



EMORY
UNIVERSITY

Connect–Integrate–Reflect

EXPERIENTIAL EDUCATION AT EMORY

SACSCOC ON-SITE REVIEW | FEBRUARY 12–15, 2024







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I.

Executive Summary



Executive Summary

Emory’s Quality Enhancement Plan (QEP) is dedicated to the creation of high-impact learning experiences for students outside of the classroom setting.

The title outlines our ambitions for the plan: we seek to *connect* students with external organizations and communities, to *integrate* the knowledge they have acquired in the university with the practices of these organizations and communities, and to teach students to *reflect* on the application of their knowledge and skill in new contexts and unfamiliar situations. According to an emerging consensus of experts and researchers, these are essential components of experiential education and make profound contributions to student learning and success.

The QEP will advance Emory’s mission “to create, preserve, teach, and apply knowledge in the service of humanity” and to cultivate “a compelling student experience.” It builds upon initiatives undertaken by the university over the past decade to enhance opportunities for active and experiential learning, including the recent introduction of an Experience and Application requirement obliging all students to participate in at least one significant experiential learning activity during their undergraduate careers. This requirement may be satisfied by undergraduate research, arts and performance, or engagement with external communities. As the previous QEP, *The Nature of Evidence*, strengthened our support for undergraduate research, this QEP focuses on activities that involve external partnerships: internships, studies abroad, and community-engaged learning activities. It will formalize and strengthen the processes by which students connect with communities outside the university and apply their skills in real-world situations. Fostering engagement with outside communities is especially crucial as we continue to recover from a pandemic that isolated many students at a key period in their development.

In addition to the broader ambitions referenced in its title, the QEP will pursue the following specific goals:

- **Goal 1:** Broaden participation and enhance capacity for high-quality experiential learning activities, particularly those requiring engagement with communities external to the university.
- **Goal 2:** Develop, deepen, and sustain mutually beneficial collaborations between Emory University and external stakeholders.
- **Goal 3:** Prepare faculty and staff to create and facilitate high-impact experiential learning opportunities.



The QEP will construct a robust infrastructure to support the achievement of these goals. It provides for the creation of a leadership team to guide its efforts; establishes a framework for the regular assessment of its progress and consistent communications with students, faculty, and staff; and includes substantial support for students with needs to ensure equitable access to experiential learning opportunities across the undergraduate population.

Connect, Integrate, Reflect aspires to create a thriving culture of experiential learning in which students may grow as learners, professionals, and global citizens. Fostering connections among classrooms, professional workplaces, and community spaces, it will cultivate a holistic education that enables students to develop and synthesize a cohesive array of skills and areas of knowledge, while allowing them to connect the dots between class, career, and community.



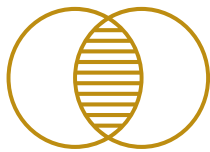
II.

Introduction

Introduction

Emory University is a leading research university, recognized internationally for its outstanding liberal arts colleges, graduate and professional schools, and comprehensive academic health care system.

Founded in 1836 as a small, liberal arts college, Emory University has a long-standing commitment to the liberal arts. Higher education today recognizes liberal arts education as more than a constellation of courses across disciplines. Educators now emphasize the potential of the liberal arts to help students read critically, think broadly, solve problems, and apply knowledge in new and innovative ways. Experiential learning is a particularly powerful way to provide students with opportunities to exercise their critical faculties and apply their knowledge as it compels students to grapple with unexpected issues and problems in a real-world setting and to find the tools and skills that will help them adapt to unfamiliar situations.



The QEP enriches experiential learning by expanding educational opportunities, deepening relationships with community partners, and enhancing the quality of instruction through faculty training.

Experiential education has been a focus of university strategic goals for the last decade. As a result, all of our undergraduate degree programs provide experiential learning opportunities. These can include global learning, internships, community engaged/service learning, public scholarship, organizational consultations, applied arts, clinical practica, and laboratory-based or independent research. The university's four undergraduate colleges/schools recently adopted an experiential learning requirement that ensures that all undergraduates have at least one hands-on learning experience that takes students outside the traditional classroom. These experiential learning opportunities are intentionally designed, inquiry-driven, and sustained activities in which students reflect upon and use their knowledge through questioning, creating, and applying what they have learned from their academic coursework.

Emory's QEP—*Connect, Integrate, Reflect: Experiential Education at Emory*—builds upon this foundation and focuses on educational experiences beyond the campus. The QEP enriches experiential learning by expanding educational opportunities, deepening relationships with community partners, and enhancing the quality of instruction through faculty training.



This emphasis will allow us to connect students to a wider range of educational opportunities, integrate learning across multiple experiences, and deepen learning through systematic reflection, thereby creating a culture of experience and application that is the foundation of a liberal arts education and gives all students access to critical tools and skills for promoting flourishing and success.

Three specific goals guide the QEP:

GOAL 1

Broaden participation and enhance capacity for experiential education opportunities that require engagement with communities external to the university.

GOAL 2

Develop, deepen, and sustain mutually beneficial collaborations between Emory University and external stakeholders.

GOAL 3

Prepare faculty and staff to create and facilitate high-impact experiential learning opportunities.

While achieving each goal alone has the potential to enhance Emory's experiential learning, together they have the potential to create a campus culture of experience and application that is the foundation of a liberal arts education. Such a campus culture of experience and education will give all students access to critical tools and skills that promote meaningful success.



III.

Topic Identification and Plan Development



Topic Identification and Plan Development

Emory University began the process of identifying our QEP topic during a time when the university had recently completed a comprehensive and broad-based effort to develop its strategic framework, new undergraduate general education requirements were being introduced, and the university community was addressing the impact of the pandemic.

The Provost and Executive Vice President for Academic Affairs charged the QEP Development Committee (see Appendix A for committee membership) with identifying a topic and developing a plan that would build upon these efforts, align with needs revealed by a review of relevant data, and enhance the undergraduate experience.

TOPIC IDENTIFICATION

STRATEGIC ALIGNMENT

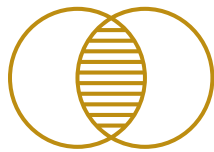
Emory's QEP supports the university's mission "to create, preserve, teach, and apply knowledge in the service of humanity" and encourages the cultivation of "a compelling student experience," one of the primary goals of the university's strategic framework. A successful QEP will also promote several university values identified in the mission and framework, including collaboration, critical inquiry, global perspective, and devotion to liberal learning. Emory strives to create a community characterized by respectful and mutually supportive interaction among faculty, students, staff, and the wider world and is dedicated to solving problems and serving society. Our QEP will complement ongoing efforts in the schools and help us create a stronger, more engaged community.

The Emory College of Arts and Sciences (ECAS) current strategic plan focuses on three guiding principles: Creativity, Discovery, and Impact. As the plan states, "A liberal arts education is, at its core, a struggle with ideas. And we believe that struggle should be as hands-on as possible. Another primary goal to enhance the undergraduate experience is to expand opportunities for research in every field and increase access to independent projects." The plan focuses on the impact those hands-on experiences may have and empowers students to lead as scholars, citizens, and in the workplace. In alignment with the plan, ECAS



offers a wide range of experiences including independent and faculty-guided research/scholarship, course capstone projects, study abroad, public scholarship, service learning, and internships.

Oxford College strategic goals also include an experiential requirement. They developed an integrative learning model that focuses on three distinct but related processes of Discovery, Exploration, and Reflection. Implemented in Fall 2019 as part of Oxford's GEP (General Education Program), Oxford students must take one course designated "Experiential Learning." These "E" courses focus on "learning through reflection on doing," and include opportunities such as academic internships, advanced student research, applied arts, global learning, and community-engaged learning.



"A liberal arts education is, at its core, a struggle with ideas. And we believe that struggle should be as hands-on as possible."

With a mission to "prepare principled leaders to have a positive influence on business and society," the Goizueta Business School (GBS) centers its strategic goals on leadership, innovation, and a global presence where "students, faculty, staff, and partners from all over the world" collaborate to "drive business forward." At GBS, all undergraduate students complete an internship in the summer between their junior and senior year, and an increasing number do so between sophomore and junior year. Internships are more of a professional expectation than an academic component of the program. GBS builds education and reflection into co-curricular offerings that support students' career paths and intentions, much of which comes to fruition through internships. The revised BBA curriculum requires an immersive experiential course.

The Nell Hodgson Woodruff School of Nursing (NHWSN) is guided by a philosophy that focuses on diversity, equity, and inclusion as vital components of nursing. Students actively engage locally, regionally, nationally, and globally with individuals, groups, and communities that are influenced by social determinants of health, focused on solving critical health issues mutually defined by partnerships with our communities of interest. All students in the NHWSN engage in planned curricular clinical practice experiences in diverse settings that include acute care-hospitals, clinics, ambulatory care, public health, and community health sites, to name a few. The NHWSN strategic goals include expanding the scope and impact of their global and community engagement through the work of the Lillian Carter Center for Global Health and Social Responsibility where undergraduate and graduate students engage in discipline-specific and interdisciplinary service-learning and community engagement immersion experiences. Faculty leading HRSA grants offer additional avenues to students for experiential learning.


TOPIC IDENTIFICATION

UNIVERSITY INITIATIVES

Connect, Integrate, Reflect: Emory Experiential Education was informed by two large campus initiatives. Between 2011 and 2015, through the tenures of two provosts, a broad-based and inclusive group of faculty participated in the Commission on the Liberal Arts. The 2015 final report made recommendations in a variety of areas and emphasized the importance of experiential education to Emory's educational tradition:

Being residential means that Emory offers experiential learning, combining scholarly interactions with residential and community experiences in teams of engaged faculty and peer learning communities that unite undergraduate, graduate, and professional education. Being a research one university provides Emory students with unparalleled access to discovery and creativity, working with world renowned faculty, in the laboratory, the library and the local and global community, across the humanities, social sciences and natural sciences, in the pursuit of inquiry driven scholarship.
— *CoLA Final Report, 2015*

In 2017, the Emory College of Arts and Sciences organized a faculty working group to review and evaluate the undergraduate curriculum and the general education requirements. Again, this working group included representatives from Emory College of Arts and Sciences, Oxford College, the Goizueta Business School, and the Nell Hodgson School of Nursing. The working group engaged in meetings with students, faculty, and administrators, and thought broadly about the goals of the shared curriculum, as expressed in the general education requirements. In its 2019 report, the working group concluded that the general education requirements focused too much on requiring breadth across disciplines, without providing for other academic goals and activities. Most notably, the report recommended that the university:

Develop resources to expand student opportunities for multiple forms of exploration through experiential learning, defined as broadly as possible in ways that will help students use these experiences to integrate and reflect on their larger undergraduate experience.
— *2019 report of the Working Group on the Undergraduate Curriculum*

A second working group (Working Group on the General Education Requirements) was formed in 2020 to develop these recommendations into a concrete proposal. Again, faculty representatives from the four undergraduate colleges/schools comprised this working group. And again, the work of the group occurred in conversation with a broad base of faculty and students. The proposed revisions included the addition of an Experience and Application requirement, mandating that all students have at least one significant experiential activity over

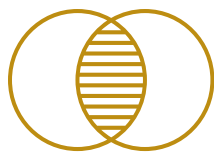


their four years. This can include research experiences, study abroad, internships, field research, arts and performance, or community-engaged learning. This activity can be completed through credit-bearing courses, or a non-credit experience, provided that the student demonstrates through a petition that the experience had the appropriate duration and depth of engagement. Following extensive review and discussion, the Emory College of Arts and Sciences faculty senate approved the revisions to the undergraduate general education requirements in November 2021 with the faculties and leadership of the Nell Hodgson Woodruff School of Nursing, Goizueta Business School, and Oxford College adopting the GER framework by February 2023.

TOPIC IDENTIFICATION

APPROVAL

Given our enduring focus on offering student opportunities to participate in experiential learning in addition to traditional coursework, the QEP Development Committee proposed a topic tied to its new Experience and Application general education requirement. The goal of the effort is to expand the availability of and involvement in experiential educational activities, to provide support to students for those activities, and to ensure a reflective process that allows students to recognize the connection between their experience and other learning at Emory. In the QEP, Emory will establish experiential learning as an expected part of students' undergraduate experience, connect students to appropriate opportunities, integrate hands-on and more traditional classroom learning, and equip students with the ability to reflect on those learning experiences. The Provost and Executive Vice President for Academic Affairs, along with his leadership team, approved the topic and charged the QEP Development Committee with developing the plan.

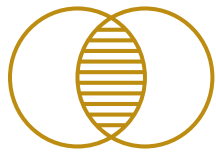


In the QEP, Emory will establish experiential learning as an expected part of students' undergraduate experience, connect students to appropriate opportunities, integrate hands-on and more traditional classroom learning, and equip students with the ability to reflect on those learning experiences.

PLAN DEVELOPMENT

SCOPE

The new general education Experience and Application requirement includes a broad range of hands-on learning opportunities such as arts and performance, undergraduate research, internships, community-engaged learning, organizational consultations, public scholarship courses, education abroad programs, and subject-specific experiential courses (e.g., art conservation, advanced physics research development, archival research). Students are able to get credit toward the general education requirement for both for-credit options and significant non-credit opportunities, such as a research externship at another university.



Connections to other educational institutions, professional organizations, and community partners are central to accomplishing Emory’s experiential learning goals.

To ensure that the QEP has a manageable scope, the committee determined that it should focus on a subset of these learning opportunities. Non-credit opportunities were excluded, as by their very nature they are non-Emory activities. It also would be difficult to ensure a reflective process that integrates the non-credit experience with other learning at Emory. Student data suggested that the arts and performance experience would capture only a small number of students enrolled in arts/performance majors. As a result, this option was excluded. Because the infrastructure for undergraduate research was already developed during the last QEP (see discussion below) and research opportunities are broadly available, the committee chose not to include research in the ambit of the current plan.

Connections to other educational institutions, professional organizations, and community partners are central to accomplishing Emory’s experiential learning goals. Therefore, the QEP Development Committee decided to focus on three types of experiential opportunities: community-engaged learning, education abroad, and internships. The strategic plan review and our broad outreach revealed that every undergraduate college/school at Emory wants to better develop its capacity in at least one of these areas, and each area requires the involvement of external partners. Education abroad was quite well developed in some undergraduate schools, but the effects of COVID-19 on study abroad meant that even schools with long histories of study abroad needed to rebuild their programs. Not all schools will focus on all three areas; instead, each school will prioritize the experiences that best meet its needs.



PLAN DEVELOPMENT


PRIOR INITIATIVES

COMMUNITY PARTNERSHIPS

A model for community collaboration can be found in a recent graduate school initiative. In 2020, Emory introduced a graduate seminar that paired four teams of graduate students with organizations throughout Atlanta in an effort to bring skills developed in the humanities into new and non-traditional contexts. One team of students worked with Atlanta’s Alliance Theatre to stage a production of Lynn Nottage’s *Sweat*, a Pulitzer Prize-winning play about the working-class community of Reading, Pennsylvania. Similarly, all graduate students in the Goizueta Business School work in teams on an IMPACT project to solve an issue of strategic importance for a client. At the faculty level, Emory will soon launch a public scholarship center intended to promote conversations between researchers and the broader public. The creation of the center, which will be located on Emory’s Oxford campus, reflects the university’s ongoing efforts to facilitate civic engagement and scholarly contribution to matters of public concern. These initiatives have established institutional partnerships, skills, and knowledge that Emory will apply to undergraduate education as part of the QEP.

2014 QEP: *THE NATURE OF EVIDENCE*

The findings of our 2014 QEP—*The Nature of Evidence*—provided important guidance for our current efforts. *The Nature of Evidence* focused on helping first-year undergraduates on Emory’s main campus evaluate and analyze different forms of evidence through orientation, classroom, and co-curricular learning components. The goal was to empower students as independent learners capable of supporting arguments with different types of evidence. The university held a co-curricular “evidence week” that involved such activities as orientation videos that introduced the concept of evidence and cross-disciplinary discussions about using evidence to solve different types of problems. In our evaluation of these activities, we found that they successfully engaged students (88% satisfaction), conveyed the importance of evidence “extremely well” or “quite well” (95%), and motivated students to learn more about evidence (70%). Blind ratings of assignments drawn from first-year evidence-based (n=42) and control (n=10) seminars revealed that assignments from evidence-based classes were more likely to be rated at the highest levels across all learning goals (e.g., define scope, use evidence in argument, synthesize evidence, and draw conclusions from evidence) than those from control seminars. Unexpectedly, essays drawn from evidence-based seminars were more likely to be rated as omitting elements than those from control seminars. Additional qualitative analyses suggested that, as students struggled



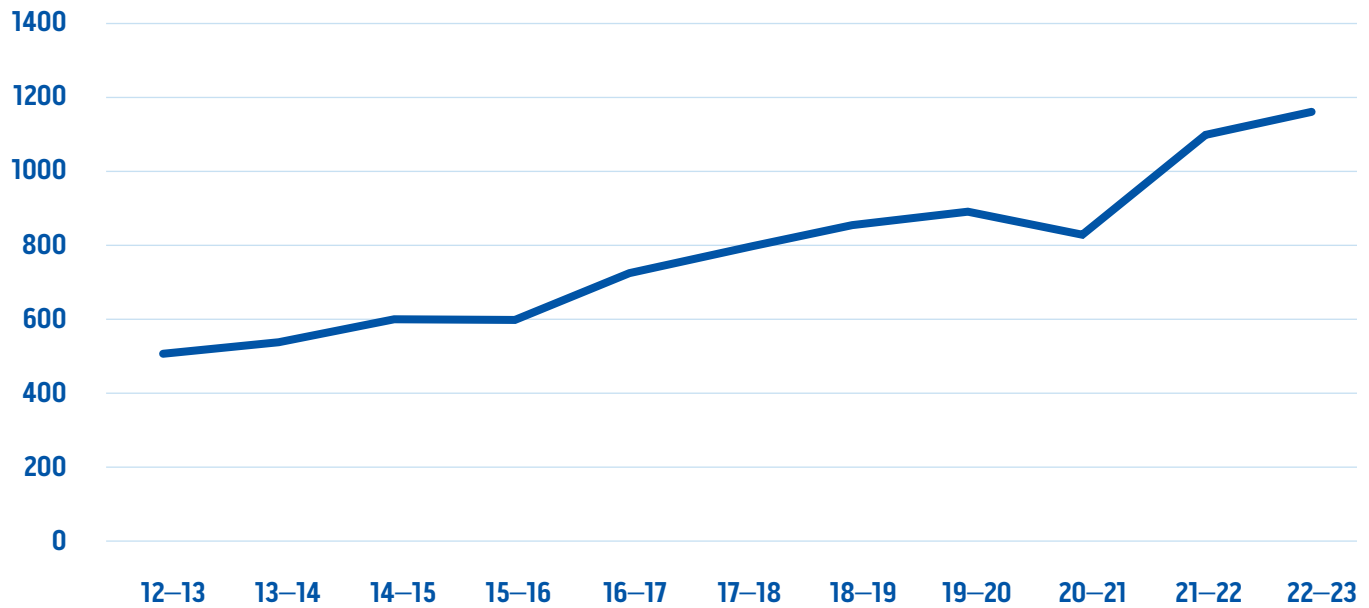
with various kinds of evidence, they often relied on personal beliefs for arguments, irrespective of whether their beliefs were consistent or inconsistent with the evidence. This tendency disappeared in ratings of assignments from a set of advanced evidence-based seminars (n=7). These advanced seminar assignments had the lowest percentage of “not present” ratings and the highest percentage at the top level, suggesting that students continued to develop evidence-based reasoning throughout their undergraduate careers.

