community.	Program facilities and logistics are designed to include participants with diverse abilities and identities. Program leaders research potential opportunities and challenges for participants of different identities in the host community. Program leaders actively seek out and encourage underserved and underrepresented participants. Orientation addresses different identities and needs, and participants are supported as they transition into the experience abroad. Program includes a discussion of marginalized groups in the host community.	Program facilities and logistics are designed to include participants with diverse abilities and identities. Program leaders research potential opportunities and challenges for participants of different identities in the host community. Program leaders actively seek out and encourage underserved and underrepresented participants. Orientation addresses different identities and needs, and participants are supported as they transition into the experience abroad. Academic program and activities abroad intentionally include perspectives and histories of marginalized groups in the host community.
Ethical Community Interaction Program connects with host community institutions and individuals and the impact of the program on local community is considered.	Program interacts with host community institutions and is respectful of established rules and policies. Program prepares students to interact in culturally sensitive ways with local community members.	Program leader consults with local partners on community impact, program design, and program evaluation. Program provides students with an understanding of the cultural context which enhances their interaction with host community nationals.	Program is developed in conjunction with local partners with equal consideration to student learning and impact on host community. Program leader has ongoing conversations with overseas partners to assess community impact. Program provides students with a deep understanding of the cultural context which allows them to interact meaningfully with host community nationals.
Reflection Inclusion of critical reflection in course design.	The program leader asks students, on a limited basis, to create reflective products about the intercultural experience, usually at the end of the program. The program leader provides feedback which encourages students to think more deeply about their experience and the meaning that they make from it.	The program leader structures reflection activities and products about the international experience that connect the experience to academic content, require moderate analysis, and lead to new action. The program leader provides timely, ongoing feedback which encourages students to think more deeply about their experience and the meaning that they make from it.	The program leader builds student capacity to critically reflect on the relevance of the international experience to academic content, analyze socio-cultural issues, recognize systems of power, understand their place in the world, all of which lead to a sense of responsibility as a citizen of the global community. The program leader provides timely, ongoing feedback which encourages students to think more deeply about their experience and the meaning that they make from it.
Orientation Program prepares students for cultural adaptation; logistical necessities; safety, health, and security considerations; and course and program structure.	Program requires students to participate in one pre-departure and one onsite orientation which prepare students to adapt to the new cultural environment; logistical matters; health, safety, and security considerations; and course overview.	Program offers one or more pre- departure sessions which provide an overview of the historical, political, and social context of the host community and prepare students for cultural adaptation; logistical matters; health, safety, and security considerations; and course plan. At least one onsite orientation is offered which helps students navigate their new physical setting, reinforces safety and security considerations, and contextualizes the cultural environment of the host community.	Program offers a series of pre-departure sessions which provides a deep grounding in the historical, political, and social context of the host community and prepares students for cultural adaptation; logistical matters; health, safety, and security considerations; and course overview. At least one onsite orientation is offered which helps students navigate their new physical setting, reinforces safety and security considerations, and contextualizes the cultural environment of the host community.

Adapted from Indiana University - Purdue University Indianapolis, Study Abroad High-Impact Practice Taxonomy (https://abroad.iupui.edu/doc/develop-program/study_abroad_taxonomy.pdf)

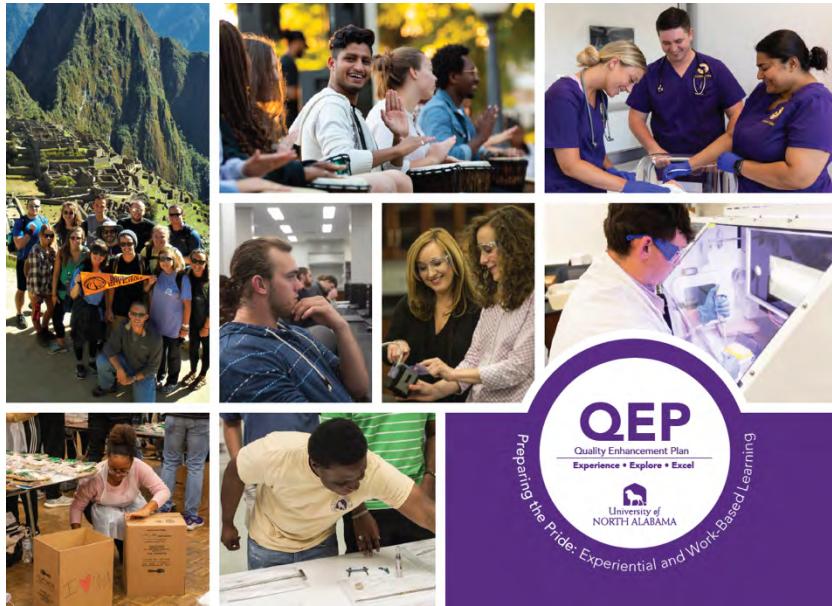
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Appendix L: QEP Campus Launch Advertisement



