

Audit Report for Goal 2: *Advance experiential learning to where all ISU students have a significant experiential learning experience within their major.*

#### AUDIT COMMITTEE

The Audit Committee included:

Dr. Yasenka Peterson – Department of Health, Safety & Environmental Health Science

Dr. Kimberly J. Bodey – Department of Recreation & Sport Management

Dr. Lindsey Eberman – Athletic Training Department

All committee members have incorporated experiential learning in their course and co-curricular activities.

The Goal 2 objectives are clearly stated with measurable benchmarks. The Audit Committee suggests significant field experience be clearly defined. Further, doubling the percentage of students participating in international learning experience may not be realistic given the current economic climate. As written, Objective 2 (i.e., required in 100% degree programs) and Objective 3 (i.e., require 100% participation in major) are redundant.

Three initiatives have been proposed to achieve Goal 2 Objectives:

*Initiative 1. Infuse experiential learning as a core component in all academic programs.*

*Initiative 2. Apply the science of learning to the learning of science*

*Initiative 3. Coordinate and elevate leadership studies*

The Audit Committee recommends consistent use of ISU's definition of experiential learning. It is necessary to establish a sequential set of experiences both inside/outside the classroom as well as create experiential learning opportunities across the curriculum and student life/residential life areas. The Audit Committee recommends a more precise description of how proposed activities are experiential learning (within their major) in nature. Moreover, activities designed to support and assist faculty to develop and implement curricular and co-curricular experiential learning activities within the major would be beneficial.

The Audit Committee endorses the SENCER project problem based learning approach. However, the connection between the SENCER project's approach and experiential learning (within their major) should be clearly articulated. A detailed description of faculty recruitment strategies and faculty support to continue the SENCER project is needed.

It is not clear how elevating leadership studies advances experiential learning (within their major) for all students on campus. The Audit Committee believes a coordinator of campus leadership development activities is necessary and recommends including faculty leadership development in the description of the consortium activities.

The initiatives are commendable. However, the Audit Committee believes many of the proposed activities are unrelated and should be re-conceptualized in order to build a sustainable infrastructure within the university, college, and academic units to the betterment of the entire ISU community.