A core component of *The Nature of Evidence* was faculty training. Faculty training for offering evidence-based first-year seminars consisted of structured workshops, library guides, and academic learning communities. Three-day workshops were offered each summer to faculty teaching first-year evidence seminars to guide pedagogical innovation and establish a common framework for evaluating seminars. QEP Librarians developed a guide to support faculty and made it available to all workshop participants. The QEP Faculty Director created an Academic Learning Community—Evidence that met regularly to share seminar successes and challenges, identify resources, offer suggestions, and share support. 140 faculty completed the workshops, exceeding our established goal of 75–100 participants. Workshop participants included faculty from 37 departments/programs and closely paralleled the overall distribution of first-year seminars across divisions. Faculty developed 120 evidence-based first-year seminars and 31 advanced evidence-based seminars, exceeding the target goal of 90 seminars. Faculty surveys and focus groups revealed that most participants viewed the workshop as an “excellent” experience, evidence-focused criteria were clear, faculty panels were helpful, and learning communities provided helpful support. Many faculty taught their course multiple times and reported that their strong positive experiences teaching an evidence-focused seminar led them to incorporate an evidence focus into all their courses. Others reported that the workshop influenced their thinking and teaching strategies for other courses. The faculty continue to teach evidence-focused first-year seminars and advanced evidence-based courses suggesting that *The Nature of Evidence* had a long-lasting legacy in the way that Emory faculty members teach.

Finally, student graduation surveys suggest that early exposure to evidence positively impacted student participation in research activities. Lagged data show systematic increases in student participation in research either as a research assistant or through honors research.



NUMBER OF STUDENTS PARTICIPATING IN UNDERGRADUATE RESEARCH: 2012–2023



We came away from our previous QEP understanding that engaging co-curricular events can motivate student learning; both early and multiple exposures to concepts can deepen students’ skills; faculty value and make use of training that is multidimensional and targeted to specific criteria; and that we have the capacity to implement a broad-based program to engage students in experiential learning, in this case—research. *The Nature of Evidence* was intentionally focused on the importance of engaged and reflective encounters with evidence for enhancing undergraduate education and aligning the undergraduate experience with the research opportunities and expertise at Emory. We want to take the lessons learned from our previous QEP and apply them to a broader range of high impact practices—those that take students away from campus into the community.

EMORY COLLEGE PATHWAYS CENTER

As part of ongoing strategic planning efforts, the deans of Emory College of Arts and Sciences and the Goizueta Business School engaged in a design thinking project on student engagement that involved extensive interviews with students, faculty, and staff; brainstorming/ideation sessions; and development of possible solutions. Ending in 2019, the project revealed the immense value of cohort-based experiences in helping students to feel a sense of belonging and concluded that experiential learning was a high-impact way of providing those experiences. Emory College's Pathways Center stands today as the culmination of systematic planning that emerged from this design thinking project.

The Pathways Center helps Emory College students and alumni reach their full potential through integrated career services, undergraduate research, national scholarships and fellowships, pre-health advising, and experiential learning. The Center prepares students for and connects them to local, national, and global internships; graduate and professional schools; post-graduate fellowships; and full-time employment and partners with the BBA Career Management Center. In addition, these centers serve as a hub for recruiting Emory talent, attracting top employers in every industry locally, nationally, and globally.

PLAN DEVELOPMENT

INSTITUTIONAL DATA REVIEW

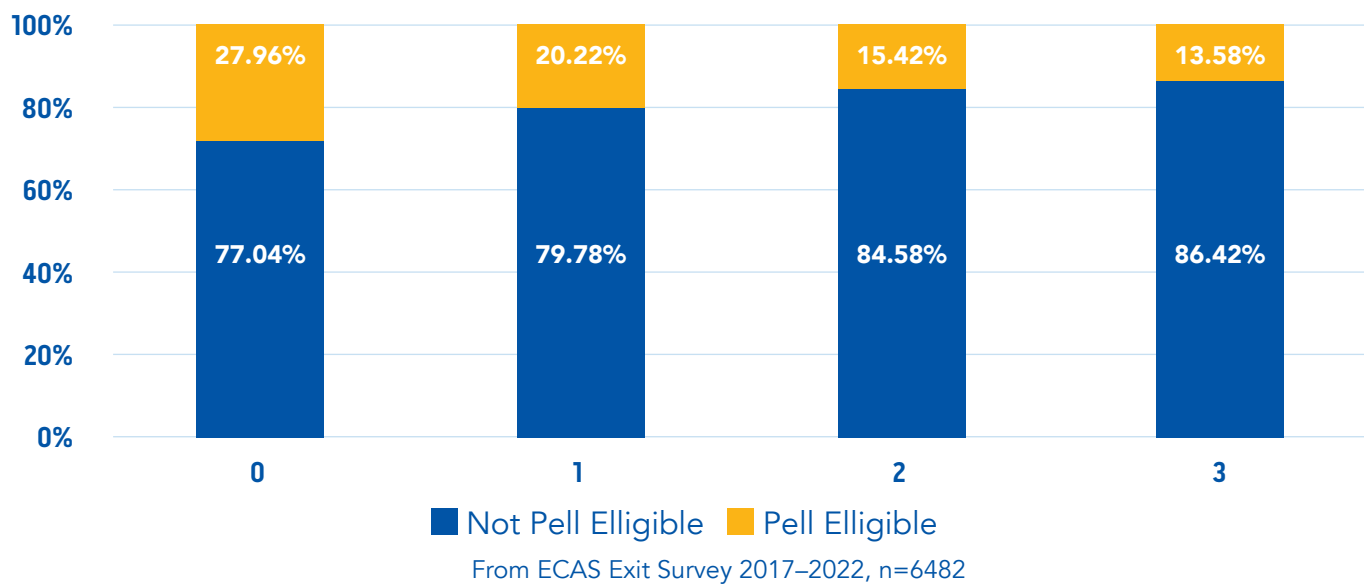
Every year the Emory College of Arts and Sciences conducts a survey of graduating seniors, asking them to describe and evaluate varying aspects of their educational journey. This survey captures all students who matriculated into and are graduating from ECAS, students who earned their associate of arts degree from Oxford College and continued their bachelor's degree studies at ECAS, and students enrolled in the Goizueta Business School who also pursued majors in ECAS. Nursing students are not included in these data as all undergraduates enrolled in the Nell Hodgson Woodruff School of Nursing participate in a range of community-based practica as a required component of their clinical training and any analysis of engagement rates would mirror the student population.

To understand current engagement in experiential activities, the QEP Development Committee examined student reports of the number and type of activities as well as participation patterns among those traditionally under-served (e.g., students who received Pell grant support, first-generation students, and those from historically under-represented racial and ethnic groups). This analysis revealed some consistent trends.

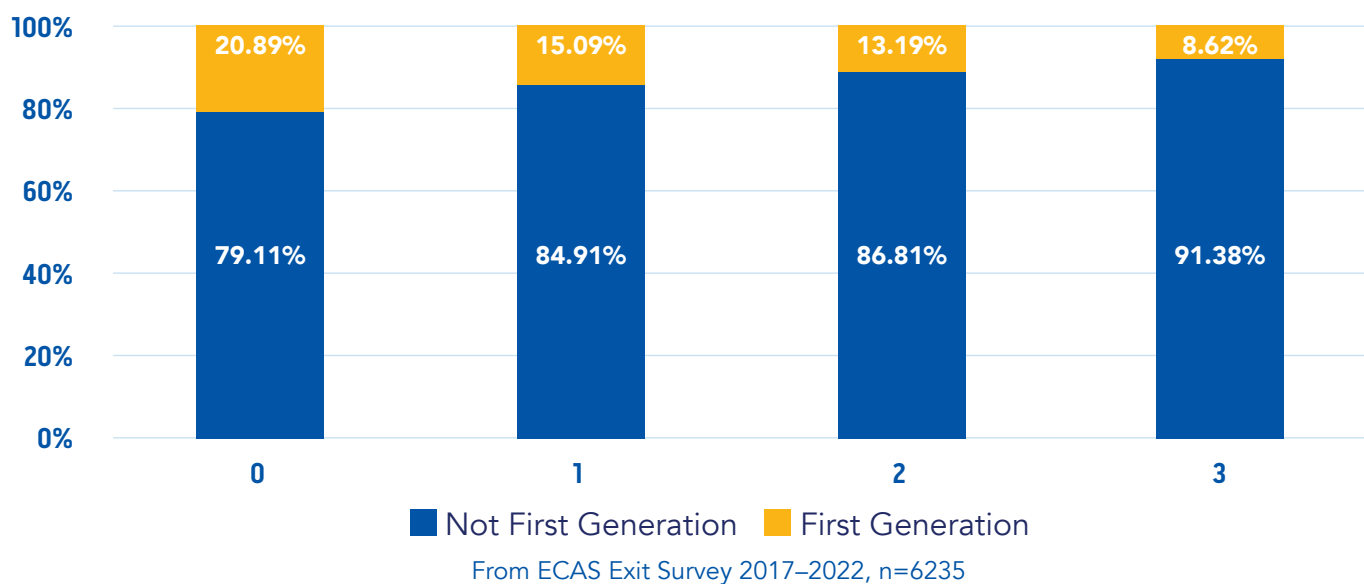


The graphs presented below show that first-generation students and those receiving Pell grants are more likely to report no engagement in experiential activities when compared to non-Pell and students whose parents attended college and less likely than comparison students to report engaging in three or more activities. Participation is more balanced for one or two experiential activities.

NUMBER OF EXPERIENCES BY PELL ELIGIBILITY STATUS

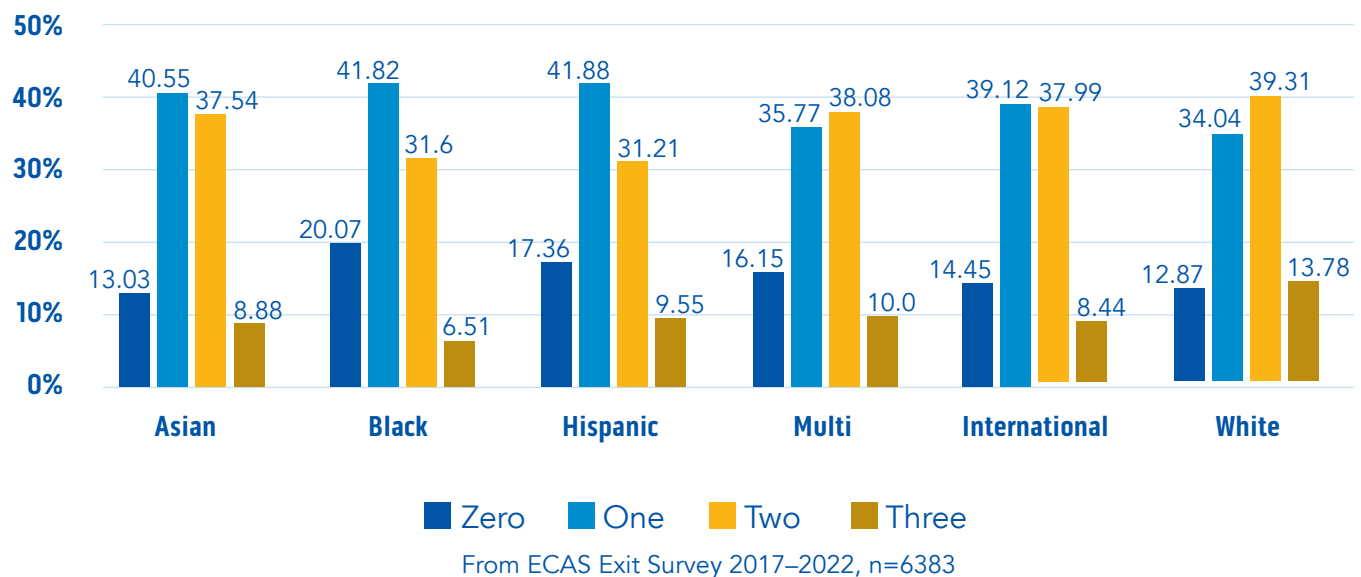


NUMBER OF EXPERIENCES BY FIRST GENERATION STATUS



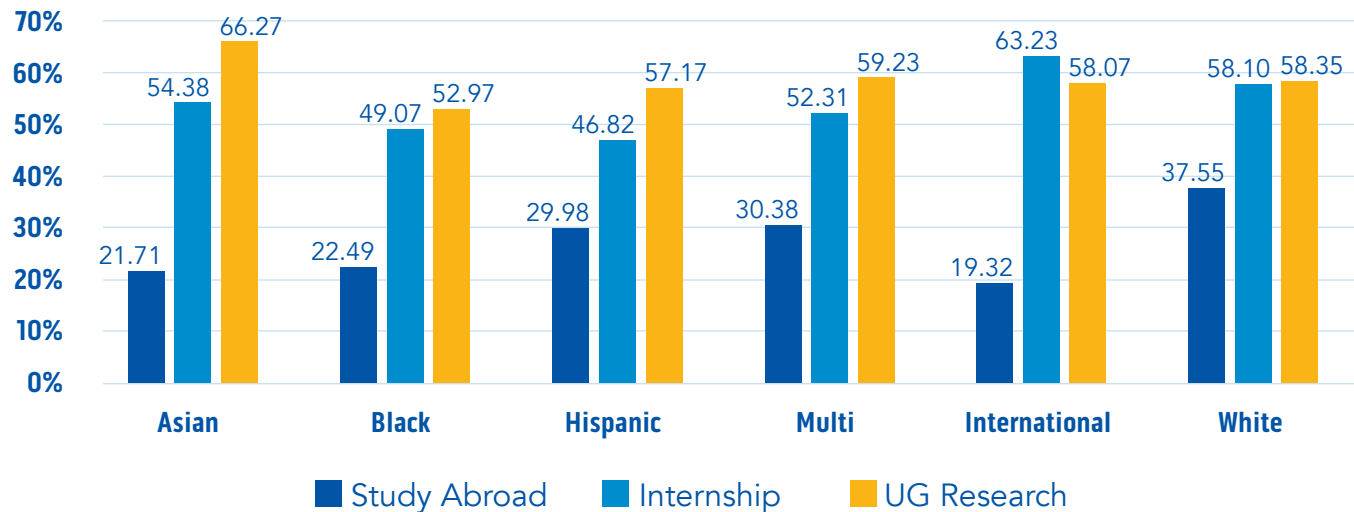
Analysis of the number of activities described by those reporting international student status and different race/ethnic groups revealed similar patterns. When comparing the percentage of students with 0-3 activities with their percentage in their graduating cohort, students from historically under-served groups (e.g., Black, Hispanic, Multi-racial) and international students were more likely than students identifying as Asian or White to indicate that they had not participated in any experiential activities. Students identifying as White were most likely to report engaging in two or three experiential activities than those in the graduating population. Too few American Indian/Indigenous students were in the analysis to be reported; unknown race/ethnicity were omitted as well.

PERCENTAGE OF PARTICIPATING STUDENTS BY RACE/ETHNICITY AND NUMBER OF EXPERIENCES



A similar examination of the type of activities across race and ethnic groups revealed that all groups except those identifying as White were under-represented compared to graduating peers in study abroad. Students identifying as American Indian/Indigenous, Asian, Black, Hispanic, or Multi-racial were less likely than peers to engage in off-campus internships with students reporting international status or identifying as White more likely than peers to participate in these activities. The data on undergraduate internships showed that students identifying as Asian were more likely than graduating peers to report that they had engaged in undergraduate research than their peers and that students identifying as Black were under-represented in this activity. All other students were engaged at levels consistent with the reported characteristics of the student population.

PERCENTAGE OF PARTICIPATING STUDENTS BY RACE/ETHNICITY AND ACTIVITY TYPE



From ECAS Exit Survey 2017–2022, n=6383

Taken together these analyses show that while students engage in a range of activities, they do so at varying rates. Research literature consistently shows that students from specific groups—first-generation, lower socio-economic status, and historically under-represented race/ethnic groups—are under-served in experiential education. Our institutional data are consistent with these patterns and indicate a need to attend to access and inclusion.

PLAN DEVELOPMENT

POST-PANDEMIC RE-ENGAGEMENT

The pandemic had a tremendous effect on education abroad programs, both in the ability and willingness of students to go abroad and the existence and availability of international partners. In Education Abroad, all study abroad opportunities were curtailed between March 2020 and September 2021. Many locations returned to operation as late as mid-year in 2023. In addition, some study abroad organizations closed during the pandemic, and new partners have had to be located—either for full programs or for some services (e.g., housing, teaching facilities) in study abroad. In some locations, such as China, though the region is technically open, the ability of students to be approved for study abroad is more limited than pre-pandemic. Students have also been somewhat less willing to study internationally during the academic year, with summer programs recovering more quickly than those offered during fall

and spring semesters. In 2022–23, there was an increase due to pent-up demand over a number of years, but it is not clear that the same percentage of students within a class are planning for and seeking out study abroad opportunities in the long run. The experience of Emory College’s study abroad numbers is illustrative of the changes in education abroad.

