

The Pathway to Success

ADVANCE EXPERIENTIAL LEARNING

IMPLEMENTATION CHAIR:

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GOAL TWO: Advance experiential learning to where all ISU students have a significant experiential learning experience within their major.

OBJECTIVES:

1. By 2014, increase the percentage of students who participate in internships, practicums and field experiences before graduation to 100 percent.
2. By 2014, increase the percentage of degree programs with a required significant experiential learning component to 100 percent.
3. Increase the participation in experiential learning each year, until 100 percent of ISU students engage in at least one significant field experience within their major before graduation.
4. By 2014, more than double the percentage of students who participate in international (non-credit and for-credit) experiences before graduation.

Baseline data and targets for 2014 for experiential learning objectives:

	FALL 2008	FALL 2014	CHANGE
% of seniors who participated in an internship, practicum or field experience	82% ^a	100%	+18%
% of degree programs programs with required experiential learning component	55%	100%	+45%
% of graduates who participated in a significant experiential learning experience within their major	TBD*	100%	TBD*
% of seniors who participated in an international learning experience	12% ^a	25%	+13%

^a National Survey of Student Engagement (NSSE) Spring 2007 report

*Number will be established at the end of the first year when the data are reviewed and reconciled.

INITIATIVES

There are three initiatives for achieving the objectives and, collectively, realizing Goal Two:

1. Infuse experiential learning as a core component in all academic programs
2. Apply the science of learning to the learning of science
3. Coordinate and elevate leadership studies

The Pathway to Success

INFUSE EXPERIENTIAL LEARNING AS A CORE COMPONENT IN ALL ACADEMIC PROGRAMS

IMPLEMENTATION CHAIR: Harriet Hudson, Christopher Olsen

Introduction and Background

Colleges and universities across all sectors of American higher education, including Indiana State, have adopted experiential learning as a key element of the teaching-learning process.

Community engagement has grown in parallel with experiential learning and can be directly connected. Indeed, the opening section of a 2004 American Association of State Colleges and Universities Administrators (AASCU) report, "Democracy and Civic Engagement," ends as follows: "Our commitment to our students, and to our democracy, must be a college education that gives our students, both the intellectual understanding and practical experiences they need to become engaged and active citizens."

This initiative leverages Indiana State University's commitment to both community engagement and experiential learning. By design, it calls for linkages and collaboration with many other initiatives in the strategic plan and ongoing activities of the University. It is based on the premise that, through direct involvement with regional and national issues, students learn can apply their knowledge to real life situations and emerge as graduates who are both wise to the ways of the world and socially responsible.

It is assumed that the work outlined in this initiative would be coordinated by the Center for Public Service and Community Engagement (CPSCE).

Connection to Strategic Priorities

This following set of initiatives relates to all of the six strategic priorities, but is most directly to:

- Advance Experiential Learning
- Enhance Community Engagement
- Increase Enrollment and Student Success

Basic Elements and Brief Descriptions

Several initiatives could be used to advance experiential learning, some grounded in civic engagement and social responsibility:

1. Establishing a sequential set of experiences both in the classroom and outside of the classroom.

- a. Emphasize experiential learning and social responsibility throughout the first-year experience. Starting with Donaghy Day, the first-year service experience scheduled during new student orientation, community engagement and experiential learning should be a hallmark of the first-year experience. Other components of the first-year experience should include:
 - i. *Learning communities organized around a common theme with an experiential component* – The current learning community structure is two or more courses linked by integrated assignments, a collaborative team of faculty members, and a Learning Community Peer Assistant (LCPA), who is an upper-division student leader.

The Pathway to Success

- ii. *Class legacy service project* – The premise of the class legacy service project is that each entering class chooses an issue that is important to them and participates in service projects and other co-curricular activities related to the issue throughout their first year. Related programming could be coordinated by Residential Life, Student Activities and Organizations, Center for Public Service and Community Engagement, and first-year courses. The program could be launched each year during Donaghy Day and concluded at the end of April on Global Youth Service Day.
- b. Support early career/professional experience. For many students, an internship completed during the junior or senior year is the first opportunity to apply classroom knowledge in a professional setting. The Career Center currently offers a summer job shadow/internship experience for a small number of students after completion of their freshman or sophomore year. Opportunities for additional first and second year students to explore and understand career opportunities could be created by expanding the job shadow/internship program and increasing opportunities for students to gain “real world” work experiences through para-professional part-time jobs and on-campus internships.
- c. Community engagement and experiential learning should be incorporated throughout the college experience, including a culminating experience that is required of each student. These experiences could include study abroad, internships/clinical experiences, student teaching or undergraduate research projects.

