

# Strategic Plan – Initiative Work Plan FY2015

**Initiative Name**\_\_ Infuse experiential learning as a core component in all academic programs\_\_

**Date**\_\_5/30/2014\_\_\_\_\_

**Goal #** \_2\_\_\_\_\_ **Goal Chair(s)** \_\_Nancy Rogers \_\_\_\_

**Initiative #** \_\_1\_\_\_\_\_ **Initiative Chair(s)** \_\_\_\_Nancy Rogers and Heather Miklozek\_\_

**Thesis Statement** \_\_ We intend to promote experiential learning by supporting travel study linked to specific courses.

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## **1. Introduction/Background – What?**

Creating new and expanding on current experiential learning opportunities provides faculty the opportunity to connect the academic contents with field experiences. Domestic travel mini-grants provide the faculty with resources to engage students through creative means.

## **2. Proposal/Purpose/Justification – Why?**

Student success can be measured by the experiences the students' encounter in the classroom and campus opportunities. Engaging students in learning opportunities that allow for them to encounter the community and real world challenges fosters the educational experience. Student engage in critical thinking about the contents of the academic material coupled with field experiences.

## **3. Discussion of Past Years Results – Benchmark Successes?**

With an increased request for funding to support field trip excursions for faculty and students, the need for such dollars has been supported by the Domestic Travel Grant. The grant provides travel, admission to sites, food, and other incidentals accrued while traveling with students to a destination with relevance to a course. The field trip provides another outlet of experiential learning through curriculum development in the classroom that culminates during the visit to the destination.

Since the existence of this Domestic Travel Grant, students and faculty have visited 9 states in the United States and Canada which included Georgia, Illinois, Indiana, Missouri, New Jersey, Ohio, Tennessee, Texas, and Washington D.C. Below is a description of grants funded that includes the faculty, course, destination visited, number of students participating, and grant funds used. The grant committee reviewed and granted 100% ( $n = 21$ ) Domestic Travel Grants.

The amount of grant application has increased for the year. With the increased amount of interest we are unable to fully fund all amounts requested. Included in interest from faculty are travel experiences during summer school; which we could not support this past year due to exhausting the funding during the fall and spring semesters. We cannot reach our goals without additional funding.

## **4. Work Plan, Next Fiscal Year – Action Steps – Process – How?**

Applications are open two times year during a six week window. Applications are reviewed prior to fall and spring semesters begin and funding is awarded until all funds are expended. A review team in Community Engagement reviews each proposal.

## **5. Reporting and Deliverable Schedule – When?**

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Faculty leaders are required to submit a brief report by January 31, May 31, or August 31 about the travel study experience, noting how many students traveled and how the experience was integrated with the course to which it was linked.

### **6. Budget – How Much, a General Discussion of Funds Use?**

We are requesting \$40,000. All of the funds will be allocated in the form of mini-grants to faculty. All funds will be used to support student and faculty chaperone travel.

### **7. Stakeholders and Management Plan – Who?**

The program is administered through the Center for Community Engagement.

### **8. Outcome Assessment & Future Testing**

The desired outcome of the domestic travel mini-grant program is to increase the number of students, support experiential learning opportunities, and travelling as a part of their course

### **9. Line Item Budget Discussion that tracks Budget Templates ...**

The request of \$60,000 will support the expenses of the domestic travel events. The dollars will support travel, admission to sites, food, and other incidentals accrued while traveling with students to a destination with relevance to a course. The dollars requested should supplement the additional dollars requested to fully fund fall and spring trips and summer courses that request funding.