EMORY COLLEGE OF ARTS AND SCIENCES STUDY ABROAD PARTICIPANTS FROM 2012–2024

Year	Fall	Spring	Academic Year	Summer	TOTALS
2012-2013	127	84	12	377	600
2013-2014	154	89	14	383	640
2014-2015	116	85	12	325	538
2015-2016	164	87	11	386	648
2016-2017	142	92	10	341	585
2017-2018	101	113	12	381	607
2018-2019	118	109	10	345	582
2019-2020	91	99	11	0	201
2020-2021	0	0	0	0	0
2021-2022	14	53	4	236	307
2022-2023	54	109	8	343	514
2023-2024	76	TBD	12	TBD	TBD



SUMMARY

The QEP Development Committee presents a plan that focuses on three types of experiential education—community-engaged learning, education abroad, and internships—in a comprehensive effort to enhance the educational experience of our undergraduate students. The goal of the effort is to expand the availability of and involvement in experiential educational activities across our four undergraduate colleges and schools, to provide access and support to students for those activities, and to ensure a reflective process that allows students to recognize the connection between their experience and other learning at Emory. We begin the plan with a review of the research literature on experiential education, followed by a discussion of goals, learning outcomes, actions to be implemented, and assessment procedures. Finally, we conclude the plan with a detailed section on organization, resources, and budget that affirms our financial commitment to *Connect, Integrate, and Reflect: Experiential Education at Emory*.



IV.

Literature Review



Literature Review

The QEP Development Committee conducted a thorough review of experiential education history, scholarship, and best practices.

This review complemented and supported the research findings of the Emory College of Arts and Sciences General Education Committee. In fact, over the past ten years, several university committees have reviewed the current literature and reached the same primary conclusion: experiential education teaching and learning strategies are highly effective and should be employed more often throughout Emory’s undergraduate curriculum. The following review focuses on key concepts and best practices that informed our decision-making process as we developed the QEP.

DEFINITION AND BRIEF HISTORY

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

—*Association for Experiential Education, 2023*

John Dewey (1859–1952), the American philosopher, psychologist, and educational reformer, is generally considered the most influential proponent of experiential education. His book *Experience and Education* (1938) serves as one of the seminal works on the subject. Dewey believed that “all genuine education comes about through experience” (p.13) and emphasized the importance of hands-on learning and real-world experience versus the traditional classroom method of passively transmitting information from teacher to student. In an earlier work (*How We Think*, 1910), Dewey first discussed the significance of reflecting on experiences to create meaning and enhance the learning process. Several other prominent twentieth century scholars, including Kurt Lewin, Jean Piaget, Paulo Freire, and Carl Rogers, explored the dynamics of active learning and advanced the field of experiential education.

Beginning in the 1970s, David Kolb and Robert Fry helped develop the modern theory of experiential learning, drawing on the work of Dewey, Lewin, and Piaget. In their article “Towards an Applied Theory of Experiential Learning” (1974), Kolb and Fry described the ideal process of learning in a four-step experiential learning cycle:

1. **Experiencing (Concrete Experience):** Learning begins when a learner uses senses and perceptions to engage in what is happening now.
2. **Reflecting (Reflective Observation):** After the experience, a learner reflects on what happened and connects feelings with ideas about the experience.
3. **Thinking (Abstract Conceptualization):** The learner engages in thinking to reach conclusions and form theories, concepts, or general principles that can be tested.
4. **Acting (Active Experimentation):** The learner tests the theory and applies what was learned to get feedback and create the next experience.

KOLB'S EXPERIENTIAL LEARNING CYCLE

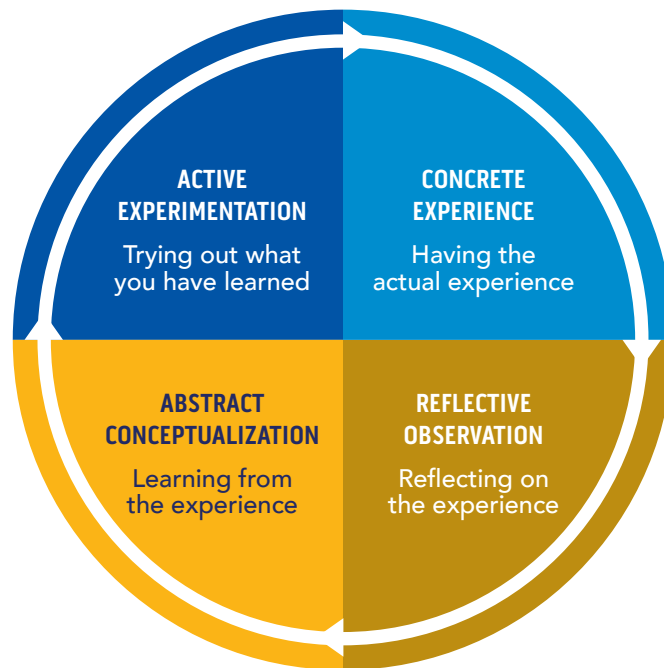


Figure from Mcleod, 2023

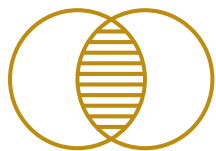
Kolb's and Fry's experiential learning theory is based on John Dewey's belief that learning must be grounded in experience, Kurt Lewin's ideas regarding the importance of active learning, and Jean Piaget's emphasis on the interaction between person and environment on intelligence. According to Kolb, "learning is the process whereby knowledge is created through the transformation of experience" (1984, p. 41). In his book *Experiential Learning: Experience as the Source of Learning and Development, 2nd Edition* (2014), Kolb reviews three decades of research and practice since the first edition of his influential work was published.



Today, experiential learning is an integral part of higher education, and it is widely recognized as an effective way for students to learn and develop valuable skills. Colleges and universities around the world offer a range of experiential learning opportunities, including community-based learning, undergraduate research, study abroad programs, and internships. These opportunities allow students to gain real-world experience and develop lifelong skills (e.g., critical thinking, investigating, experimenting, solving problems, and constructing meaning) that will serve them in their future careers.


HIGH-IMPACT PRACTICES (HIPS)

In 2008, the Association of American Colleges and Universities (AAC&U) published George Kuh's *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. The report identified ten "teaching and learning practices that have been widely tested and shown to be beneficial for college students from many backgrounds." Four of the ten practices (community-based learning, undergraduate research, global learning, and internships) directly involve experiential education. Kuh presents convincing evidence (based on an analysis of data from the National Survey of Student Engagement and other research) that the effects of participating in high-impact practices are positive for all types of students and especially for historically underserved students. Institutions can enhance student engagement, persistence, satisfaction, and success by increasing the number and quality of high-impact practices.



Institutions need to carefully plan when, where, and how HIPS are offered throughout the undergraduate curriculum for students to realize the full benefits of participation.

Many high-impact practices (especially experiential learning) have a long history of being used effectively in undergraduate education; however, by identifying HIPS as a set of practices, summarizing their connection to desired learning outcomes, and providing new evidence of their positive impact on student success, George Kuh and the AAC&U sparked a substantial wave of interest from administrators, faculty, and staff in higher education institutions across the United States. Over the past fifteen years, hundreds of colleges and universities have developed initiatives to help their students benefit from high-impact practices. Among SACSCOC institutions, at least twenty schools have implemented QEPs that focus on active learning and/or experiential education (SACSCOC QEP Summaries website).

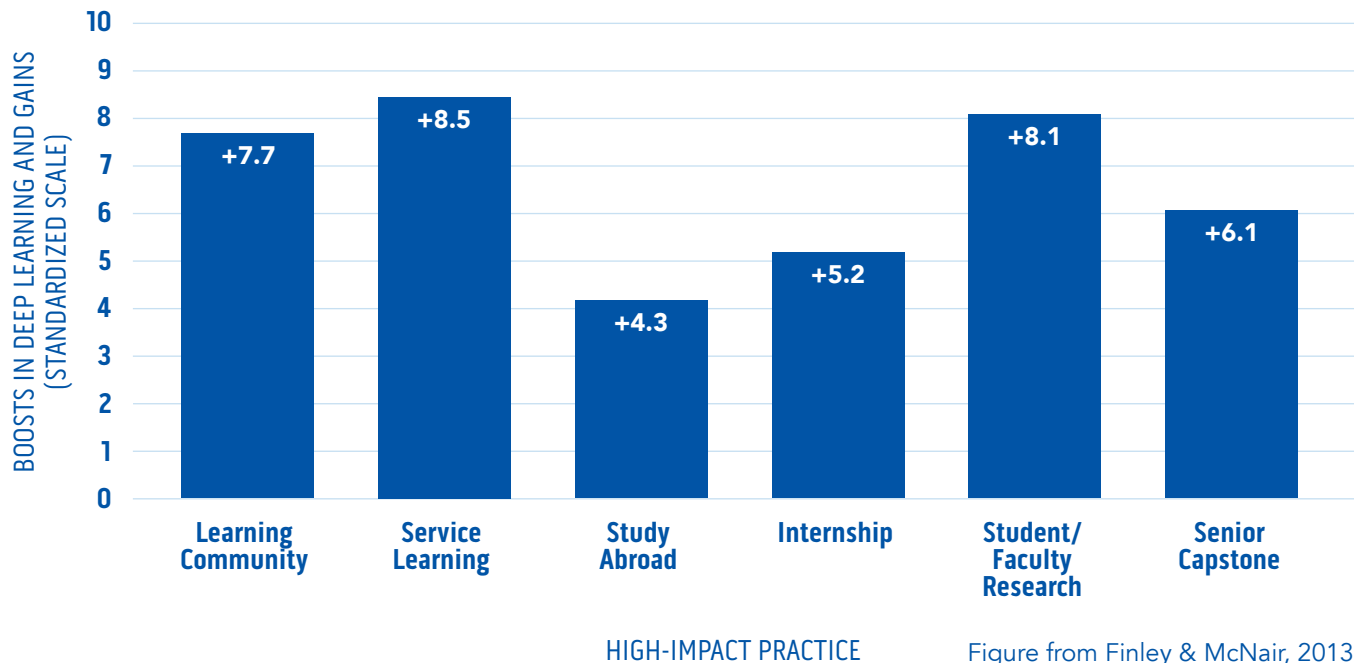


Such a popular and widespread educational trend has, of course, generated a great deal of research and scholarship. Some of the more influential and helpful articles focus on the ongoing assessment of HIPs, including “Assessing Quality and Equity in High-Impact Practices: Comprehensive Report” (Kinzie et al., 2020), “A Comprehensive Approach to Assessment of High-Impact Practices” (Finley, 2019), “Ensuring Quality and Taking High-Impact Practices to Scale” (Kuh & O’Donnell, 2013), and “Five High-Impact Practices” (Brownell & Swaner, 2010). The research has been overwhelmingly positive and encouraging. Evidence continues to demonstrate the positive association of HIPs with deep, integrated learning, practical educational gains, overall student engagement, and educational benefits to historically underrepresented students (Kinzie et al., 2020).

Although HIPs represent sound educational practices, “simply offering and labeling an activity a HIP does not necessarily guarantee that students who participate will benefit in the ways much of the extant literature claims” (Bray, Kuh, & Kinzie, 2018, para.17). Institutions need to carefully plan when, where, and how HIPs are offered throughout the undergraduate curriculum for students to realize the full benefits of participation. In addition, institutions can enhance student success by making sure HIPs involve the following key elements:

1. **Performance expectations** set at appropriately high levels
2. Significant **investment of time and effort by students** over an extended period of time
3. **Interactions with faculty and peers** about substantive matters
4. **Experiences with diversity** wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
5. Frequent, timely, and **constructive feedback**
6. Periodic, structured opportunities to **reflect and integrate learning**
7. Opportunities to discover relevance of learning through **real-world applications**
8. **Public demonstration** of competence (Kuh & O’Donnell, 2013)

AVERAGE BOOST TO STUDENTS' PERCEPTIONS OF THEIR DEEP LEARNING AND GAINS BY PARTICIPATION IN SPECIFIC HIGH-IMPACT PRACTICES



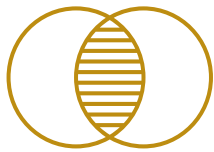
EXPERIENTIAL LEARNING AND EQUITY

Many studies have documented inequities in students' access to, participation in, and experience of high-impact practices. Kuh (2008) found that, despite being underutilized by under-represented ethnic and racial groups, first-generation, and transfer students, HIPs can have a "compensatory effect" (p. 18) or "equity effect" (Finley, 2013, p. 19) for these same groups. When students from these underserved groups do participate in HIPs, they report reaping greater benefits from these experiences than their peers.

Using National Survey of Student Engagement (NSSE) data from 25,336 students enrolled at 38 institutions at state systems that participate in the American Association of College and Universities (AAC&U) Liberal Education and America's Promise (LEAP) initiative, Finley and McNair (2013) found that students from underserved groups (historically under-represented ethnic and racial groups, first-generation, and transfer) were less likely to access HIPs and to report receiving their learning benefits, especially the engaged approaches to learning captured by the NSSE "deep learning" composite score. Disparities across groups were even greater when engagement in multiple high-impact practices were examined. Within-group analyses suggested a cumulative effect with students engaging in three or more high-impact



practices reporting the highest levels of engaged learning. When asked about barriers to participation in high-impact practices, students described a lack of advising or guidance about how to access these experiences, the need for better understanding of why these experiences are valuable, and an inability to commit time to these experiences due to competing financial and family obligations. More recent analyses replicated these findings (IIE Open Doors, 2019; NSSE, 2018) with Coker and Porter (2015) adding major requirements, athletics, and transportation challenges as obstacles. Background data from Emory College of Arts and Sciences are consistent with these findings and, together with the literature, highlight the importance of connecting students to experiences that align with their educational goals and integrating experiences in a manner that supports the integration of experiences that lead to deep learning.



Our in-depth audit in year one of the QEP will allow a deep understanding of current offerings across all our undergraduate colleges and schools, barriers to participation, gaps in knowledge, and the institutional capacity needed to achieve our goals.

Greenman, Chepp, and Burton (2021) argue that an equity framework that identifies hidden barriers and acknowledges the intersectional nature of many contributing factors provides a foundation for developing programs that increase the participation of underserved populations. They identify three categories of solutions that preliminary research suggests have the potential to reduce inequities in experiential education: **1)** modified and tailored HIPs (e.g., study abroad programs of different lengths and costs), **2)** institutional restructuring of the curriculum (e.g., building HIPs into core curriculum), and **3)** increased resources for students, faculty, and staff (e.g., funding for travel to and from internship sites). Finley, McNair, and Clayton-Pederson (2022) offer a model that emphasizes raising awareness of opportunities, increasing faculty and staff awareness of how HIPs can lead to deeper learning, building capacity for institutionalizing the equitable implementation of HIPs, and sustaining the examination, implementation, assessment, and continuous improvement of HIPs.

Addressing inequities in HIPs is central to the design process of *Connect, Integrate, and Reflect: Experiential Education at Emory*. Our in-depth audit in year one of the QEP will allow a deep understanding of current offerings across all our undergraduate colleges and schools, barriers to participation, gaps in knowledge, and the institutional capacity needed to achieve our goals.



BEST PRACTICES IN COMMUNITY-ENGAGED LEARNING, EDUCATION ABROAD, AND INTERNSHIPS

There is a large and ever-expanding literature on practices and outcomes in experiential education (Kuh, 2008; Kuh, O'Donnell, & Schneider, 2017). We will briefly present some of the key findings for the three areas that are the focus of our QEP. This is followed by an integration of common recommendations that will serve as a general framework for guiding how we will enhance our experiential education offerings.

COMMUNITY-ENGAGED LEARNING

Best case practices of community-engaged learning center around creating value for both students and the communities with whom they partner. The authors of "Social Theories and Service Learning: Towards Building an Integrated Service-Learning Sociological Framework" (2019) advocate that best-case practice service learning emphasizes a high degree of community participation or citizen control. Additionally, universities should establish a service-learning pathway that integrates a continuous stream of service-learning opportunities committed to community engagement. As an example, Bandy (2023) offers the following strategies designed to create an enriching experience for all parties:

- **Project-Content Alignment:** learning goals and community engagement should align to create a comprehensive understanding of course content and the community project.
- **Engagement:** projects should have a significant impact on the community and serve the public good through collaborative efforts.
- **Reciprocity:** students, faculty, and community members all act as teachers and learners. Collaboration should encourage a dynamic and empowering learning environment for all participants.
- **Community voice:** the project should emphasize the importance of community involvement at every stage.
- **Exposure to diversity:** collaboration should recognize the role of community involvement to promote cultural understanding and ethical development.
- **Public dissemination:** the project results should be shared with the community and the public.

- **Opportunities for reflection:** students should complete a variety of reflection exercises and assignments.
- **Feedback:** students should receive formative and summative evaluations.

EDUCATION ABROAD/AWAY

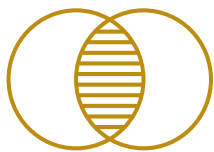
The AAC&U places study abroad/study away experiences in the high-impact practice category of Diversity/Global Learning and defines them as an opportunity to “help students explore cultures, life experiences, and worldviews different from their own” (AAC&U website). Study abroad is typically viewed as a short- or long-term learning experience that takes place internationally and exposes students to language, culture, and learning beyond the student’s home country. Study away options place learning in local, regional, and national settings that promote intercultural learning and may be more accessible to groups of students underrepresented in more traditional study abroad programs (Sobania & Braskamp, 2009). Research studies that evaluate student abroad/away experiences and learning outcomes suggest a number of common practices in effective programs (Luxton, Valdes-Vasquez, Ozbek & Thornes, 2022; Vande Berg, Paige, & Lou, 2012; Wallace, 2020). These include:

- **Building collaborative and trusted partnerships** with institutions
- **Clarifying expectations** prior to the abroad/away experience and ensuring intercultural competency throughout
- **Leveraging existing high-impact practices** at partner programs (e.g., community learning)
- **Stacking multiple high impact practices** (e.g., community learning at home institution with focused research at away program)
- **Curriculum integration** through course review and strong advising
- **Reflection throughout the experience** including connection to major/coursework/career

INTERNSHIPS

Over the last few decades, internships have become a staple of undergraduate education, with recent graduates twice as likely to pursue internships than their peers in the mid-1990s (Shandra, 2022). Like other forms of experiential learning, internships give students “opportunities to apply their knowledge and practice their skills in authentic, real-world situations, with all the contextual idiosyncrasies and unpredictability that entails” (Ambrose and Poklop, 2015, p. 55). These conditions are conducive to deep learning and yet difficult to replicate fully in the classroom.