2. Create experiential learning opportunities across the curriculum and in the student life/residential life area.

- a. *Service-Learning Scholars program* - A “service-learning scholars” program would enroll students early in their academic career and recognize, at graduation, students who have made a significant commitment to community service.
- b. *Focus on undergraduate research* – The opportunity for undergraduate students to complete collaborative research with a faculty member is important for a variety of reasons. Participation in undergraduate research improves mastery of data, methods, and theory and increases engagement with the university and academic program. Publication of research is a good indicator to employers, scholarship committees, and graduate programs that the student is motivated, a strong writer, and deemed worthy of collaboration by a faculty member. Improving opportunities for undergraduate research will benefit students across the University.

The development of a formal undergraduate research program, including a designated undergraduate research coordinator, is recommended. The research coordinator will work faculty, to assist students in identifying disciplinary mentors, developing formal research plans, and identifying appropriate publication and conference outlets. An Undergraduate Research Celebration held on the campus each spring would provide additional opportunities for students to share the outcomes of their research. A portion of the resources of the undergraduate research program could be dedicated to helping students conduct collaborative research with community members in order to impact local and regional critical issues.

- c. *Study Abroad, Travel, and Cultural Exploration programs* – Additional opportunities should be developed for students who have an interest in an experience abroad, but are unable to participate in a full-semester program. Examples could include weeklong international service trips (similar to the Alternative Spring Break program) or

The Pathway to Success

faculty/staff led international co-curricular trips to visit cultural sites, social institutions, and business and industry.

- d. *Honors program* – Collaborate with the University Honors Program Office to consider transitioning the Honors Program to an Honors College. This contributes to this strategic priority by increasing experiential learning opportunities for highly motivated and/or gifted students. Features of an expanded Honors College include Honors-dedicated faculty, staffing for co-curricular programming, and increased programming focused on preparing students for advanced study, increasing undergraduate research, increasing and enhancing service-learning opportunities in the Honors program, and increasing opportunities for study abroad and short-term travel/cultural exploration experiences.

3. Strengthen and further support the ISU Center for Public Service and Community Engagement and Career Center in providing coordination and networking of opportunities for service-learning and internships for students and programs where such support is necessary.

- 4. Create a formal independent study internship experience.** At least 40 internship courses currently are offered at ISU. The requirements for these courses vary greatly, ranging from a requirement of 100 hours of service to 600 hours. Some internship courses require a local placement. Others allow for placements throughout the state, nation or world. All current internship courses are linked to a particular academic program of study. A formal independent study internship experience would provide greater flexibility for many students. It would provide a mechanism for students who would like to complete multiple internships for academic credit. A student could complete a required internship for the major and an additional independent study internship. This may be especially attractive to students who would like to complete an intensive experience, but whose major internship requires minimal hours. The independent study internship also may be attractive to students who are required to complete an internship with a particular type of employer, but would also like an intensive experience related to a broad social issue. Finally, the independent study internship would meet the needs of students who would like to complete an internship but do not have an opportunity within their major or minor program of study.

- 5. Link internships with study at other colleges and universities.** - Increase internship opportunities – The development of a “Study in America” program would provide opportunities for students to complete internships or related intensive learning experiences in major cities (or rural areas) outside of the region. The University would develop a support structure to provide mentoring and help students with logistical arrangements, including finding housing. The “Study in America” program would facilitate student participation in the programs of independent organizations, like the Washington Center for Internships and Academic Seminars, and programs based at other higher education institutions, such as the Indianapolis Peace Institute.