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Appendix M: Preparing the Pride Ambassador Recruitment



QEP

Quality Enhancement Plan
Experience • Explore • Excel



University of
NORTH ALABAMA

Preparing the Pride: Experiential and Work-Based Learning

The University of North Alabama's Quality Enhancement Plan (QEP) is accepting applications for the Preparing the Pride Student Ambassador program as we prepare to launch our new QEP initiative – Preparing the Pride: Experiential and Work-Based Learning.

Ambassadors will represent the QEP on various occasions and will serve as leaders and supporters of experiential and work-based learning among their fellow students. In addition, ambassadors will work with the QEP Director to promote experiential and work-based learning goals to the campus community. Ambassadors will also participate in other events to promote experiential and work-based learning, as decided by the QEP Director.

Successful candidates will be required to participate in monthly meetings and various events on campus (in-person), and prospective members must be full-time UNA students. Preparing the Pride Ambassadors should have an interest in working with students, faculty, administration, and the community. Ambassadors will work closely with the Office of Academic Affairs, the QEP Director, college departments, and UNA offices.

About QEP:

The Preparing the Pride: Experiential and Work-based Learning QEP focuses on increasing opportunities and student engagement in curricular-based experiential and work-based learning across four domains: work-based learning, mentored research, service-learning, and immersive learning. The overall goal of Preparing the Pride is to create a culture in which students embrace experiential and work-based learning.

SCAN THIS
CODE
TO APPLY:



UNA QUALITY ENHANCEMENT PLAN

Appendix N: Assessment Timeline

	Action	Responsible Party	Time Period
Year 0 2022-2023 Fall Semester	Identification of Fall courses that meet Experiential & Work-Based Learning Criteria	QEP Director & QEP Departmental Liaisons	April
	Reliability Training for course instructors on the use of the Critical Reflection Rubric	QEP Director & SACSCOC Liaison	May
	Critical Reflection Rubric dropped into identified course Canvas sites	Education Technology Services	August
	Course Offering and Enrollment Data reported from University Registrar & Office of Institutional Research	University Registrar & Office of Institutional Research	November
	Collect QEP Post-Course Surveys	Office of Institutional Research	November - December
	Collect completed Critical Reflection Rubrics	Education Technology Services & QEP Director	December
	Experiential & Work-based Learning Course/Enrollment Report submitted to Administration	QEP Director	December
Year 0 2022-2023 Spring Semester	Identification of Spring courses that meet Experiential & Work-Based Learning Criteria	QEP Director & QEP Departmental Liaisons	November - December
	Reliability Training for course instructors on the use of the Critical Reflection Rubric	QEP Director & SACSCOC Liaison	December
	Critical Reflection Rubric dropped into identified course Canvas sites	Education Technology Services	January
	Course Offering and Enrollment Data reported from University Registrar & Office of Institutional Research	University Registrar & Office of Institutional Research	April
	Collect QEP Post-Course Surveys	Office of Institutional Research	April-May
	Collect completed Critical Reflection Rubrics	Education Technology Services & QEP Director	May
	Collect responses from National Survey of Student Engagement (Experiential & Work-based Learning-specific Questions)	Office of Institutional Research	May
Year 1 2023-2024 Fall Semester	Annual Experiential & Work-based Learning Report (Enrollment & /Survey Data) prepared and submitted to Administration	QEP Director & QEP Steering Committee	July
	Identification of Fall courses that meet Experiential & Work-Based Learning Criteria	QEP Director & QEP Departmental Liaisons	April
	Reliability Training for course instructors on the use of the Critical Reflection Rubric	QEP Director & SACSCOC Liaison	May
	Critical Reflection Rubric dropped into identified course Canvas sites	Education Technology Services	August
	Course Offering and Enrollment Data reported from University Registrar & Office of Institutional Research	University Registrar & Office of Institutional Research	November
	Collect QEP Post-Course Surveys	Office of Institutional Research	November - December
	Collect completed Critical Reflection Rubrics	Education Technology Services & QEP Director	December
Year 1 2023-2024 Spring Semester	Experiential & Work-based Learning Course/Enrollment Report submitted to Administration	QEP Director	December
	Identification of Spring courses that meet Experiential & Work-Based Learning Criteria	QEP Director & QEP Departmental Liaisons	November - December
	Reliability Training for course instructors on the use of the Critical Reflection Rubric	QEP Director & SACSCOC Liaison	December
	Critical Reflection Rubric dropped into identified course Canvas sites	Education Technology Services	January
	Course Offering and Enrollment Data reported from University Registrar & Office of Institutional Research	University Registrar & Office of Institutional Research	April
	Collect QEP Post-Course Surveys	Office of Institutional Research	April-May
	Collect completed Critical Reflection Rubrics	Education Technology Services & QEP Director	May
Year 2 2024-2025 Fall Semester	Collect responses from National Survey of Student Engagement (Experiential & Work-based Learning-specific Questions)	Office of Institutional Research	May
	Annual Experiential & Work-based Learning Report (Enrollment & /Survey Data) prepared and submitted to Administration	QEP Director & QEP Steering Committee	July
	Identification of Fall courses that meet Experiential & Work-Based Learning Criteria	QEP Director & QEP Departmental Liaisons	April
	Reliability Training for course instructors on the use of the Critical Reflection Rubric	QEP Director & SACSCOC Liaison	May
	Critical Reflection Rubric dropped into identified course Canvas sites	Education Technology Services	August