As with any HIP, best practices for internships should respond to the needs of the student body and the priorities and resources of the particular institution. But across these differences, a clear priority is to provide all students with access to high-quality internships regardless of their socio-economic circumstances, academic interests, or career aspirations. As Van Vechten notes, in a larger survey of best practices for political science internships, these can include offering a wide array of opportunities so students can apply their learning in different environments with different people (Kuh 2008, cited by Van Vechten, 2021); designing and delivering an impactful course concurrent with the internship; and providing access to grants or paid internships (Van Vechten, 2021).



A clear priority is to provide all students with access to high-quality internships regardless of their socio-economic circumstances, academic interests, or career aspirations.

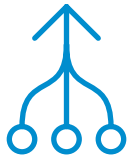
Best practices should also recognize internships as the HIP uniquely positioned to enable career discernment and exploration, which are increasingly central to a liberal education. As Cruzvergara and Dey have observed, career guidance evolves through different paradigms in response to changing economic, political, social, generational, and cultural norms. To align with contemporary needs, best practices should reflect the principles of design thinking, with its focus on creative, iterative, and practical steps for problem solving, and help students to cultivate a growth mindset, adopt a bias towards action, and develop a tolerance for ambiguity (Dey et al., 2014; Burnett and Evans, 2016).

To avoid the mistakes of previous eras, best practices should also forego generalized, transactional, and “turf-protecting” behaviors in favor of customized services geared towards community development that leverage the interconnected ecosystems of peers, faculty, staff, alumni, and off-campus partners. Assessment should also focus attention less on learning outcomes and attendance and more on reputation and “first-destination outcomes,” or data on college graduates six-months after graduation (Dey et al., 2014).

SUMMARY AND GUIDING PRINCIPLES

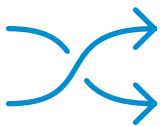
Research on practices and outcomes across types of experiential education points to a common set of practices that can be summarized into three general actions that will guide Emory's QEP: *Connect, Integrate, and Reflect*. Critical to the success of the QEP is faculty and staff development to ensure that these practices provide the foundation for high quality experiences.

CONNECT



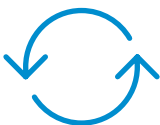
1. Build trusted and collaborative **partnerships** with communities and institutions served.
2. Encourage **reciprocal and empowering learning environments** where students, faculty, staff, and partners all act as teachers and learners.
3. Provide all students **access to a range of high-quality experiences** regardless of socio-economic circumstances, academic interests, or career aspirations.

INTEGRATE



1. **Align learning goals and expectations** through the development and evaluation of high-quality experiences linked to strong advising.
2. **Recognize the role of strong community partnerships** in promoting cultural understanding and ethical development.
3. **Cultivate a growth mind-set** through multiple, stacked experiences informed by a learning/exploration plan.

REFLECT



1. **Build reflection into activities** throughout the experience.
2. **Provide formative and summative feedback** including sharing of project results with community and institution partners.
3. **Enable career discernment** and exploration.



V.

QEP Goals and Student Learning Outcomes



QEP Goals and Student Learning Outcomes

QEP GOALS

The QEP will achieve its central purpose of enriching experiential learning by meeting three interrelated goals that involve expanding educational opportunities, deepening relationships with community partners, and enhancing the quality of instruction. The following section provides an overview of each goal; Section V (Implementation and Timeline) provides detailed descriptions of the initiatives that will be implemented to attain each goal.

GOAL 1

Broaden participation and enhance capacity for experiential education opportunities that require engagement with communities external to the university.

Goal 1 focuses on offering students more opportunities to participate in experiential learning in addition to traditional coursework. As discussed in the Literature Review, experiential learning involves high-impact practices that increase student-faculty interaction, community engagement, critical thinking, and hands-on collaborative learning. However, to be effective, these experiences must provide a real-world context and/or be useful and meaningful in reference to an applied setting or situation (Kuh & Kinzie, 2018). Over the next five years, Emory will implement several strategies to ensure that there are equitable opportunities for students to participate in high-quality, authentic experiential learning activities. To provide multiple opportunities for all undergraduate students, Emory will expand its existing programs and develop new activities, especially those that are external to the university. Funding support will be critical in reducing barriers to access these opportunities. Currently, the Emory College Pathways Center and the Oxford College Center for Pathways and Purpose provide travel and cost-of-living support to help students complete internships, while the Goizueta Business School provides a limited number of similar stipends for students to work in non-profit organizations. The QEP will provide similar funding for students in all four undergraduate colleges/schools to broaden participation in community-engaged learning, education abroad, and internships.



GOAL 2

Develop, deepen, and sustain mutually beneficial collaborations between Emory University and external stakeholders.

Goal 2 focuses on expanding community partnerships to not only create and increase opportunities as in Goal 1, but also create a culture where Emory students and faculty are seen as collaborators rather than outsiders. The initiatives related to this goal address the misconception that students should participate in experiential learning opportunities simply because they benefit their education and career (rather than external stakeholders' interests). To help all stakeholders, Emory faculty and staff will enhance and develop programming that emphasizes mutually beneficial collaborations. To strengthen a campus culture of experiential learning, all parties must be clear from the outset why the experiences are important. How will learning be demonstrated and applied to help external communities? What benefits will result from the experiences for students, faculty, and external stakeholders? These questions must be answered for each educational activity. Intentionality about purpose will create deeper, more meaningful experiences and help Emory sustain partnerships. To meet our objectives, we will conduct a comprehensive survey of current stakeholders, create formal guidelines for partnerships, offer additional trainings and workshops, leverage our alumni network, and make sure that stakeholders are supported, recognized, and appreciated.

GOAL 3

Prepare faculty and staff to create and facilitate high-impact experiential learning opportunities.

Goal 3 involves cultivating strategies to educate, motivate, and influence all who facilitate experiential instruction in order to support Goals 1 and 2, and to showcase the importance of high-quality, meaningful experiential learning to faculty and staff.

Programmatic initiatives will build capacity for professional development that incentivizes faculty and staff to thoughtfully implement experiential learning in all four undergraduate colleges/schools. Workshops will help guide instructional design to support faculty from earliest stage in brainstorming (identifying intentions, matching to goals, clearly defining activities) to best practices (building and maintaining relationships with stakeholders, creating meaningful experiences with applications related to educational content), to designing assessments that allow for thoughtful reflection on experience (synthesis of coursework and experience, personal growth, impacts on professional path). Emory's Center for Faculty Development and Excellence (CFDE) provides existing training in forming community-engaged partnerships and developing effective assessment procedures. This training will be expanded (with QEP funds) to apply to the wider range of experiential education programming.



STUDENT LEARNING OUTCOMES

Connect, Integrate, Reflect: Experiential Education at Emory will center around student learning outcomes that focus on personal and professional development. Our experiential education programming will introduce students to a variety of external environments and promote active, hands-on learning activities.

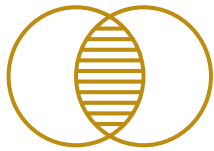
We have organized student learning outcomes around three conceptual pillars: Connect, Integrate, and Reflect. Through experiential learning, students will be challenged to think relationally beyond the classroom. Students will be encouraged to question what it means to bring their scholarly learning to different cultural and professional environments. And finally, students will engage in active reflection that will help them develop a better understanding of themselves and different communities.

OUTCOME 1

Students will connect and work responsibly with different cultures, communities, and institutions.

To engage responsibly in experiential learning environments, students must learn to examine their own cultural knowledge, values, and beliefs. In so doing, students not only begin the process of understanding their own cultural competencies but also begin interrogating their limits and possibilities. Studies have shown that students become aware of their ethnocentrism after engaging in experiential learning environments (Kratzke et al., 2013), but that without responsible engagement, students' culturally-based preconceptions may limit their openness to work with diverse communities (Sanner, 2010). In fact, student openness to diversity itself is challenged in these experiential learning environments. Students may increase their preparation for culturally diverse work environments and gain culturally sensitive approaches when their experiential learning is coupled with instructional programming that directly engages with the challenges of managing ethnocentrism.

Assessing "difference" in cultures, communities, and institutions means not only paying attention to demographic differences but also to the different proficiencies, knowledge, and values that shape organizations and environments (Kratzke et al., 2013). Immersing students in culturally-diverse environments involves the necessary development of cultural intelligence, defined as "an individual's capabilities to function and manage effectively in culturally diverse settings" (Earley & Ang, 2003). These capabilities include awareness, knowledge, motivation for understanding, and behavioral or action-level adaptation (Ng et al., 2009). Knowledge of appropriate behaviors, the ability to converse and interact, and acquiring new substantive knowledge through exposure to different perspectives are key components in cross-cultural learning.



Immersing students in culturally-diverse environments involves the necessary development of cultural intelligence.

In the context of experiential learning, Cultural Historical Activity Theory notes the value of considering learning as a collective activity achieved through dialogue, engagement with multiple perspectives, and interactions with different networks of activity (Engeström, 2001). Since learning itself is a social process, associated learning outcomes will have cultural and historical dimensions to them that students should consider and reflect upon. Key in experiential learning is understanding the stakeholders in different communities and organizations. Stakeholders tend to be interested in gains over time with regard to learning and development outcomes (AAC&U, 2023), so facilitation of dialogue with students will be a necessary component in achieving learning outcomes.

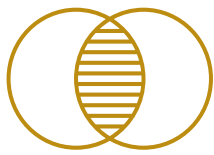
OUTCOME 2

Students will integrate and apply academic knowledge and skills in contexts and environments outside of the university.

Learning is often thought to be “situated” in that it cannot be dissociated from the context in which it occurs. Thus, the ability to transfer learning from one context into another requires understanding the communities, cultures, and social environments in which the learning is situated (Durning & Artino, 2011). It also requires a consideration of the ways in which learning in one context has potential for applicability in other contexts. This effort must consider, at the very minimum, the ways in which learning requires refinement and adaptability to be situated in different communities and institutions.

Short-term experiential learning outcomes may be associated with specific assignments that ask students to integrate course material with specific events, excursions, or observations when out of the classroom. Intermediate-level outcomes are often associated with knowledge gleaned over the course of a semester to year-long commitments. Practices at this level have been found to enhance subject matter retention and deepen intellectual skills associated with lifelong learning. Long-term outcomes around experiential learning might best be thought of as cultural shifts in practices, ideologies, or goals for teaching increased levels of scale (Finley, 2019). Empirical research has found that student learning outcomes did not always vary as a function of activity duration (Burch et al., 2019). Instead, long-term outcomes might involve becoming more equity-oriented, developing a long-term dialogue with stakeholders, or embedding systems for integrating academic knowledge with

stakeholder communities. The focus for short-, intermediate, and long-term learning outcomes should be organized around developing transferable learning. Transferable learning requires understanding both the context in which learning was originally situated and its potential for applicability in other contexts with or without refinement. In so doing, stakeholders, instructors, and students together figure out how the experience connects, relates to, or integrates with learning from other curricular and co-curricular experiences.



Transferable learning requires understanding both the context in which learning was originally situated and its potential for applicability in other contexts with or without refinement.

OUTCOME 3

Students will reflect on how their learning experiences affected their personal and professional growth.

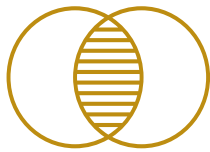
Reflection is an important part of the learning process for several reasons, including, but not limited to, retention of information, internalization and contextualization of knowledge learned, and as an opportunity for personal growth. As a form of active learning, reflection connects and organizes new information within one's existing knowledge, providing a means to embed new material into one's cognitive map for the sake of recall, application to other areas, and developing a deeper general sense of understanding.

Reflection also positively correlates with engagement and interest, such that it can lead to greater motivation to continue learning about a given topic. Reflection, especially when turned inward whereby one reflects on how new information can impact beliefs and decisions, leads to personal growth through the ability to extract valuable insights and lessons from experience and then use those lessons to set and refine goals. This can assist individuals in making choices that align with their values and lead to a more meaningful and satisfying life.

There are multiple ways that a student can reflect on their learning experience. For example, one method for student reflection could be based on "Gibbs' Reflective Cycle" (1988) which consists of six stages of exploring an experience. Students would **(1)** describe their experience, **(2)** articulate their feelings and thoughts about it, **(3)** evaluate it in terms of whether it was worthwhile or not and why, **(4)** analyze the experience in terms of the meaning the experience had for them, **(5)** consider what they learned and what they could have done differently, and **(6)** reflect on how they might integrate the experience into plans for their future.



Another method for student reflection could be based on “The Integrated Reflective Cycle” (Bassot, 2013) where students would go through four steps of reflection to make sense of and learn from an experience. They would **(1)** describe the experience, including as much detail as necessary to provide context, depth, and various stakeholder perspectives to create a clear description. Students would then **(2)** identify what went well and what they could have done differently. In this step, students also explore the thoughts, feelings, and assumptions they brought to the experience and consider why they had such thoughts, feelings, and assumptions. They then **(3)** put their experience in the larger context of their own personal experiences and, if applicable, professional expectations and considerations. Finally, students **(4)** consider how their experience has prepared them for the future and what they could do to further prepare themselves for future experiences.



Reflection connects and organizes new information within one’s existing knowledge, providing a means to embed new material into one’s cognitive map for the sake of recall, application to other areas, and developing a deeper general sense of understanding.

Whatever the reflection method used, students will be provided a set of framing and priming questions, so that they can be “lightly” guided in how they reflect on their experience vis-à-vis their personal and professional growth.



VI.

Implementation and Timeline





Implementation and Timeline

GOAL 1

Broaden participation and enhance capacity for experiential education opportunities that require engagement with communities external to the university.

Though Emory currently provides many experiential education opportunities for its undergraduate students, we would like to increase the number of students who participate in those opportunities and to make those opportunities as impactful as possible. This requires understanding where we already are and where we can improve going forward.

YEAR ONE AUDIT

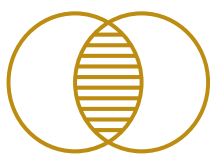
To expand participation and potentially touch a significantly greater number of faculty and students, and especially those students who have not engaged in established pipelines of experiential learning opportunities through Emory, we will perform a deep audit of all experiences occurring across all four colleges that share the core characteristics of experiential education: significant exposure to external partners connected to the curriculum, intricate synergy between course learning objective and participant observation and experience, and practiced reflection in multiple modes. This audit will establish the baseline for external partnerships that are already at work inside the community, as well as open vital lines of communication between colleges and student-facing efforts that will allow for deepening experiential education in ways that are respectful and responsible to our community partners. The following is a map that outlines the proposed year one audit process and the follow-up actions that align our QEP objectives and goals through the implementation years that follow.

The QEP Implementation Committee will compile and compare existing experiential learning activities data from all undergraduate schools and will include data from ancillary centers including the Pathways Center, Emory Education Abroad, the Global Learning Program at Oxford College, the Center for Pathways & Purpose at Oxford College, the Lillian Carter Center, the Center for Faculty Development and Engagement, the Center for Civic and Community Engagement, and International Programs and the Career Management Center

at Goizueta Business School. The initial audit work (Stage 1) will be performed from August to December of 2024 and will help establish baseline data for most of the QEP's subsequent activities.

The audit will identify existing experiential learning opportunities that are foundational to the four colleges by identifying key stakeholders in each college who direct, offer, or facilitate the opportunities that fall within the three core areas addressed by the QEP: community-engaged learning, education abroad, and internships. At a university the size and complexity of Emory, it is often difficult to coordinate and keep track of the variety of activities that exist in multiple colleges, most of which have established practices that serve only their own students. One of the ambitions of bringing these activities together under the umbrella of the QEP is to increase communication and collaboration among the colleges with undergraduate programs in order to achieve a more coherent experience for all students.

These conversations should establish a shared definition of each of the QEP target experiences and elucidate characteristics of scope, duration, and key features of the experiential activities. These definitions should also be clear and intuitive and reflect the current language of the major professional and/or accrediting organizations from each domain. Stakeholder meetings represent a critical moment for Emory University to understand deeply the extent of existing work with external partners in the three target experiential activities, and to create a cohesive and comprehensive vision of how to align the QEP growth targets with existing high-impact practices already in place.



One of the ambitions of bringing these activities together under the umbrella of the QEP is to increase communication and collaboration among the colleges with undergraduate programs in order to achieve a more coherent experience for all students.

Stage 2 of the audit processes will take place January to March 2025 and will include establishing a website with an explanation of the survey and its aims, a timeline of how the survey fits within the QEP process, and contact information to field questions. The survey will be distributed to the university community, and the QEP implementation committee will begin monitoring responses and continuing outreach to encourage survey completion.

Stage 3 of the year one audit will last from April to July of 2025 and will analyze data for incorporation into the year two structure and planning. While we cannot be certain what issues will arise from the audit, the activities below represent our best plans for how we expect to proceed following our audit.



EQUITY RESEARCH

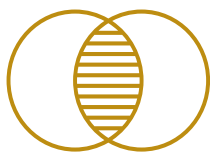
Concerted effort to identify populations within the undergraduate programs across all colleges that historically have not taken advantage of community-engaged learning, education abroad (both long-term and short-term programs), and internships is critical to creating a success profile that cohesively represents the university population. The first approach (as discussed in Section III) will be to use historic data to delve into patterns of participation among diverse groups of students: Which experiential activities do students utilize? How many experiential activities have they participated in? Do we see differences between students based on race/ethnicity, Pell status, first generation status, or any other important demographic category? Thorough analysis of this data across all four colleges will be imperative to ensure efforts at equity are reaching the correct groups and for the correct reasons.