Steps and Timeline

Year One

Establishing the Base-Line

The Pathway to Success

1. Identify all current curricular and co-curricular offerings at both the undergraduate and graduate levels at ISU which can be categorized as experiential learning:
 - a. Programs associated with the First-Year Experience
 - b. Internships, practica, field experiences
 - c. Collaborative student-faculty research
 - d. A Collaborative ISU student-faculty-staff service project
 - e. Organized service-learning project, including reflection on knowledge gained
 - f. An ISU business venture involving students
 - g. Last-year capstone experience
 - h. An ISU fund-raising venture involving students
 - i. Work experience opportunities for students in offices, labs, libraries, residence halls, etc.
- o Fashion an ISU rubric for the purpose of rating each of the items identified in steps #1 and #2 above, (along with elements that may be added to these lists) for its fit with the concept of experiential learning espoused by the university. This rubric should use a *three category* scale:
 - A = Fits clearly the ISU concept of experiential learning
 - B = Could fit the ISU concept of experiential learning if minor changes were made
 - C = Would not fit the ISU concept of experiential learning even if changes were made
3. Gather base line data on the extent to which undergraduate and graduate students at ISU are or have been engaged in any of the "A" or "B" category items at ISU during 2008-09 or 2009-10. These data can be gathered through a systematic representative survey tool and through a representative analysis of student transcripts. This might be a valuable addition to an already existing ISU graduating student exit survey, for example.

Year Two

Data Analysis, Reflection, and Recommendations

4. Carefully analyze the data gathered in the first-year. Determine the percentages of native undergraduate students, transfer undergraduate students, and graduate students in each college who are having "A" level experiential learning curricular or co-curricular experiences and "B" level experiential learning curricular or co-curricular experiences. Identify key linkages and programs (e.g., with First-Year Experience, student/faculty research, capstone experience) that will advance experiential learning.
5. Establish target percentages (by college and by educational level: native undergraduate students, transfer undergraduate students, and graduate students) for experiential learning involvement. These targets should increase annually for the next three years so that by 2013-2014 at each level and in each college the targets are high enough to fulfill ISU's aspirations with regard to experiential learning.
6. To assist in the achievement of these targets, address level "B" [as evaluated on the ISU rubric in step #4 above] experiences. Recommend augmentations and adjustments in these activities such that they would qualify as level "A" activities. This will increase the students' opportunities, expand offerings and enhance experiential learning by making it even more pervasive in the ISU academic and co-curricular culture. A program of small internal grants (\$3,000 - \$5,000 each) might facilitate these efforts.
7. Development new programs and consortia agreements to provide ISU students with exceptional learning opportunities, e.g.,

The Pathway to Success

- a. Student exchanges with other US and international universities
 - b. Study abroad programs which feature service learning opportunities
 - c. Internships with alumni located in major cities around the nation
 - d. Internships with businesses and NGO's participating in ISU's rural initiatives
 - e. Media arts, museum, and performance internships in New York, Chicago & LA
8. Address the needs of undeclared undergraduates to assure that general education offerings include "A" level courses, to insure that the co-curricular programming in the residence halls for freshmen and sophomores includes "A" level projects and programs. And, where possible, upgrade "B" level offerings, projects and programs to "A" level.

Year Three and On-Going

Institutionalization of Experiential Learning

9. In order to assist ISU in achieving its participation targets at all educational levels and in each of the colleges, propose further enhancements and expansion to the list of "A" level ISU experiential offerings targeted in particular to those categories of students with the lowest percentage participation rates.
10. Annually allocate small internal grants to assist in the development of "B" level offerings, programs and projects to achieve "A" level standing as approved ISU experiential learning offerings, programs and projects. Proposals are solicited in the fall, grants are awarded for use in the spring or summer.
11. The CPSCE, working closely with the academic deans and with the student life professionals, annually will:
- a. conduct participation surveys
 - b. transcript analyses
 - c. student and faculty satisfaction surveys
 - d. rubric based ratings of selected offerings, projects, and programs to determine whether the targeted participation percentages in each college and at each educational level are being achieved and to evaluate the overall quality and effectiveness of ISU's "A" level and "B" level experiential learning offerings.
- o CPSCE shall prepare and submit annual reports and recommendations to the academic deans, student life professionals, faculty senate and senior administration.