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Year 2 2024-2025 Spring Semester	Course Offering and Enrollment Data reported from University Registrar & Office of Institutional Research	University Registrar & Office of Institutional Research	November
	Collect QEP Post-Course Surveys	Office of Institutional Research	November - December
	Collect completed Critical Reflection Rubrics	Education Technology Services & QEP Director	December
	Experiential & Work-based Learning Course/Enrollment Report submitted to Administration	QEP Director	December
Year 2 2024-2025 Spring Semester	Identification of Spring courses that meet Experiential & Work-Based Learning Criteria	QEP Director & QEP Departmental Liaisons	November - December
	Reliability Training for course instructors on the use of the Critical Reflection Rubric	QEP Director & SACSCOC Liaison	December
	Critical Reflection Rubric dropped into identified course Canvas sites	Education Technology Services	January
	Course Offering and Enrollment Data reported from University Registrar & Office of Institutional Research	University Registrar & Office of Institutional Research	April
	Collect QEP Post-Course Surveys	Office of Institutional Research	April-May
	Collect completed Critical Reflection Rubrics	Education Technology Services & QEP Director	May
	Collect responses from National Survey of Student Engagement (Experiential & Work-based Learning-specific Questions)	Office of Institutional Research	May
	Annual Experiential & Work-based Learning Report (Enrollment & /Survey Data) prepared and submitted to Administration	QEP Director & QEP Steering Committee	July
Year 3 2025-2026 Fall Semester	Identification of Fall courses that meet Experiential & Work-Based Learning Criteria	QEP Director & QEP Departmental Liaisons	April
	Reliability Training for course instructors on the use of the Critical Reflection Rubric	QEP Director & SACSCOC Liaison	May
	Critical Reflection Rubric dropped into identified course Canvas sites	Education Technology Services	August
	Course Offering and Enrollment Data reported from University Registrar & Office of Institutional Research	University Registrar & Office of Institutional Research	November
	Collect QEP Post-Course Surveys	Office of Institutional Research	November - December
	Collect completed Critical Reflection Rubrics	Education Technology Services & QEP Director	December
	Experiential & Work-based Learning Course/Enrollment Report submitted to Administration	QEP Director	December
	Identification of Spring courses that meet Experiential & Work-Based Learning Criteria	QEP Director & QEP Departmental Liaisons	November - December
Year 3 2025-2026 Spring Semester	Reliability Training for course instructors on the use of the Critical Reflection Rubric	QEP Director & SACSCOC Liaison	December
	Critical Reflection Rubric dropped into identified course Canvas sites	Education Technology Services	January
	Course Offering and Enrollment Data reported from University Registrar & Office of Institutional Research	University Registrar & Office of Institutional Research	April
	Collect QEP Post-Course Surveys	Office of Institutional Research	April-May
	Collect completed Critical Reflection Rubrics	Education Technology Services & QEP Director	May
	Collect responses from National Survey of Student Engagement (Experiential & Work-based Learning-specific Questions)	Office of Institutional Research	May
	Annual Experiential & Work-based Learning Report (Enrollment & /Survey Data) prepared and submitted to Administration	QEP Director & QEP Steering Committee	July
	Identification of Fall courses that meet Experiential & Work-Based Learning Criteria	QEP Director & QEP Departmental Liaisons	April
Year 4 2026-2027 Fall Semester	Reliability Training for course instructors on the use of the Critical Reflection Rubric	QEP Director & SACSCOC Liaison	May
	Critical Reflection Rubric dropped into identified course Canvas sites	Education Technology Services	August
	Course Offering and Enrollment Data reported from University Registrar & Office of Institutional Research	University Registrar & Office of Institutional Research	November
	Collect QEP Post-Course Surveys	Office of Institutional Research	November - December
	Collect completed Critical Reflection Rubrics	Education Technology Services & QEP Director	December
	Experiential & Work-based Learning Course/Enrollment Report submitted to Administration	QEP Director	December
	Identification of Spring courses that meet Experiential & Work-Based Learning Criteria	QEP Director & QEP Departmental Liaisons	November - December
	Reliability Training for course instructors on the use of the Critical Reflection Rubric	QEP Director & SACSCOC Liaison	December
Year 4 2026-2027 Spring Semester			