In similar fashion to using the outreach and survey tool for data gathering and collection from the faculty/staff perspective, the QEP must also approach demographic research on participation with an eye towards understanding student barriers and/or choice as reasons for not participating in experiential opportunities while at Emory. Grasping data during the undergraduate experience is difficult, and the QEP will instead focus on gathering information from graduating seniors and recent alumni via specifically created QEP surveys to begin to understand where the work lies to increase participation from specific demographic groups. While we know some of the barriers to participation in experiential activities from the research, we are interested in investigating whether or not these apply to Emory students. Our student population, with its high percentage of international students, may not be represented in the literature.

Additionally, the implementation team will use data collected by the First Destination Survey to determine student self-perceived trajectory in terms of experiential learning priorities and will also make use of survey data from ECS 101/DSC 101 (required courses for first-year students) to match student-intended participation with actual participation during their time at Emory as reflected in their senior exit survey. At this point, the QEP will revise targets for expansion and deepening of experiential activities and prepare to launch information and marketing to the student body about the future expansion of programs and opportunities. This work will begin during the late spring and summer of 2025.

STRATEGIC COMMUNICATION TO THE STUDENT BODY

While a substantial majority of the work undertaken in year one will help identify current successful partnerships as well as understand student and faculty barriers to participation, the work of the QEP will shift in year two to orienting the student body in a new way, utilizing high-impact visuals and co-developed pathways in order to encourage each student to explore the depth of the Emory University curriculum in ways that allow for divergent thinking, participating in experiences that feel innovative yet allowing for curiosity and growth. The QEP implementation committee will develop a “pathways map” of experiential learning opportunities and resources for each of the schools and programs to facilitate wide dissemination. The pathways map will highlight experiential learning funding that is available after a student’s first year and into the first summer, ideas about how to work education abroad into the second year, and finally how to prioritize community-based learning courses in a student’s discipline to allow for practice-based learning in the third and fourth years. The pathways map will encourage students to begin visualizing a deeper learning experience even from their first interaction with the university during pre-orientation and orientation.



The QEP implementation committee will develop a “pathways map” of experiential learning opportunities and resources for each of the schools and programs to facilitate wide dissemination.

COMMUNICATION PLANS

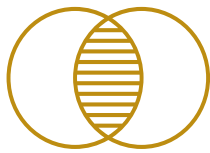
One of the most important ways to ensure student participation in experiential activities is to be sure they are aware of all the opportunities available to them. Much of this communication tends to be done early in the student experience—pre-orientation, orientation, and first-year seminar courses. This communication strategy can result in an overload of information as students are trying to assimilate into college life. In fact, most students will not look to these types of external facing experiential activities until at least after their first year. It is important then to continue to communicate available possibilities as they move through their time at Emory. This means keeping experiential learning front and center.

In addition to the annual Experiential Learning week (discussed below), we will use various forms of social media to keep students informed and engaged. These might include testimonials from students who have participated in the activities to advertise resources and raise awareness of the benefits of experiential learning. We will also ask student ambassadors to encourage their peers to take part in experiential learning activities, explain the benefits of doing so, and give real-life advice on navigating the available resources.



EXPERIENTIAL LEARNING WEEK

Outside of the individual experience, the QEP implementation team will stage a campus-wide event where the three foci of the QEP are on display simultaneously through panels, workshops for faculty and staff, presentations of exceptional student research from community-engaged learning classes, and an internship fair to meet with external partners (which will allow for deeper connections with students beyond a community-engaged learning class). This week will take some activities that already happen throughout the year and join them with newly proposed ones to create an entire week of focus on experiential learning. With the collaboration from different sectors of the university community, the entire campus can begin to normalize the possibility of experiential learning in ways that are not negotiated by financial means or personal ambition, but more as a common baseline learning approach that touches all corners of the university. This week will highlight undergraduate work as well as faculty and staff efforts, including mentoring and interdisciplinary course development, panels with invited external partners, and general open house events that promote community as well as opportunities to see the efforts of the QEP in action. Consistent recognition of the teaching and learning excellence that results from transformative HIP pedagogies begins a cycle of cultural change that will transform how the student body chooses coursework, leading students to select courses with experiential components rather than those that simply fulfill requirements.

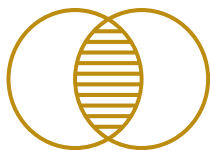


The QEP implementation team will stage a campus-wide event where the three foci of the QEP are displayed simultaneously.

STRATEGIC ADMINISTRATIVE AND PROGRAMMATIC CAPACITY BUILDING

Using the information from year one, the QEP implementation team will begin integrative collaborative work with the faculty and staff to encourage and direct creation of courses, programs, and experiences that align with the three target areas. Goal 1 focuses on increasing participation but also capacity for faculty-developed and led courses that include experiential learning as an integral component. This may come in many forms, depending on both the experience and the discipline in which it takes place. For example, in collaboration with the faculty, the QEP implementation committee would like to establish an internship course

and an education abroad pathway (either summer or semester) within all Emory College departments that do not already have one. Aside from being best practices, these courses will facilitate a pathway for including intentional external experiences within each department. Another example would be to provide resources to faculty who are considering creating community-engaged learning courses. As we know, this can be time-intensive and difficult work—resources, both time and monetary, can be useful to encourage faculty who might be on the fence about undertaking such an endeavor. Across all colleges, community-engaged learning courses must be systematized and integrated into the curriculum in a more regular way. This work will also include interfacing regularly with the University Registrar to accommodate specific course tagging (possibly beyond the General Education Requirement).



Using the information from year one, the QEP implementation team will begin integrative collaborative work with the faculty and staff to encourage and direct creation of courses, programs, and experiences that align with the three target areas.

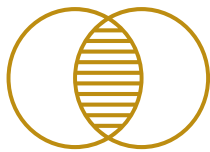
The QEP implementation committee has carefully considered the challenge of pursuing an ambitious plan that includes experiential learning opportunities abroad and at home, especially given the diversity that each incoming class brings to the university. More attention must be given to developing a deeper university-wide understanding of the challenges unique to international students, to first-generation students, and to students who are undocumented and DACA-eligible. This campus-wide education is critical to developing responsible activities that are feasible for all students to potentially engage in, regardless of status. Logistics coordination ensuring easier travel to and from experiences, increased financial support (or time-based) for those administering programs, and general recognition of departments/schools that embrace the goals of the QEP are top priorities. The QEP implementation committee will support, starting in year two, broad efforts to recognize how fundamental and foundational experiential learning is to the mission of the university, including at new faculty orientations, school-level curriculum committee meetings, and during the proposed Experiential Learning Week.



FACULTY AND STAFF ENGAGEMENT

While creating the infrastructure to enhance our capacity and improve our experiential learning offerings is vital, equally as important is ensuring our faculty and staff are fully engaged with the purposes and outcomes of these experiences for our students. Only with their full support and commitment will Emory be successful in accomplishing the goals of the QEP. Many faculty and staff members are already fully involved in this work and others are interested but unsure how to start. We must meet the needs of all of those who want to participate in addition to sharing the knowledge of experts. A large portion of this work will be in formal professional development (see Goal 3), but it will also come in the form of a variety of incentives.

Funding through the QEP will allow faculty members to create experiences that may have been previously infeasible. This may include working with established entities on campus (such as Education Abroad) or doing something completely from scratch (transforming a course to include community-engaged learning). It may also, as appropriate, include time resources like course release or human resource support like graduate student assistants. We will also encourage recognition of faculty work via their departments or schools. The QEP will award Excellence in Experiential Learning grants each year to those doing outstanding or innovative work.



While creating the infrastructure to enhance our capacity and improve our experiential learning offerings is vital, equally as important is ensuring our faculty and staff are fully engaged with the purposes and outcomes of these experiences for our students.

It will also be important to develop a communication plan for faculty and staff that conveys the university's support for this work and the resources that are available to implement it. The QEP proposes that this information be prominently promoted across the university. Depending on capacity and the numbers trained in professional development (see below), a faculty mentorship program will be implemented to help guide newer faculty through the process of creating or working on experiential learning activities.

REVISION OF GER GUIDELINES

As the QEP is linked with the General Education Requirements, the consistent assessment of QEP activities will help ensure that the GER guidelines are kept relevant and up to date. Though the QEP does not cover all areas that fall under the GER (most notably, undergraduate research and performance arts), it will still provide useful information overall on student experiences. QEP data, then, will serve to inform and make recommendations to Emory College's Assessment and Curricular Review Committee, which is charged with general education matters.

GOAL 2

Develop, deepen, and sustain mutually beneficial collaborations between Emory University and external stakeholders.

To accomplish our goals, Emory needs to ensure that it has numerous quality partnerships with external stakeholders to provide the experiences we expect students to have. This takes a concerted effort; we cannot assume that dedicated partners will just emerge or even that existing partnerships are currently mutually beneficial. These relationships must be cultivated, trained, and appreciated. The activities below are intended to accomplish those aims.

YEAR ONE AUDIT

As with Goal 1, we believe that a thorough audit of existing partnerships in our first year is essential to a true comprehension of how to move forward. This is not only in order to expand external partnerships, but to understand the relationships we have and in what ways they are or are not working for both sides of the equation. This will happen with the audit of experiences by bringing together stakeholders across the four colleges to identify who/what organizations are already involved in Emory partnerships. In turn, this will help us to identify gaps in partnerships, whether that be discipline-specific (e.g., STEM vs. Humanities) or activity-specific (e.g., lack of formal community-based learning partnerships).

SURVEYS

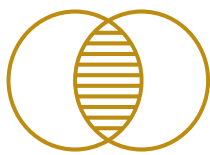
There is currently no systematic evaluation of partnerships between Emory and external stakeholders, so we will need to gather baseline data to know how to proceed. Many partnerships are long-standing relationships and may not have been reevaluated to determine if they are still mutually beneficial. Others may be newer and will help us to discover whether



partners are receiving adequate information regarding working with our students and what is expected of the program or experience with which they are assisting. We intend this survey to be wide-ranging, covering all three of the main activity categories (community-based learning, education abroad, and internships) across all four colleges.

FOCUS GROUPS

Focus groups will serve a similar purpose but allow for the gathering of more in-depth, qualitative data from partners and faculty members used to working with external stakeholders. We intend to gather information from Emory community members to see if there are any potential hardships or barriers that they encounter when working with external partners, especially in relation to community-based learning. Since it is the most unstructured of the activities, it may present the greatest challenge to faculty members as it requires them to do most of the legwork in finding and working with partners. We hope, through these focus groups, to identify any areas where the QEP can be useful in eliminating these difficulties to encourage greater participation in this activity.



Emory has a large and faithful alumni base all over the world, which we believe will be incredibly useful in expanding our external networks for students.

LEVERAGING ALUMNI NETWORKS

In our attempt to develop, deepen, and sustain these mutually beneficial partnerships, one important activity that we plan to engage in is leveraging alumni networks to inspire participation and collaboration with experiential learning. Emory has a large and faithful alumni base all over the world, which we believe will be incredibly useful in expanding our external networks for students. We would hope to invite alumni to formulate, recruit, and host student interns in their various professional capacities, in disciplines across the board. Education abroad students could work with alumni living in countries across the globe to engage more closely in the societies of the places they visit, making connections between their coursework and the lived experience of the culture. In community-based learning, we would invite alumni to work alongside faculty in content specific experiences with community organizations or other hands-on learning in the Oxford or Atlanta areas. These would also span all disciplines and lengths/intensity of experiences.



FORMAL GUIDELINES FOR PARTNERSHIPS

In year two, when the audit is complete and we have the full picture of our partnerships and how they are performing, our next activity will be to create formal guidelines for these partnerships. Experience and research tell us that it can be difficult for universities to create mutually beneficial partnerships with external organizations without clear expectations and responsibilities laid out for all participants, both on and off campus. This will take three forms: **1)** written guides to be distributed to faculty members and external partners that delineate obligations to the experience and the students while engaged in the activity; **2)** professional development for community partners (and faculty, addressed in goal 3); and **3)** formal memorandums of understanding (MOU) between the university and the partner for the protection of the interests of all parties.

WRITTEN GUIDES

Often in relationships with external partners, both sides assume that they are aware of the way in which they imagine the experience will proceed. This can lead to students being stranded in the middle of conflicting expectations or obligations. By creating written guides for each partner in the experience, we can reduce this confusion and be sure that the student has the best experience possible. This will also help ensure consistency amongst students in what they can gain from the partner, since everyone involved will have the same goals in mind. It is imperative that these guides are appropriate for each of the three activities. The other hope is that having written guides will make new stakeholders less hesitant to participate. Many organizations want to work with students but feel overwhelmed or intimidated by the possibility because they don't know exactly what to do. Written guidelines will help them to have a full set of expectations from the outset and not necessarily place the burden on them of completely creating the experience from scratch.

PROFESSIONAL DEVELOPMENT

This mutual understanding can be continued and deepened through professional development for external partners. We usually think of only the faculty member as needing guidance and information in the process of engaging with external stakeholders, but, as with the written guides, we believe that the partner can also benefit from a deeper understanding of students' abilities and needs in an experiential learning setting. Partners may have unrealistic expectations about students' prior knowledge or skills or plan activities for them that are far above or below their capacities. Professional development will help them create experiences appropriate for Emory students and their capabilities. These sessions will most likely be offered online so as to reach as many external partners as possible in ways that are most convenient for them. As with the other professional development (discussed below in Goal 3), planning details will be discussed during and fully implemented in year two.



MEMORANDUMS OF UNDERSTANDING

Finally, to ensure both Emory's and the external partners' interests are protected, we propose to create formal memorandums of understanding which will continue to guide and delineate each side's rights and responsibilities. MOUs are currently in place in several units and departments across campus and we will use these as templates for activities that presently have more informal agreements. As with other QEP activities, we strive to formalize and institutionalize processes that are often localized in pockets on campus or do not exist at all.

PARTNERSHIP-SPECIFIC ACTIVITIES AT EXPERIENTIAL LEARNING WEEK

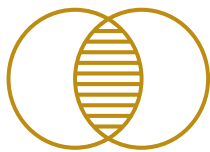
To make Experiential Learning Week (see Goal 1) truly inclusive for everyone involved, we propose to have specific activities by and for community partners during this event. While overall planning for the event will be accomplished during year one, we anticipate that the partner events will take the form of panels where current partners and faculty can share their stories and information centers to educate and recruit potential partners. There are many benefits to faculty and partners being able to articulate their experiences, including mistakes and how they were overcome, while doing this work. It helps to demystify experiential learning while also reinforcing that it needs to be intentionally planned with a good partner. This event will be an excellent opportunity to acknowledge and appreciate the work the external stakeholders do for Emory students and hopefully inspire more faculty, students, and partners to be involved in experiential learning activities. It will also help to create connections that may not have been possible without physically bringing external and internal stakeholders together to discover and develop opportunities for students.

STAKEHOLDER APPRECIATION PROGRAM

After enough time to audit, train, and connect partners, we want to show them Emory's appreciation for all they do in the vital work of assisting our students with experiential learning. Since we consider these experiences to be vital to students' growth and progression, it is appropriate to acknowledge the effort and indispensable service they provide. Our final activity (approximately year four) will be to establish a Stakeholder Appreciation Program that will last beyond the QEP. While we certainly expect this will include some financial incentive or compensation, it's more important that it be public acknowledgement of our partners' work and connection with Emory students. This may include formal awards, articles and other communications in university publications, and provision of additional resources to the partners to continue their work.

GOAL 3**Prepare faculty and staff to engage in best practices in experiential learning.**

As a community of educators, we grasp the profound value of professional development opportunities that connect us with the questions, insights, and innovations shaping the dynamic field of experiential learning. With these professional development opportunities, we seek to promote the ability of our faculty and staff to create, enhance, and execute a wide range of community-engaged learning, education abroad, and internship programs. In our approach to these training opportunities, we will bolster the abilities of individual practitioners and strengthen mutual understanding and functional collaboration between faculty and staff.



As a community of educators, we grasp the profound value of professional development opportunities that connect us with the questions, insights, and innovations shaping the dynamic field of experiential learning.

PROFESSIONAL DEVELOPMENT PLANNING

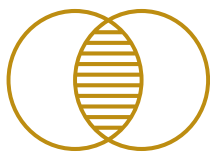
As with our previous goals, year one is dedicated to planning. Our efforts will focus on evidence-based best practices in three major areas: high-impact practices (HIPs); reflection; and collaborating with external entities. We will draw on the expertise within our own institution to identify nationally recognized best-practices programs, and then we will utilize a model of “train the trainer” to effectively scale the opportunities on our campus.

For HIPs training, we will look to the American Association of Colleges and Universities Institutes, such as the Institute on High-Impact Practices and Student Success. For reflection, we will consult with the Emory Purpose Project, a new campus initiative that seeks to cultivate and nurture a sense of purpose and meaning by integrating reflective, growth-oriented experiences and programs throughout the student journey. For collaborating with external entities, we will look to a combination of on- and off-campus resources. On campus, we will coordinate with the employer-relation and corporate and foundation teams of our nine career centers, our Vice Provost of Government Affairs, and the director of our Clinical Partnership team in the School of Nursing. Off campus, we will review the resources of the National Association of International Educators (NAFSA), the Forum on Education Abroad, and Campus Compact (community-engaged learning). We will also utilize our Center for Faculty Development and Excellence (CFDE) for best practices in professional development and instructional design.



Drawing on this research, the QEP director will compile a resource list describing the purpose, timing, and available funding for each opportunity. In consultation with university leadership, the director will recruit faculty and staff who, by virtue of their roles and relationships, can assist with the development and execution of an engagement plan that drives participation in each college. These efforts, which will be ongoing throughout the QEP process, will target the departments and individuals with an established commitment to experiential learning as well as those who have yet to actively participate but whose academic focus and personal identities might encourage greater student participation across disciplines and demographics.

With our “train the trainer” model, we not only want to reduce the difficulties of coordinating multiple schedules for conferences and workshops, but we also want to foster relationships on campus that bridge gaps between faculty and staff. Many of the experiences we will enhance with the QEP have existing administrative structures. Often, there can be a disconnect between faculty and the administrators who are tasked with the everyday coordination of the experiences with each side not entirely understanding the other’s expertise and needs. To reduce this disconnect, we will pair faculty and administrative unit leads in the training process. With these partnerships, we will promote co-learning and trust building and the eventual co-development of experiential learning opportunities for students.



The QEP director will recruit faculty and staff who, by virtue of their roles and relationships, can assist with the development and execution of an engagement plan that drives participation in each college.