Additional Information and Potential Models

Experiential Learning/Social Responsibility

Campus Compact

<http://www.compact.org/initiatives/wingspread/students>

Campus Compact is a rapidly growing organization with a membership of nearly 1,200 public and private two- and four-year colleges and universities, located in 49 states, the District of Columbia, U.S. territories, as well as international members

The goals of Campus Compact are to educate college students to become active citizens who are well equipped to develop creative solutions to society's most pressing issues.

Over the past 20 years, Campus Compact has engaged more than 20 million students in service and service learning, and participation rates keep rising. Each year, our member students work in thousands of communities, both locally and globally, to provide desperately needed services

The Pathway to Success

Project Pericles

<http://www.projectpericles.org/>

Project Pericles is a not-for-profit organization that encourages and facilitates commitments by colleges and universities to include education for social responsibility and participatory citizenship as an essential part of their educational programs, in the classroom, on the campus, and in the community. This learning experience is intended to provide students with a foundation for social and civic involvement and a conviction that democratic institutions and processes offer each person the best opportunity to improve the condition of society.

Civic Engagement: California State University, Monterey Bay

<http://service.csUMB.edu/site/Documents/service/SLI0019.pdf>

Through service learning, all CSUMB students take courses that give them the opportunity to engage in community service activities as a component of their academic curriculum. These service-learning courses connect students with meaningful opportunities to contribute to their community, but also provide students the learning structures necessary to grow as capable and concerned citizens and community members. Each academic year, 50% of CSUMB students are enrolled in service learning courses, contributing thousands of hours to local schools, agencies and non-profit organizations in the Monterey Bay region. Equally as important as these hours of service, CSUMB students come to know intimately the rewards of active community involvement, and become more confident and committed to their role as community builders.

Experiential Learning/Internships

Northeastern University

<http://www.northeastern.edu/experiential/>

Elon University

<http://org.elon.edu/elr/individualizedlearning.htm>

Georgia Institute of Technology

<http://www.profpractice.gatech.edu/>

Experiential Learning/Centers in Major Cities

Duke: Financial Markets and Institutions in New York

<http://www.econ.duke.edu/DukeinNY/program.html>

Boston University: Political and Media Studies in Washington, D. C.

http://www.bu.edu/abroad/programs/usa/washington_dc/washington_dc_int/index.html

Ithaca College: Entertainment Studies in Los Angeles

<http://www.ithaca.edu/rhp/laprog/>

The Pathway to Success

APPLY THE SCIENCE OF LEARNING TO THE LEARNING OF SCIENCE

IMPLEMENTATION CHAIR: Jim Speer

Introduction and Background

The ISU committee working on the special emphasis part of ISU's North Central Accreditation self-study is developing an impressive list of initiatives and recommendations relating to experiential learning and community engagement. Rather than to replicate that work, STRATUS offers here a modest addition. This suggestion would affect all the undergraduates of ISU who must complete science and/or math requirements as part of their general education program.

Our suggestion is that ISU draw on the rich set of resources and experiences compiled by science faculty across this nation who have contributed demonstrably successful undergraduate course models to the NSF Funded SENCER project. SENCER stands for "Science Education for New Civic Engagement and Responsibility."

The National Science Foundation has been at the forefront of national efforts to make undergraduate general education requirements in the sciences be more effective in teaching students how to approach problems scientifically, evaluate opinions about empirical matters by reference to relevant factual evidence, using scientifically sound methods, and with reference to scientifically substantiated theories. To do this students go beyond science as "body of knowledge" to encounter and apply it as a method of seeking factual information of relevance to the resolution of significant problems.

In support of these efforts, NSF awarded SENCER its initial grant in 2001. In the past eight years 40 field-tested courses have been selected as "SENCER models." These courses engage students; they are challenged to put their scientific knowledge to immediate use by addressing current, often local, unresolved public issues.

This SENCER approach combines a "problem-based" learning approach which is inherently experiential with community engagement in order to make learning science that much more real for students.