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Year 5 2027-2028 Fall Semester	Critical Reflection Rubric dropped into identified course Canvas sites	Education Technology Services	January
	Course Offering and Enrollment Data reported from University Registrar & Office of Institutional Research	University Registrar & Office of Institutional Research	April
	Collect QEP Post-Course Surveys	Office of Institutional Research	April-May
	Collect completed Critical Reflection Rubrics	Education Technology Services & QEP Director	May
	Collect responses from National Survey of Student Engagement (Experiential & Work-based Learning-specific Questions)	Office of Institutional Research	May
	Annual Experiential & Work-based Learning Report (Enrollment & /Survey Data) prepared and submitted to Administration	QEP Director & QEP Steering Committee	July
	Identification of Fall courses that meet Experiential & Work-Based Learning Criteria	QEP Director & QEP Departmental Liaisons	April
Year 5 2027-2028 Spring Semester	Reliability Training for course instructors on the use of the Critical Reflection Rubric	QEP Director & SACSCOC Liaison	May
	Critical Reflection Rubric dropped into identified course Canvas sites	Education Technology Services	August
	Course Offering and Enrollment Data reported from University Registrar & Office of Institutional Research	University Registrar & Office of Institutional Research	November
	Collect QEP Post-Course Surveys	Office of Institutional Research	November - December
	Collect completed Critical Reflection Rubrics	Education Technology Services & QEP Director	December
	Experiential & Work-based Learning Course/Enrollment Report submitted to Administration	QEP Director	December
	Identification of Spring courses that meet Experiential & Work-Based Learning Criteria	QEP Director & QEP Departmental Liaisons	November - December
Year 5 2027-2028 Fall Semester	Reliability Training for course instructors on the use of the Critical Reflection Rubric	QEP Director & SACSCOC Liaison	December
	Critical Reflection Rubric dropped into identified course Canvas sites	Education Technology Services	January
	Course Offering and Enrollment Data reported from University Registrar & Office of Institutional Research	University Registrar & Office of Institutional Research	April
	Collect QEP Post-Course Surveys	Office of Institutional Research	April-May
	Collect completed Critical Reflection Rubrics	Education Technology Services & QEP Director	May
	Collect responses from National Survey of Student Engagement (Experiential & Work-based Learning-specific Questions)	Office of Institutional Research	May
	Annual Experiential & Work-based Learning Report (Enrollment & /Survey Data) prepared and submitted to Administration	QEP Director & QEP Steering Committee	July
Year 5 2027-2028 Spring Semester	Five-Year QEP Impact Report prepared and submitted to Administration	QEP Director & QEP Steering Committee	July

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