To increase the accessibility of our professional development opportunities, we will schedule our training events and workshops throughout the year instead of concentrating them in the summer, which we have done in the past. We will also offer training in multiple modalities, such as in-person, online, and hybrid forms, taking advantage of new technologies and work styles in the post-COVID-19 world.

To bridge the gap between faculty and staff, we will identify faculty who will develop links to administrative units and work together to support community-engaged learning, education abroad, and internships. The QEP director will coordinate with leadership within each unit to recruit and orient faculty members for the position. Faculty will be invited to attend meetings, events, and decision-making processes, with the goal of increased understanding across the faculty-staff divide. Faculty will also provide constructive feedback and serve as liaisons with their colleagues on matters related to faculty involvement.



PROFESSIONAL DEVELOPMENT IMPLEMENTATION

In year two, our primary focus will be to promote and execute our training sessions throughout the calendar year, adjusting our schedule to accommodate the needs of our faculty and staff. A tentative goal for this work would be to train approximately 10% of related faculty and staff in the first year to build capacity both for future trainers and for expertise to grow in each of the four schools. We understand that each school may have different existing needs and resources that may need to be considered during this first implementation year. The year one audit will help to illuminate these needs and allow us to plan accordingly.

In year three, we will assess our participation rates among faculty and staff, both in terms of their areas of administrative and disciplinary focus and the stages of their careers. As needed, we will adjust the delivery and timing of our sessions and introduce an incentive program to increase the scale and diversity of participation. This might include rewards for participation in all three types of professional development, for those who get involved as trainers themselves, or those who work together in teams to implement innovative ideas. In years four and five, we will expand participation in relation to our student body's needs.

RESOURCE KIT

To complement these training efforts, we will also develop online resource kits for our participants to use after they complete their sessions. These kits will supply conceptual frameworks and up-to-date materials that will not only reinforce our training but also ensure that we provide consistent, high-quality instruction to our students across our campuses.

ACADEMIC LEARNING COMMUNITIES

We will also utilize an existing campus resource, the Center for Faculty Development and Excellence (CFDE), that convenes academic learning communities around specific themes. ALCs are seminars that provide opportunities for faculty to discuss topics related to their research, teaching, and intellectual lives. These seminars meet four to six times a semester for 1.5 hours and include common readings posted on Canvas. Working within their established structure, we will create evergreen academic learning communities that are organized around the three major types of experiential learning, designating co-conveners that pair faculty members with an administrative office:



- **Faculty + Community-Engaged Learning Offices**
- **Faculty + Education Abroad Offices**
- **Faculty + Pathways Centers (Emory and Oxford)**

We expect that these ALCs will start in year three once enough faculty and staff members have been trained and feel comfortable leading discussions.

IMPLEMENTATION TIMELINE

During the summer and fall of 2024, the QEP Management Team will focus on building relationships across campus, preparing the audit of experiential activities, and developing assessment instruments.

GOAL	YEAR 1 2024–25	YEAR 2 2025–26	YEAR 3 2026–27	YEAR 4 2027–28	YEAR 5 2028–29
Broaden participation and enhance capacity for experiential education opportunities that require engagement with communities external to the university.	<p>Audit of experiences across all four colleges</p> <p>Equity research</p> <p>Survey alumni and seniors to determine reasons for (or for not) participating</p> <p>Revise targets as appropriate from audit</p>	<p>Communications to students</p> <ul style="list-style-type: none"> Website Orientation, ECS/DCS 101 Social media, testimonials, marketing campaigns <p>Creation and enhancement of programs and courses</p> <p>Experiential Learning Week</p> <p>Build faculty/staff capacity</p> <ul style="list-style-type: none"> Incentives Education/open houses 	<p>Continue communications to students</p> <p>Increase offerings across all activities by 5%</p> <p>Revise GER guidelines</p> <p>Experiential Learning Week</p> <p>Continue to build faculty/staff capacity</p>	<p>Continue communications to students</p> <p>Increase offerings across all activities by 5%</p> <p>Experiential Learning Week</p> <p>Continue to build faculty/staff capacity</p>	<p>Continue communications to students</p> <p>Increase offerings across all activities by 5%</p> <p>Experiential Learning Week</p> <p>Continue to build faculty/staff capacity</p>
Develop, deepen, and sustain mutually beneficial collaborations between Emory University and external stakeholders.	<p>Audit of existing partnerships across all four colleges</p> <p>Determine stakeholder needs (survey, focus groups)</p>	<p>Create formal guidelines for partnerships</p> <ul style="list-style-type: none"> Written guides, PD, online modules, MOUs <p>Experiential Learning Week</p>	<p>Begin training/open houses with stakeholders and faculty</p> <p>Experiential Learning Week</p>	<p>Training/open houses with stakeholders and faculty</p> <p>Launch stakeholder appreciation program</p> <p>Experiential Learning Week</p>	<p>Training/open houses with stakeholders and faculty</p> <p>Continue stakeholder appreciation program</p> <p>Experiential Learning Week</p>
Prepare faculty and staff to engage in best practices in experiential learning.	<p>Professional development planning</p> <ul style="list-style-type: none"> Best practices in experiential learning, reflection, working with external entities 	<p>Execute professional development (10% goal)</p> <p>Develop resource kit on website</p> <p>Experiential Learning Week</p>	<p>Launch Academic Learning Communities</p> <p>Increase numbers of faculty participating in one or all types by 10%</p> <p>Experiential Learning Week</p>	<p>Continue Academic Learning Communities</p> <p>Increase numbers of faculty participating in one or all types by 5%</p> <p>Experiential Learning Week</p>	<p>Continue Academic Learning Communities</p> <p>Increase numbers of faculty participating in one or all types by 5%</p> <p>Experiential Learning Week</p>



VII.

Assessment Plan





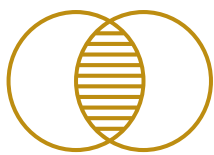
Assessment Plan

Emory's QEP will involve four schools and colleges, dozens of academic programs, hundreds of faculty members and external partners, and, over the course of five years, thousands of undergraduate students.

To keep track of the moving parts and measure the full impact of the QEP, we will assemble a strong, seasoned QEP Assessment Committee and provide them with the necessary resources (detailed in the budget section) for carrying out this challenging task.

The assessment committee will be led by the QEP assessment specialist and composed of faculty and staff with experience assessing internships, community-engaged learning, education abroad, and faculty training programs. In addition, the work of the committee will be supported by staff members from the Office of the Provost, graduate research assistants, and administrative liaisons from schools and colleges.

The assessment plan is based on an in-depth review of best practices and our experiences assessing *The Nature of Evidence* (our previous QEP) and general education outcomes. We will use both quantitative and qualitative assessment methods to measure student learning. Our goal is to create a dynamic and collaborative assessment process, one that encourages faculty, students, staff, and external stakeholders to engage in meaningful, productive discussions on how to enhance Emory's program of experiential education.



Our goal is to create a dynamic and collaborative assessment process, one that encourages faculty, students, staff, and external stakeholders to engage in meaningful, productive discussions on how to enhance Emory's program of experiential education.



STUDENT LEARNING OUTCOMES ASSESSMENT MATRIX

Outcomes	Student Survey	Student Focus Groups	Direct Assessment of Student Coursework	Faculty Focus Groups	Partner Focus Groups
1. Students will connect and work responsibly with different cultures, communities, and institutions.	X	X	X	X	X
2. Students will integrate and apply academic knowledge and skills in contexts and environments outside of the university.	X	X	X	X	X
3. Students will reflect on how their learning experiences affected their personal and professional growth.	X	X	X	X	X

SLO ASSESSMENT METHODS

STUDENT SURVEYS

The assessment committee will use surveys to capture students’ perceptions of their learning experiences, attitudes about the learning process, and opinions about their learning relative to the QEP’s intended learning outcomes. When using best practices in survey design and implementation, research has shown that survey instruments are efficient and effective indirect measures of experiential learning outcomes (Walker & Rocconi, 2021).

We have included an example (Appendix B) of the type of student survey that will be used during the first two years of the QEP to gather data. Most higher education assessment specialists recommend using brief, simple, and specific surveys to collect student perceptions (Suskie, 2018). Depending on survey results and response rates, however, we may develop more in-depth questionnaires to complement the use of surveys.

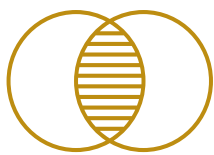
STUDENT FOCUS GROUPS

The assessment committee will also organize and conduct a series of focus groups to gain insight into student perceptions and experiences regarding learning outcomes. Ideally, focus groups will consist of six-eight students, one trained moderator, and one observer (Krueger & Casey, 2015). The committee will work with Campus Life, Institutional Research, and each of the undergraduate schools and colleges to identify an appropriate and representative range of participants. We plan to conduct several student focus groups for each of the three major QEP components during years 1, 3, and 5, adjusting in terms of frequency and scope as necessary.

The ongoing analysis of student focus group data will help the assessment committee measure how well students achieve the three primary QEP learning outcomes. In addition, the analysis of responses over time will help the committee make recommendations for improving several fundamental elements of the QEP, including course activities, teaching strategies, relationships with community partners, and overall student satisfaction with experiential learning opportunities.

DIRECT ASSESSMENT OF STUDENT COURSEWORK

The direct assessment of student coursework will be the central component of our SLO assessment plan. Every semester, the assessment committee will work with faculty and staff to develop, implement, collect, and evaluate student assignments designed to directly assess QEP student learning outcomes. These assignments may include examinations, research projects, oral presentations, and written papers.



The direct assessment of student coursework will be the central component of our SLO assessment plan.

Our literature review of best assessment practices in experiential learning confirms that the traditional reflective essay remains one of the most effective and comprehensive direct methods of assessment (Bennion et al., 2020), and we plan on emphasizing the use of this method during faculty discussions and workshops. To ensure that we follow best practices, our assessment team will include faculty and staff from the Emory Writing Program, the Oxford College Writing Program, and the Center for Faculty Development and Excellence. Please see Appendix C for an example of a reflective essay assignment and Appendix D for an example of a reflective essay scoring rubric.

The ongoing collection and evaluation of student coursework will be one of the primary responsibilities of the QEP Assessment Committee and require significant resources, which are detailed in the Budget section.



FACULTY FOCUS GROUPS

Faculty members invited to participate in this assessment method will represent each of the undergraduate schools and colleges and a wide variety of academic programs. Trained faculty and staff moderators will lead small group discussions focused on the assessment of QEP student learning outcomes, assessment methods, teaching strategies, and opportunities for improvement. Faculty focus groups will be a significant part of the QEP faculty development and training program. We plan to conduct faculty focus groups at the end of every fall semester, evaluate data during the spring, and implement recommended improvements throughout the following academic year.

PARTNER FOCUS GROUPS

We will invite external stakeholders to take a central role in helping Emory improve its program of experiential education. As with faculty focus groups, trained moderators will lead partners in small group discussions focused on the assessment of QEP student learning outcomes, assessment methods, teaching strategies, and opportunities for improvement. We will also bring Emory faculty, staff, and partners together in small groups to evaluate student performance and discuss the strengths and weaknesses of experiential learning activities.

ASSESSMENT OF QEP GOALS

In addition to assessing student learning outcomes, we will assess the primary goals of the QEP. The assessment committee will use key performance indicators, surveys, focus groups, and interviews to measure progress on each goal. Data will be evaluated every semester and used to make ongoing improvements. The assessment committee will document assessment results in periodic reports submitted to the Office of the Provost.

GOAL 1

Broaden participation and enhance capacity for high-quality experiential learning activities that require engagement with communities external to the university.

We will use key performance indicators to measure progress on Goal 1. Specific achievement targets will be established after conducting the year one comprehensive audit and adjusted each year based on performance. For illustrative purposes, we use a 5% year-over-year increase for each indicator.

- 
- Increase number of offerings across all activities by 5%
 - Increase number of academic departments that offer experiential learning activities by 5%
 - Increase number of students who engage in experiential learning activities by 5% (by school and college)
 - Increase number of students who engage in multiple experiential learning activities by 5% (by school and college)
 - Increase number of underrepresented minorities who engage in experiential learning activities by 5%
 - Increase number of faculty who engage in experiential learning activities by 5%
 - Increase number of staff who engage in experiential learning activities by 5%
 - Increase number of partners who engage in experiential learning activities by 5%

GOAL 2**Develop, deepen, and sustain mutually beneficial collaborations between Emory University and external stakeholders.**

We will use the following assessment methods to collect data and measure progress on Goal 2:

- Student, faculty, staff, and partner surveys
- Student, faculty, staff, and partner focus groups
- Student, faculty, staff, and partner interviews with QEP director and staff
- Written evaluations of collaborations by students, faculty, staff, and partners
- Evaluations of training materials and guidebooks by faculty, staff, and partners



GOAL 3

Prepare faculty and staff to create and facilitate high-impact experiential learning opportunities.

Will we use the following key performance indicators to measure progress on Goal 3:

- Develop a faculty and staff training program for each of the three focus areas by the end of year one
- Train ten faculty and staff members in each of the three focus areas by the end of year two
- Increase the overall number of faculty and staff participating in professional development training programs by 5% in years three, four, and five
- Increase the number of faculty and staff (from specific schools and programs) participating in professional development training programs years three, four, and five (percent of increase to be determined based on year one audit)

In addition, we will also use the following assessment methods to measure progress on Goal 3:

- Faculty and staff surveys and focus groups
- Faculty and staff interviews with QEP director and staff
- Faculty and staff evaluations of training materials and guidebooks
- Faculty and staff evaluations of workshop leaders and facilitators

SUMMARY

Our assessment plan stresses the importance of using multiple methods to assess student learning outcomes and collaborating with QEP stakeholders to collect and evaluate assessment data. Managing the assessment process will be an integral part of the daily operations of the QEP director and administrative staff. They will work closely with the assessment committee to **(1)** monitor student progress, **(2)** assess student learning outcomes and QEP goals, **(3)** document assessment results, and **(4)** use the analysis of data to make program improvements.

ASSESSMENT TIMELINES

During the summer and fall of 2024, the QEP Assessment Committee will develop assessment instruments, determine data collection and analysis strategies, and develop materials for faculty/staff assessment workshops.

STUDENT LEARNING OUTCOMES ASSESSMENT

MEASURES	YEAR 1 2024–25	YEAR 2 2025–26	YEAR 3 2026–27	YEAR 4 2027–28	YEAR 5 2028–29
Student Surveys	Spring 2025	Fall 2025	Fall 2026	Fall 2027	Fall 2028
Student Focus Groups	Spring 2025	Fall 2025	Fall 2026	Fall 2027	Fall 2028
Direct Assessments	Spring 2025	Fall 2025 Spring 2026	Fall 2026 Spring 2027	Fall 2027 Spring 2028	Fall 2028 Spring 2029
Faculty Focus Groups	Spring 2025	Spring 2026	Spring 2027	Spring 2028	Spring 2029
Partner Focus Groups	Spring 2025	Spring 2026	Spring 2027	Spring 2028	Spring 2029



During the summer and fall of 2024, the QEP Assessment Committee will finalize metrics, evaluate baseline data, and develop surveys and materials for focus groups.

QEP GOALS ASSESSMENT

MEASURES	YEAR 1 2024–25	YEAR 2 2025–26	YEAR 3 2026–27	YEAR 4 2027–28	YEAR 5 2028–29
Key Performance Indicators	Spring 2025	Fall 2025	Fall 2026	Fall 2027	Fall 2028
		Spring 2026	Spring 2027	Spring 2028	Spring 2029
Faculty and Staff Surveys, Focus Groups, and Interviews	Spring 2025	Fall 2025	Fall 2026	Fall 2027	Fall 2028
Partner Surveys, Focus Groups, and Interviews	Spring 2025	Spring 2026	Spring 2027	Spring 2028	Spring 2029
QEP Director and Staff Progress Reports	Dec 2024	Dec 2025	Dec 2026	Dec 2027	Dec 2028
	May 2025	May 2026	May 2027	May 2028	May 2029

THE WALL STREET JOURNAL



VIII.

Organizational Structure and Personnel

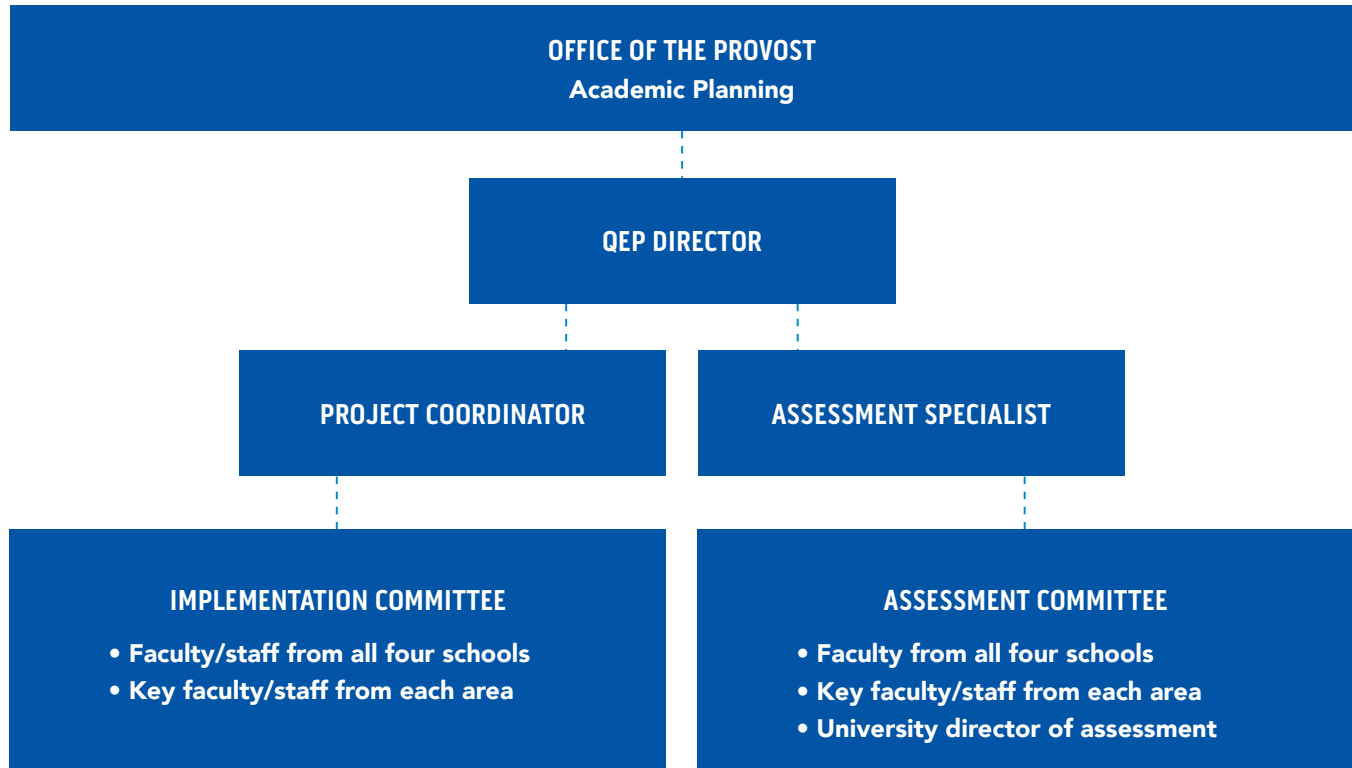


Organizational Structure and Personnel

The Office of the Provost will be the administrative home of *Connect, Integrate, and Reflect: Experiential Education at Emory*.