The SENCER ideals from www.sencer.net include:

- a. SENCER connects science and civic engagement by teaching "through" complex, contested, capacious, current, and unresolved public issues "to" basic science.
- b. Invites students to put scientific knowledge and scientific method to immediate use on matters of immediate interest to students
- c. Helps reveal the limits of science by identifying the elements of public issues where science doesn't help us decide what to do.
- d. Shows the power of science by identifying the dimensions of a public issue that can be better understood with certain mathematical and scientific ways of knowing.
- e. Conceives the intellectual project as practical and engaged from the start, as opposed to science education models that view the mind as a kind of "storage shed" where abstract knowledge may be secreted for vague potential uses
- f. Seeks to extract from the immediate issues, the larger, common lessons about scientific processes and methods
- g. Locates the responsibility (the burdens and the pleasures) of discovery as the work of the student
- h. By focusing on contested issues, SENCER encourages student engagement with

The Pathway to Success

“multidisciplinary trouble” and with civic questions that require attention now. By doing so, SENCER hopes to help students overcome both unfounded fears and unquestioning awe of science.

This initiative would systematically convert a number of ISU’s science and math courses which count for the fulfillment of undergraduate students’ general education requirements into SENCER (or SENCER-like) courses. If successful this will:

- Improve student learning
- Increase student success
- Offer a signature character to the ISU general education program which will increase ISU’s attractiveness to high school graduating seniors seeking an exceptionally strong academic experience in college.

Connection to Strategic Priorities

This initiative relates most directly to:

- Advance Experiential Learning
- Enhance Community Engagement
- Increase Enrollment and Student Success

Basic Elements and Brief Description

The SENCER model will be implemented through the new ISU Foundational Studies program, particularly through Laboratory Science and Integrative, Upper-Division Elective courses. Departments are allowed to propose new foundational studies courses every three years. The first round of proposals are due during the fall 2009 semester. Due to the short period of time between our participation in the SENCER institute and the deadline for proposals, we expect to propose 2 or 3 courses utilizing this model during the 2009 review period. During the period between the first and second review periods we will focus on implementation and assessment of our initial course offerings, as well as faculty development focused on incorporating the model into additional courses.

Step and Timeline

Year One

1. Attend SENCER Summer Institute in Chicago.
2. Identify theme or focus of SENCER project.
3. Develop proposal and apply for SENCER implementation award.
4. Identify courses on campus currently using some form of experiential learning, or problem based learning as a method of teaching.
4. Develop implementation plan.
5. Schedule SENCER “home visit” as part of efforts to inform campus of the SENCER model and broaden participation.
6. Three pilot courses using SENCER model and NSF assessment tool taught in Department of Geography, Geology, and Anthropology.
7. Teach additional faculty about SENCER model through meetings with individual departments and faculty development sessions.
8. Develop additional foundational studies course proposals using SENCER model. Submit for approval to appropriate groups.

Year Two

1. Expand the SENCER model at ISU. Offer at least four additional laboratory science courses and/or integrative upper-division electives utilizing SENCER model.
2. Offer faculty development workshop including SENCER “home visit.”
3. Complete assessment for SENCER implementation award.

The Pathway to Success

4. Conduct workshop(s) on SENCER assessment tools.

Year Three

1. Continue faculty development for SENCER.
2. Provide incentive program through CPSCE for development of additional SENCER model courses for submission in Fall 2012.

Year Four

1. Solicit additional foundation studies course proposals or revisions using SENCER model.

Additional Information and Potential Models

SENCER Home Page: <http://www.sencer.net>

SENCER Center for Innovation – Midwest:

<http://www.sencer.net/outreach/centers/midwest/index.cfm>

The Pathway to Success

COORDINATE AND ELEVATE LEADERSHIP STUDIES

IMPLEMENTATION CHAIR: Denise Collins

Introduction and Background

Higher education has always considered preparation for service and leadership to be one of its valued outcomes. Nonetheless, many institutions have been hesitant to develop programs or courses of study in leadership, generally citing as reasons the absence of a disciplinary base, the presumptuous nature of any claim to being able to teach leadership.

More recently, however, increasing numbers of academics have begun to recognize the legitimacy of "leadership studies," citing the existence of a sound theoretical foundation, a solid range of well-received scholarly works, an increasing number of attractive and highly effective interdisciplinary programs, and a definite societal need. Indeed, leadership studies in one form or another have taken root in a number of schools across the country.

A leadership studies program could help attract students to ISU and, also, could enhance ISU's programs of strength and promise – and other programs – should the University offer a leadership track that students could take along with their academic major requirements.