This central position in the university's organizational structure (and physical location on campus) will facilitate collaboration across multiple colleges, schools, and administrative units. We will hire a QEP director, project coordinator, and assessment specialist to manage the implementation process and day-to-day operations. The QEP management team will be housed within the Provost's Office of Academic Planning, which oversees university accreditation, assessment, program planning, and school-level administrative reviews. The QEP director will report to the Vice Provost for Academic Planning. In addition to college and school administrative offices, key partners will include the Center for Faculty Development and Excellence, the Emory College Pathways Center, the Oxford Center for Pathways & Purpose, the Office of Undergraduate Affairs, and the Division of Campus Life.

ORGANIZATIONAL CHART



ACTIVITIES			
Community-Engaged Learning	Education Abroad/Away	Internships	Faculty Training
Partners: • Campus Life • CFDE • Academic Partners	Partners: • Education Abroad offices • Academic programs	Partners: • Pathways Center • Career Offices • Academic programs	Partners: • CFDE • Academic programs • Departments

SCHOOLS			
Arts and Sciences	Oxford College	Business School	Nursing School
• Office of Undergraduate Education	• Academic Affairs • Center for Pathways and Purpose	• BBA Program Office	• Lillian Carter Center • Clinical Practice Operations



QEP MANAGEMENT TEAM

The QEP Director will be a full-time administrative position reporting to the Vice Provost for Academic Planning. Responsibilities will include directing all aspects of the implementation plan, chairing the implementation committee, planning and managing the budget, building collaborative relationships with schools and offices across campus, meeting with academic leadership, ensuring compliance with SACSCOC standards, leading faculty and staff trainings, and writing progress reports.

The QEP Project Coordinator will be a full-time administrative position reporting to the QEP director. Responsibilities will include providing administrative support for the QEP director and implementation committee, working with each of the colleges and schools to coordinate programming, organizing and promoting experiential education events, developing and maintaining a QEP website, preparing expense reports, and helping with budget planning.

The QEP Assessment Specialist will be a full-time administrative position reporting to the QEP director. The assessment specialist will have expertise in one or more areas of experiential education assessment. Responsibilities will include providing guidance and support for the assessment committee, researching and sharing best practices in teaching and assessment, developing assessment materials and instruments, collecting and evaluating assessment data, managing the online assessment reporting system, and coordinating the work of graduate teaching assistants.

QEP COMMITTEES

The Implementation Committee will be responsible for prioritizing tasks, coordinating activities, evaluating progress, and making sure that initiatives are carried out according to plan and within the budget. The implementation committee will be chaired by the QEP director and include the leaders of offices responsible for developing experiential education programming (e.g., Emory College Office of Undergraduate Education, Emory College Pathways Center, Oxford College Center for Pathways and Purpose, Goizueta Business School BBA Program Office and Career Management Center) and faculty members with expertise in experiential education and faculty/staff development programs.

The Assessment Committee will be responsible for the ongoing assessment of QEP goals and student learning outcomes. The assessment committee will be chaired by the QEP assessment specialist and include the university's director of assessment and faculty members from each of the four schools and colleges with expertise in assessing community-engaged learning, education abroad, internships, and faculty/staff development programs. The work of the committee will be supported by staff members from the Office of Academic Planning and graduate teaching assistants.



OFFICES AND CENTERS

The Office of Academic Planning oversees and manages several centralized institutional effectiveness processes, including university accreditation, college and school administrative reviews, and the assessment of academic programs and administrative support units. Staff members collaborate with colleges and schools on general education assessment and provide support and guidance for the assessment of major educational initiatives. The office also manages the work of the Academic Review Committee (ARC), a standing university committee that supports key academic decision-making concerning programs, degrees, courses of study, institutional structures, and related academic matters. The Office of Academic Planning is centrally located on the main campus in the Administration Building.

The Center for Faculty Development and Excellence (CFDE) supports faculty in the areas of teaching, research, and professional development. All programs and resources are designed to assist faculty at every level of their careers. The CFDE offers one-on-one consultations as well as seminars, workshops, presentations, funding opportunities, and online resources on a diverse set of topics, including teaching and pedagogy; online learning; research, writing, and publishing; community-engaged learning; and professional development. The CFDE is located in the main Woodruff Library.

The Office of Undergraduate Affairs is responsible for ensuring that all undergraduate students flourish from the time they arrive on campus to the time they graduate. With the goal of improving student success, staff members focus on retention and graduation initiatives, helping students grow through meaningful connections with peers and faculty, and strengthening collaborations and partnerships across campus to foster seamless pathways for students. Staff work closely with deans and associate deans of the undergraduate schools, Campus Life leadership, faculty, Residence Life colleagues, first generation students, and the Undergraduate Student Leadership Council. The Office of Undergraduate Affairs is located in the Administration Building.

The Emory College Pathways Center provides resources and experiences to Emory College students and alumni to help them reach their full potential. The Center encompasses Career Services, Undergraduate Research Programs, National Scholarships and Fellowships, Pre-Health Advising, and Experiential Learning. The Pathways Center serves as a national model for higher education in preparing students for and connecting them to local, national, and global internships; graduate and professional school; post-graduate fellowships; and full-time employment. The Center serves as a single hub for recruiting Emory talent, attracting top employers in every industry locally, nationally, and globally. The Pathways Center is committed to empowering all students to bring their full selves to the career discernment process, pursuing meaningful work that aligns with their values, and using their experiences, background, and voices to become agents of change in the workplace.




Emory College Education Abroad is dedicated to fulfilling Emory College of Arts and Sciences' commitment to academic excellence through the development, promotion, and administration of innovative programs that encourage intellectual and personal growth. Through a wide variety of both domestic and international programs, Education Abroad provides students with opportunities for deep cultural engagement, experiential connections with the workplace, and challenging summer courses delivered both on campus and online. Each year, Education Abroad offers more than 90 semester and academic year programs and 20-25 summer programs in 40+ countries around the world. These programs provide students with opportunities to learn about new cultures and societies while complementing Emory's academic offerings and disciplines.

The Goizueta Business School BBA Career Management Center provides students with career assessment tools, formal professional development education, resume and interview workshops, one-on-one coaching and a complete array of panels, workshops and treks that prepare students to identify and pursue short- and long-term career aspirations. The Center additionally develops and maintains a deep set of recruiting relationships across industries and functional business fields. Through these efforts virtually all students complete an internship that serves as meaningful preparation for, and conduit to, full time post-graduate placement.

The BBA International Programs Office is responsible for a vibrant exchange program. Approximately 150 BBA students study abroad each year at one of 49 partner schools in 29 countries, and an equal number of talented undergraduate business students from partner programs join Goizueta students for a semester exchange. As a result, almost one third of undergraduate business students are fully immersed in a perspective-broadening cultural and academic experience abroad, while all Goizueta BBA students have an on-campus opportunity to engage academically and personally with students from leading business schools across the globe.

The Oxford College Center for Pathways and Purpose is a primary resource for helping Oxford College students prepare for and secure internships, research and volunteer opportunities, job shadowing experience, and other experiential learning activities. Oxford offers two for-credit course options connected to internships that can be taken over the summer, fall, or spring semesters. The Disciplinary Internship in the Liberal Arts course (typically taken in fall or spring semester) may carry Experiential Learning (E) credit and offers students the opportunity to work closely with a faculty member to pair work experience with specific content in an academic discipline. Oxford's community-engaged learning courses combine classroom theory with involvement in the local community. Students partner with local organizations to serve and learn by relating the content of their CEL course to experiences in the real world.



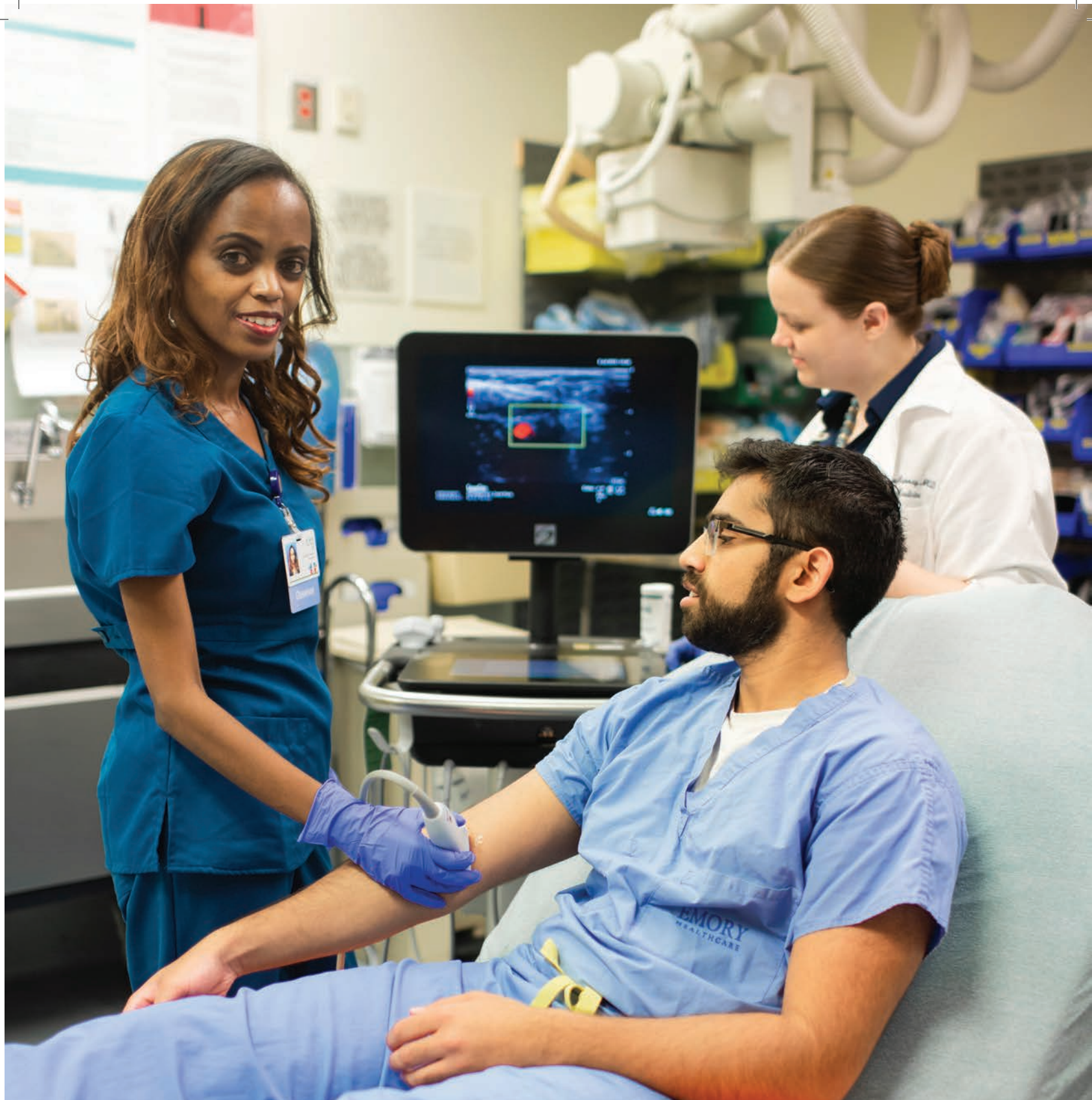
The Lillian Carter Center (LCC) serves as the hub of global engagement in the Nell Hodgson Woodruff School of Nursing (NHWSN). The LCC’s mission is to help improve the health of vulnerable people worldwide through nursing education, research, practice, and policy. We define global health broadly, encompassing both global research outside of the United States and local research in the United States with immigrant/vulnerable communities. Students are provided and encouraged to explore opportunities for service learning as part of their nursing education by traveling domestically or internationally to one of our partner locations. Some of our long-standing partnerships include the Farmworker Family Health Program in Moultrie, Georgia, the Clarkston Community Health Center, Haiti, Jamaica, the Bahamas, and Ethiopia. The LCC ensures that global research and health, service learning, and social responsibility are infused throughout the curriculum and educational experience for our students.

The Division of Campus Life, whose mission is “to cultivate a welcoming and dynamic community committed to developing skills necessary for lifelong success and positive transformation in the world,” partners with academic and support services across the university to support student success at Emory. Consistent with Emory University’s mission to “create, preserve, teach, and apply knowledge in the service of humanity,” Campus Life creates a welcoming and supportive campus environment and is committed to advancing education into action through world-class programs that support the development of a healthy and sustainable environment where students live what they learn and learn what they live. Campus Life strives to catalyze the development of students who engage social justice and possess cultural humility.

COLLEGE AND SCHOOL OFFICES

Each of the four colleges and schools will have multiple faculty and staff serving on the implementation and assessment committees, and part of their service commitment will be to communicate ongoing developments to departments and programs within their college or school. However, it will also be especially important for the QEP management team to collaborate with the central undergraduate administrative office of each school to make sure that recommendations and improvements are implemented according to plan. Thus, each of the four offices listed below will designate a primary contact to work with the QEP management team to facilitate communication and collaboration:

- Emory College Office of Undergraduate Education
- Oxford College Center for Pathways and Purpose
- Goizueta Business School BBA Program Office
- School of Nursing Office of Academic Affairs



IX.

Resources and Budget



Resources and Budget

Emory University is committed to funding and supporting *Connect, Integrate, and Reflect: Experiential Education at Emory.*

Our QEP builds upon university and college/school strategic initiatives and is designed to enhance the undergraduate student experience by connecting students to experiential learning opportunities, deepening their learning through integration of multiple activities and reflection, and introducing faculty and staff to best practices in experiential education. Experiential learning opportunities are in place, although they vary across our four undergraduate colleges and schools. Thus, the budget leverages existing resources where possible and is focused on expanding and improving offerings, addressing equity, ensuring that faculty and staff are well-trained in the principles and practices of experiential learning, and that the community is aware of opportunities and resources.

The QEP requires the coordination of activities across four colleges/schools and three types of experiential learning. Thus, a large component of costs is concentrated on administrative personnel. A QEP director will be responsible for the overall plan across the schools, assisted by a project coordinator and assessment specialist. This central administrative structure will ensure that goals and assessment strategies are aligned and implemented. Faculty and staff in each school are needed to coordinate school-based efforts and to facilitate student engagement and reflection. They will work closely with administrative staff on implementation strategies.

A core element of the QEP is training for faculty, staff, and community partners in best practices for multiple types of experiential learning and multiple modalities. As a result, a sizable portion of the budget is devoted to instructional design and in-person training events. Our Center for Faculty Development and Excellence has experienced staff that provide instructional design support to faculty. The QEP supplements this resource with additional funds to support the development of training materials and workshops that will be targeted to the faculty and professional staff that are essential for the implementation of best practices.



The desire to address equity by identifying and eliminating access barriers requires direct student support and multiple pathways for students to participate in experiential opportunities. Funds beyond what are already provided through existing signature scholarship programs such as the Emory Advantage Program, Liberal Arts Edge Program Award, and Pathways Global Award are committed to eliminating barriers (e.g., transportation costs, summer stipends) for students experiencing challenges. While we have some current knowledge about the obstacles that students face, the audit year will allow us to develop a flexible framework for addressing student needs.

Finally, the research literature that informs the QEP clearly demonstrates the need to raise awareness about both the value of experiential learning and how to access opportunities. The budget includes funds for community events, staff support, direct outreach, and marketing efforts that are all designed to increase knowledge and awareness of experiential learning opportunities.

BUDGET SPREADSHEET, PART 1

	YEAR 0 FY24	YEAR 1 FY25	YEAR 2 FY26	YEAR 3 FY27	YEAR 4 FY28	YEAR 5 FY29	TOTAL
PERSONNEL							
QEP Director (Full time)	55,000	110,000	113,300	116,699	120,200	123,806	639,005
Program Coordinator (Full time)	32,500	65,000	66,950	68,959	71,027	73,158	377,594
CFDE/ Instructional design	37,500	75,000	77,250	79,568	81,955		351,272
Assessment Specialist (Full time)		85,000	87,550	90,177	92,882	95,668	451,277
1-2 Faculty from each of 4 schools (1/4 time each)		275,000	283,250	291,748	300,500	309,515	1,460,012
1-2 Staff in each of 4 schools (1/4 time each)		145,000	149,350	153,831	158,445	163,199	769,825
PROGRAM COSTS							
Community Engaged Learning (CEL)							
• community liaison (5/year)			10,000	20,000	30,000	40,000	100,000
• mentor(s) (5/year) (honorarium)			10,000	20,000	30,000	40,000	100,000
• direct program costs (5/year)			2,500	5,000	7,500	10,000	25,000
Internships							
• development of internship courses (10/year)			6,000	6,000	6,000	6,000	24,000
Study Abroad							
• new education abroad partnership (1/year)			5,000	5,000	5,000	5,000	20,000



BUDGET SPREADSHEET, PART 2

	YEAR 0 FY24	YEAR 1 FY25	YEAR 2 FY26	YEAR 3 FY27	YEAR 4 FY28	YEAR 5 FY29	TOTAL
PROGRAM COSTS							
All programs							
• Experiential learning week			7,500	7,500	7,500	7,500	30,000
• Alumni recruitment event			2,500	2,500	2,500	2,500	10,000
PROGRAMMING WITH EXTERNAL PARTNERS							
Annual stakeholder event		10,000	10,000	10,000	10,000	10,000	50,000
Partner training		5,000	5,000	5,000	5,000	5,000	25,000
EVALUATION AND ASSESSMENT							
Scoring (rubric)			50,000	50,000	50,000	50,000	200,000
Assessment system			25,000	25,000	25,000	25,000	100,000
Assessment materials			2,000	2,000	2,000	2,000	8,000
DIRECT STUDENT COSTS							
Student stipends			800,000	800,000	800,000	800,000	3,200,000

BUDGET SPREADSHEET, PART 3

	YEAR 0 FY24	YEAR 1 FY25	YEAR 2 FY26	YEAR 3 FY27	YEAR 4 FY28	YEAR 5 FY29	TOTAL
FACULTY TRAINING (ONLINE + IN-PERSON)							
National training (trainers)	5,000	10,000					15,000
In-person training event costs (room+food) 4/year		2,000	2,000	2,000	2,000	2,000	10,000
Learning Communities			2,000	2,000	2,000	2,000	8,000
Develop resource kit to support faculty		2,500	2,500		2,500		7,500
CEL Development (5 courses/year)			12,500	12,500	12,500	12,500	50,000
Teaching Award			650	650	650	650	2,600
CAMPUS LIFE							
Staff training	2,500	5,000	5,000	5,000	5,000	5,000	27,500
Travel (faculty and staff)	5,000	5,000	5,000	5,000	5,000	5,000	30,000
Supplies	250	1,000	1,000	1,000	1,000	1,000	5,250
Staff Award			650	650	650	650	2,600
MARKETING							
Promotional materials	5,000	5,000	3,000	3,000	3,000	2,000	21,000
TOTAL	142,750	800,500	1,747,450	1,790,780	1,839,809	1,799,146	8,120,434



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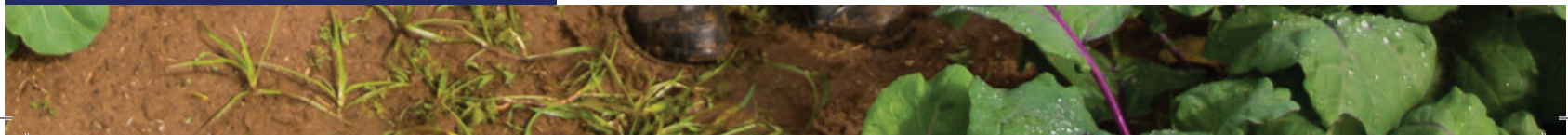
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XI.

Appendices





Appendix A:

QUALITY ENHANCEMENT PLAN DEVELOPMENT COMMITTEE

Roger Deal (Co-Chair)

Associate Professor of Genetics and Molecular Biology
Department of Biology
Emory College of Arts and Sciences

Ross Knecht (Co-Chair)

Associate Professor and Director of Undergraduate Studies
Department of English
Emory College of Arts and Sciences

Andrea Barra

Director of Assessment
Office of the Provost

Ira Bedzow

Executive Director, Emory Purpose Project
Office of the Provost
Director, The MirYam Institute Project in International Ethics & Leadership
School of Law

Jeremy Biletdeaux

Director, BBA Co-Curricular Programs
Goizueta Business School

Nancy Bliwise

Vice Provost, Academic Planning and SACSCOC Liaison
Office of the Provost

Joanne Brzinski

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Shaunna Donaher

Associate Teaching Professor and Director of Undergraduate Studies
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Elaine Fisher

Professor, Clinical Track
Director of Nursing Accreditation
Nell Hodgson Woodruff School of Nursing

Ed Goode

Director of Experiential Learning
Pathways Center
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Nikki Graves

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Branden Grimmett

Associate Dean, Pathways Center
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Vice Provost, Career & Professional Development
Office of the Provost

Bridgette Gunnels

Associate Professor of Spanish
Interim Director, Center for Pathways and Purpose
Oxford College

David Jordan

Associate Vice Provost, Academic Planning
Office of the Provost

Kristy Kiel Martyn

Professor and Associate Dean for Education
Nell Hodgson Woodruff School of Nursing

Sonal Nalkur

Assistant Professor of Teaching
Department of Sociology
Emory College of Arts and Sciences

Appendix B:

STUDENT SURVEY EXAMPLE (COMMUNITY-ENGAGED LEARNING COURSE)

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1. In this course, I explored how my background and social identities influence my perspective—how I see the world and make sense of things.					
2. In this course, I identified examples of how my personal values and beliefs influence my learning, decisions, and actions.					
3. In this course, I asked questions and listened to others to understand the needs, goals, perspectives, and interests of all group members.					
4. In this course, I connected and worked responsibly with the members of a community external to Emory University.					
5. In this course, I worked collaboratively with others to develop a plan and address the needs of a community external to Emory University.					
6. In this course, I integrated and applied academic knowledge and skills to help a community external to Emory University.					
7. In this course, I reflected on real-world problems and what it means to be a part of a broader community.					
8. In this course, I engaged in a structured reflection on how my learning experiences affected my personal and professional beliefs.					

Survey questions based on Emory’s QEP student learning outcomes, AAC&U VALUE Rubrics, and the Edward Ginsberg Center’s CEL assessment guide.



Appendix C:

REFLECTION ESSAY ASSIGNMENT

Included below are notes on the type of reflective essay assignment that could be used by faculty to assess QEP student learning outcomes. The assessment committee will meet with faculty to determine specific details for each SLO assessment instrument.

A reflection essay assignment based on an experiential learning opportunity, such as an internship or a study abroad program, encourages students to consider what they have learned from their experiences, to articulate insights gained from their encounters, and to connect their hands-on experiences to their personal and professional growth.

Evaluation of reflection essays should be formative rather than summative. Formative feedback is primarily designed to support and enhance the learning process, with the focus on giving guidance and direction to help students improve their understanding and/or performance. Summative feedback is primarily intended to evaluate and judge the final outcome or performance of a student to determine whether learning objectives have been met. As such, it may not facilitate productive reflection towards personal and professional growth.

Even if the reflection essay is at the end of the experience, formative assessments frame the reflection as part of an ongoing process of learning and growth, while summative assessments may frame the reflection as a conclusion. Formative feedback is usually descriptive and qualitative, involving written or verbal comments and/or rubrics that provide detailed information to guide students. Formative assessments can be done either by peers, through peer-to-peer evaluation, or by faculty members who evaluate student reflection essays.

Because feedback should be formative, the rubric below is meant as a guide for students as to what they should include in their essays and level(s) of depth of reflection. For those providing feedback, the rubric is meant to assist in crafting descriptive and qualitative comments. It should not be used solely to provide numbers for the various categories.

Sample reflection essay questions could include, but need not be limited to:

1. How did your experience align with your initial expectations and goals? What aspects were different from what you anticipated, and how did that impact your experience? Given your expectations, did you get all that you could have out of this experience? Why or why not?



2. Reflect on a specific challenge or obstacle you encountered during your experience. How did you address it, and what did you learn from it? Did you overcome it or not? What did it teach you about yourself and how you should prepare for future challenges or obstacles?
3. Describe a memorable cultural encounter or interaction that had a significant impact on you during your experience. How did it change your perspective or understanding of the culture? How did it change your perspective of yourself?
4. Discuss the most valuable skills or knowledge you gained from your experience. How do you envision applying these skills in your future personal and/or career endeavors?
5. Imagine you are advising future students who are considering a similar experience. What advice would you give them based on your own experiences and reflections? How can you apply that same advice to how you will encounter future experiences?

Appendix D:

REFLECTION ESSAY GRADING RUBRIC

CRITERIA	EXEMPLARY (5)	PROFICIENT (4)	COMPETENT (3)	DEVELOPING (2)	BELOW EXPECTATIONS (1)
Description of the Experiential Program	Provides a thorough and comprehensive overview of the program, including its objectives and context.	Describes the program adequately, with most relevant details included.	Describes the program but may lack some key details or context.	Description is minimal and lacks key details.	Fails to describe the program effectively.
Challenges and Successes	Reflects on challenges and successes with depth and insight, offering clear examples and lessons learned.	Effectively reflects on challenges and successes, providing examples and lessons learned.	Reflects on challenges and successes but may lack depth or clarity in examples.	Reflection on challenges and successes is limited and may be superficial.	Fails to reflect effectively on challenges and successes.
Skills and Knowledge Gained	Skillfully explains the skills and knowledge acquired during the program and their relevance.	Effectively explains acquired skills and knowledge with clear relevance.	Explains skills and knowledge gained but may lack depth or clarity in relevance.	Explanation of skills and knowledge gained is limited and somewhat unclear.	Fails to explain skills and knowledge effectively.
Cultural and Personal Insights	If applicable, offers profound cultural and personal insights with clear connections to the experience.	Provides cultural and personal insights with clear connections to the experience.	Offers some cultural and personal insights but may lack depth or clarity.	Insights are limited and may not be well-connected to the experience.	Fails to provide meaningful cultural and personal insights.
Connections to Academic Learning	Skillfully connects experiential learning to academic studies, demonstrating a strong understanding of relevant coursework.	Effectively connects experiential learning to academic studies with a clear understanding of relevance.	Connects experiential learning to academic studies but may lack depth or clarity.	Connections to academic learning are limited and somewhat unclear.	Fails to connect experiential learning to academic studies effectively.
Personal Growth	Offers profound insights into personal growth, character development, and self-awareness resulting from the experience.	Discusses personal growth effectively, with clear insights.	Addresses personal growth, but insights may be limited or unclear.	Limited discussion of personal growth, with vague insights.	Fails to address personal growth effectively.

Appendix D:

REFLECTION ESSAY GRADING RUBRIC

CRITERIA	EXEMPLARY (5)	PROFICIENT (4)	COMPETENT (3)	DEVELOPING (2)	BELOW EXPECTATIONS (1)
Professional Growth	Offers profound insights into professional development resulting from the experience.	Discusses personal development effectively, with clear insights.	Addresses personal development, but insights may be limited or unclear.	Limited discussion of professional growth, with vague insights.	Fails to address professional growth effectively.
Organization and Structure	Well-organized with a logical flow and seamless transitions between sections.	Well-structured with a logical flow and clear transitions.	Adequately organized with some transitions between sections.	Organization is somewhat disjointed, affecting flow.	Poorly organized with little or no transitions.
Mechanics and Style	Exceptional grammar, spelling, and writing style; demonstrates a high level of proficiency in language use.	Proficient grammar, spelling, and writing style with minimal errors.	Competent grammar and spelling with noticeable errors; writing style may be inconsistent.	Frequent grammar and spelling errors; writing style is inconsistent or awkward.	Numerous grammar and spelling errors that impede readability.

Appendix E:

COURSE SYLLABUS EXAMPLE



EMORY | Pathways Center

INTERN 496: EXPERIENTIAL LINKS TO THE MAJOR

Summer 2023
Course Number: 2184

Instructor: Ed Goode, PhD
Email: edmund.goode@emory.edu
Office Location: Pathways Center, Candler Library, Suite 200E

COURSE DESCRIPTION AND LEARNING OBJECTIVES

The Experiential Links to the Major course is designed to enhance each student's internship, research, or applied arts experience while also advancing their level of career discernment and preparation. These goals can be achieved by any student regardless of their major/s or post-graduate aspiration/s. Through 9-12 assignments, the course connects the best practices for professional development with the resources available to Emory students, especially those in the Pathways Center. This course will be offered in a zero-credit (9 assignments) and 1-credit (12 assignments) form, depending on the needs of the student. If a student chooses the 1-credit course, standard fees and tuition for summer school will be charged to their OPUS account.

To be enrolled in this course, students must have an internship, research, or applied arts opportunity in hand. Students receiving Pathways funding awards are automatically enrolled in the zero-credit version of the course. For students who need the course for Curricular Practical Training (CPT), as a condition of their internship, or for personal enrichment, please submit an enrollment application on College Connect.



Students completing this course will be able to:

- Reflect on how your skills, interests, values, and education contribute to your self-identity.
- Identify and use Pathways Center resources to assist with career discernment and professional development.
- Establish, maintain, and/or leverage relationships that can help you professionally, especially those with Emory alumni.
- Identify areas for professional growth while pursuing and applying feedback.
- Develop plans and goals for a future career.

COURSE POLICIES

The content of this remote course will be delivered asynchronously and can be found on the course Canvas page, which will launch on May 12. To assist with the course content, the instructor will be available via email and, when necessary, Zoom and/or Microsoft Teams. Please note that for students receiving Pathways funding, failure to complete the required assignments can result in a forfeiture of their Pathways funding award (please see the Memorandum of Understanding). For international students taking the course for Curricular Practical Training (CPT), failure to complete the required assignments can jeopardize the status of their F-1 Visa.

ACCESSIBILITY AND ACCOMMODATIONS

The course instructor will endeavor to provide an inclusive learning environment. We want every student to succeed. The Department of Accessibility Services (DAS) works with students who have disabilities to provide reasonable accommodations. It is the student's responsibility to request accommodations. In order to receive consideration for reasonable accommodations, register with the DAS at <http://accessibility.emory.edu/students/>. Accommodations cannot be retroactively applied so you need to contact DAS as early as possible and contact the course instructor as early as possible to discuss the plan for implementation of your accommodations.

For additional information about accessibility and accommodations, please contact the Department of Accessibility Services at (404) 727-9877 or accessibility@emory.edu.



ORIENTATION – PATHWAYS FUNDING

Students who are receiving Pathways funding (others are exempt) are required

- to participate in the asynchronous orientation, which will be available on May 12;
- to participate in the Education Abroad orientation and register as Independent Travelers if they are traveling, researching, and/or working in a foreign country— i.e. a country outside the US that is not their home country.
- attend a final in-person reflection event is scheduled to take place the week of August 21- 25.

F-1 visa holders who are taking INTERN 496 for CPT purposes will be notified of an in-person orientation before the beginning of the course.

GRADING

This course is graded on an S/U basis, and all assignments must be completed by August 2. Extensions can be approved if your summer experience continues beyond August 2 and on a case-by-case basis. If an extension is granted, an “I” will be submitted as the final grade until the assignments are completed. If you require an extension, please contact Dr. Ed Goode directly.

ASSIGNMENTS

The instructions for each of these assignments can be found on the course Canvas page.

1. Pre-Experience Reflection
2. Open a profile in Handshake and submit an “Experience”
3. Create and/or update a LinkedIn profile to include your summer experience
4. Midterm Self-evaluation using Handshake
5. Midterm Evaluation with supervisor
6. Create a profile in Emory Connects and review alumni in your area, with your major, or working in your industry of interest
7. Conduct at least one informational interview with an Emory alum who shares your major or industry of interest, using Emory Connects and/or LinkedIn



8. Submit a captioned photo of you at your summer experience
9. Complete a final reflection on your experience

Additional Assignments (for one-credit version of INTERN 496)

10. Conduct an additional informational interview with someone with your major or industry of interest
11. Create or update an account with "Interview.com," a web-based tool for practicing interview skills. Conduct at least one mock interview, using questions developed for INTERN 496/7R, and review your performance.
12. Schedule an appointment with a Career Coach to discuss next steps in your career discernment and development journey.



Appendix F:

INTERN 496/497R ASSIGNMENTS

OVERVIEW

The following are a sequence of three assignments, consisting of two reflections and a reflection survey, for all students enrolled in INTERN 496 or INTERN 497R, which is an asynchronous course that requires an internship. The pre-experience and final reflections are submitted via the course page on Canvas, the Learning Management System (LMS) that we use at Emory. The mid-term self-evaluation is a survey submitted via Handshake.

1. PRE-EXPERIENCE REFLECTION — ASSIGNMENT

Many of your assignments for this course will involve taking practical steps to build an online profile, to solicit feedback from a supervisor, to conduct an interview with an Emory alum. But we also want you to cultivate an attitude of self-reflection because an internship, research, or applied arts experience is not simply an end in itself. It is also a means to learn more about your values, skills, and strengths, as well as your aspirations.

To assist with this process, we ask you to begin the summer with a simple reflection exercise. Please write a 150-250 response to the following prompts:

As I begin this experience, I am most excited about . . .

During this experience, I want to learn . . .

By the end of this experience, I will be able to . . .

2. MIDTERM SELF-EVALUATION SURVEY

One of our learning objectives is for you to “reflect on how your skills, interests, values, and education contribute to your self-identity.” Around the midpoint of your summer experience, please take a few moments to complete the midterm self-evaluation that you have been sent via Handshake. Not only will this reflection help you individually, but it will also prepare you for your next assignment: meeting with your supervisor to discuss your midterm evaluation (which is an evaluation they will perform themselves).



Midterm Self-Evaluation Survey

This midterm self-evaluation is for students enrolled in INTERN 496 or INTERN 497R. Along with the pre- and final reflections, it assists with your career development and personal growth this fall. A separate evaluation with different questions will be sent to your supervisor.

1. Do you like your experience so far?
2. What is an important skill or strength you are developing at work?
3. What has been your biggest work challenge so far?
4. In what work area would you like to grow or improve?
5. What is something important you are learning about yourself--your interests, skills, strengths, values—as you work in this position?

3. FINAL REFLECTION

With this final reflection, we encourage you to think holistically about your summer experience. By holistically, we not only mean the work-related aspects of your internship—the tasks, responsibilities, and projects, although those are clearly important to you and to us. But we also mean how it felt to live your life this summer—e.g., commuting, shopping, cooking, hanging out, living alone or with roommates or at home, deciding what to do after work and who to do it with, and perhaps wondering how the work you were performing might influence your plans next summer or after you graduate.

With that mindset, please write 250 to 500 words about what you learned about your own **strengths, values, and/or interests** this summer. These insights can be positive or negative, personal or professional (as you know, we believe that personal and professional development are deeply connected). Be as candid and detailed as necessary to convey your thoughts.

If it helps, you can also revisit the other two reflections you have submitted this summer, your Pre-Experience reflection, which you submitted for Assignment 1, and the midterm reflection that you submitted via Handshake (or via Canvas).