This is a multifaceted initiative that brings together a full range of curricular, co-curricular, internship, student life/activities, and personal experiences – both new and currently part of the Indiana State experience – in a coherent, integrated and purposeful learning experience that would enrich and give focus to the student's total educational life at Indiana State. In many ways, it builds upon the momentum and programs that already exist at the University:

- The ISU Servant Leadership Program
<http://www.indstate.edu/als/>
- Center for Public Service and Community Engagement (CPSCE)
<http://www.indstate.edu/publicservice/>
- Civic Leadership Concentration in Honors Program
<http://catalog.indstate.edu/content.php?catoid=7&navoid=131>
- Civic Leadership Minor
http://catalog.indstate.edu/preview_program.php?catoid=7&poid=1139&bc=1
- Lincoln Leadership Program for First Year Students
<http://www.indstate.edu/studentaffairsresearch/ResLifeLincolnLdrshpSLOReport.pdf>
- New Ethics and Social Responsibility Requirements in GE Program
<http://www.indstate.edu/gened/>

Experiences at other institutions indicate opportunities for external funding of leadership programs as they are very attractive and draw support of corporations and individual donors.

Connection to Strategic Priorities

This initiative relates most directly to:

- Advance Experiential Learning
- Strengthen and Leverage Programs of Strength and Promise
- Increase Enrollment and Student Success
- Enhance Community Engagement

The Pathway to Success

- Recruit and Retain Great Faculty and Staff

Basic Elements and Brief Description

This initiative seeks to connect a of life and learning activities that a good many Indiana State students already experience – all related to learning about and engaging in leadership. The initiative would include formation of an **ISU Center for Leadership Consortium**, comprised of select group of faculty, administration and student life professionals that would take responsibility for coordinating the current and any new elements of leadership studies under the umbrella of CPSCE. This would give leadership and leadership studies an explicit place and focus in the overall educational experience at Indiana State. The Center would be responsible for the following:

- a. Communicating ISU leadership studies efforts, internally and externally.
- b. Creating synergy from the various efforts.
- c. Continued enhancement of Leadership Studies at ISU, e.g., consideration of a leadership certificate and major.
- d. Development of policies and guidelines for student leadership activities to be considered as part of an ISU co-curricular transcript.

Steps and Timeline

Year One

1. Establish an ISU Leadership Studies Consortium for development of the various elements of leadership studies.
2. Define the preliminary focus and vision for the ISU Leadership Studies Consortium.
3. Study the models listed below and others to identify leadership studies elements that could be introduced or enhanced at ISU.
4. Identify individuals on campus and in the community who can serve as advisors, leaders and instructors for the development of programs and courses.
5. Begin research on funding opportunities for leadership studies programs.
6. Determine the additional staffing requirements, if any, needed to support the leadership studies consortium and determine whether or not they can be fulfilled by current staff or require additional support.
7. Hire or assign a program director and staff, as necessary.
8. Develop a unified web site that provides a place for students to gain access to all of the leadership studies opportunities ISU has to offer.

Year Two

9. Work to further coordinate and enhance all components of leadership studies at ISU.

The Pathway to Success

10. Develop and gain approval for a leadership certificate.
11. Market new certificate program.

Year Three

12. Launch the new certificate program.
13. Explore the feasibility of initiating a leadership studies major.

Additional Information and Potential Models

Jessup School, University of Richmond
(<http://jepson.richmond.edu/>)

The Jepson School of Leadership Studies fills a critical need in higher education: to help students better understand leadership so that they can become active, thoughtful and effective participants in their world. Students draw upon the liberal arts to learn about the complexities and obligations of leadership. By studying theories and models of leadership and topics such as the Presidency, they come to understand leadership as a position and a process.

Emerging Leaders Program, University of Missouri, Saint Louis
(<http://www.umsl.edu/studentlife/osl/leaders/more.htm>)

The Emerging Leaders Program at the University of Missouri, Saint Louis provides new UMSL students the opportunity to develop their leadership abilities through workshops, activities and reflection in order to prepare them for future leadership experience at UMSL and beyond.

Leadership Institute, Washburn University
http://www.washburn.edu/leadership/li_index.html

The Leadership Studies Program is designed to allow students to graduate with a traditional major coupled with practical leadership skills and experience which will prepare them to make an immediate contribution in their professions and communities.