

Strategic Planning Team Work Team 2 Report

Executive Summary

Work Team 2 (WT2) was charged with exploring the strategic priority: ***Rigorous, Relevant, Respected Undergraduate Academic Experience***. An initial brainstorming session at the first meeting focused upon various forms of experiential learning (EL) occurring at CLU, and a discussion of the value of EL activities to the personal and educational development of undergraduate students. It became apparent to WT 2 members that EL might become a potential area for CLU to highlight in its next strategic plan because experiential learning was an organic, widespread and common endeavor at the university. What appeared to be lacking was a coordinated and deliberate effort by CLU to institutionalize EL as a distinctive and valuable part of the undergraduate experience that spanned beyond curricular and co-curricular programs. Understanding that there may be resistance to and/or concerns about institutionalizing EL, work team members proposed the development of a pilot survey for dissemination to a focus group representing key constituencies on campus including faculty, staff and administrators. The survey included a working description of experiential learning that could be adopted by CLU in the next strategic plan and five questions to gauge campus interest in EL (see Appendix B).

Results from the focus group surveyed were very promising, and prompted Work Team 2 to disseminate the survey to the campus community at large. The venue for this campus-wide survey distribution was Professional Development Day (PDD) in May 2011. Work Team 2 developed and held two sessions of a workshop for PDD titled “Exploring Experiential Learning: A Strategic Initiative?” to gauge interest and generate feedback related to the institutionalization of EL at CLU in the next strategic plan. The major results from the pilot and campus-wide surveys reflected widespread support for pursuing experiential learning as a strategic initiative among faculty and staff, but also raised concerns about potential obstacles including institutional culture, logistical coordination, and the role of technology in helping/hindering EL. Most notable was the overwhelming perception that institutionalizing EL would make CLU more distinctive and competitive vis a vis our comparison institutions as a tool for recruitment, marketing, fundraising and retention.

Based on the findings, Work Team 2 strongly recommends that CLU institutionalize experiential learning as part of a “rigorous, relevant and respected undergraduate academic experience” by dedicating resources, faculty/staff/student time, technological support, and facilities. Work Team 2 also recommends that CLU undertake a comprehensive review of its undergraduate programs by linking experiential learning to the university’s mission, general education curriculum (CORE 21), student learning outcomes (SLOs), and other (curricular and co-curricular) program requirements or goals. Last, CLU should offer training workshops and other professional development opportunities that assist faculty/staff/students in the design, implementation and assessment of experiential learning activities such as logistical support, utilization of technology, and internal/external funding.

Final Report of Work Team 2: Rigorous, Relevant and Respected Undergraduate Academic Experience

Note: Words/phrases in italics are themes that emerged from our meetings, PDD, surveys and discussions. Quotations signify feedback generated from the surveys that were distributed to the campus community. The survey is attached as Appendix B. Survey responses are available upon request from the Office of Academic Affairs.

Summary of Process

As part of CLU's Strategic Planning process led by Leanne Neilson, working teams were created to address specific strategic priorities. Work Team 2 (WT2) has been asked to address: ***Rigorous, Relevant, Respected Undergraduate Academic Experience*** (see Appendix A for the original questions and outcomes tasked to Work Team 2). WT2 members include Joan Griffin, Grady Hanrahan, Paul Hanson, Haco Hoang, Gina LaMonica, Maureen Lorimer, Stine Odegard, Kristin Price, Dane Rowley, and Christine Sellin. Maureen Lorimer was added to the work team after Professional Development Day. The members were selected to ensure that multiple perspectives about the undergraduate academic experience would be represented such as co-curricular programming and the needs of ADEP, commuter and transfer students. Guest speakers were also invited to specific meetings to provide expertise and/or viewpoints when appropriate. The work team held 15 face-to-face meetings and engaged in numerous discussions over email about the designated strategic priority.

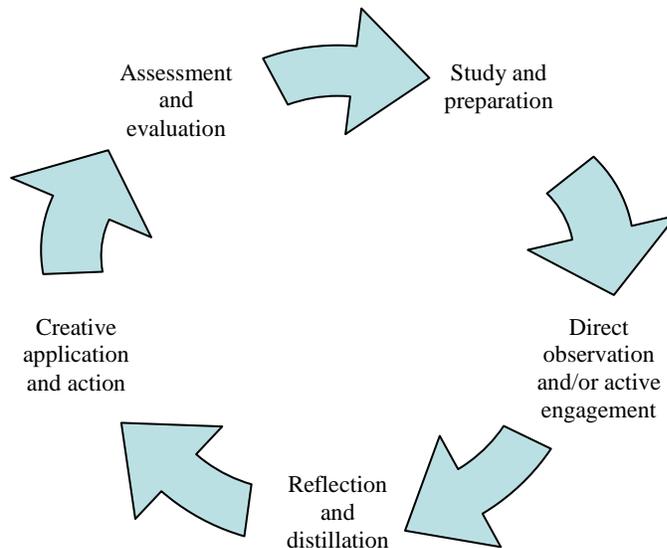
The first meeting focused on a general brainstorming session about current modes of experiential learning (EL) at CLU and how such activities enhance student learning – both personally and academically. It was apparent from our initial meeting that experiential learning was occurring across campus, off-campus, in several academic disciplines and (curricular and co-curricular) programs, and in multiple modalities at CLU. Unfortunately, EL has not been formally centralized, institutionalized, coordinated, or significantly highlighted at CLU. Work Team 2 concluded that EL could potentially serve as a major, highlighted component of “a rigorous, relevant and respected undergraduate academic experience.” It should be particularly noted that Work Team 2 strongly endorses the idea that co-curricular programming/activities enhances the student academic experience, and efforts in the two areas – Academic and Student Affairs - should be viewed as mutually constitutive and beneficial rather than separate endeavors.

Experiential learning organically became the focus of our discussions and resulted in two successful workshops at Professional Development Day (PDD) titled “Exploring Experiential Learning: A Strategic Initiative?” Work Team 2 developed the following working description of experiential learning:

Experiential Learning (EL) is the process of student learning from observational and/or applied experiences. The process can include any or all of the following components:

1. *Study and preparation;*
2. *Direct observation and/or active engagement;*
3. *Reflection and distillation;*
4. *Creative application and action;*
5. *Assessment and evaluation.*

The five components are not meant to be linear or sequential. Each individual component contributes to the experiential learning process in part of whole; therefore, it is not necessary for an activity to address all five elements.



Experiential learning immerses students in opportunities such as (but not limited to): student and/or faculty-driven research and fieldwork; internships, practicum, and work experience; service-learning; civic or community-based initiatives; study abroad and travel programs; cultural engagement, and creative applications.

Simultaneously, experiential learning seeks to foster, strengthen, and challenge student understanding and personal vocational growth in terms of (but not limited to): leadership, ethics, and initiative, individual and systemic impact; purpose, spirit, and community; and cross-cultural competency, diversity, and identity.

The content of the meetings and numerous email discussions evolved in a pattern of seven identifiable elements: 1) EL at CLU and other institutions (informal/cursory inventory); 2) description of EL; 3) development of EL survey; 4) pilot survey to focus group of key campus constituencies; 5) development of Professional

Development Day (PDD) workshop program; 6) PDD debrief and incorporating feedback into the findings and recommendations; and 7) assemble and draft SPT report for Work Team 2. Below is a summary of the minutes, action items and documents produced over the course of 15 meetings and numerous email discussions. Note: all minutes from meetings are available on-line for viewing.

Meeting #1, March 2, 11:00 to 12 noon

Guest/consultant: Provost Leanne Neilson (introduction of WT2 objectives)

Meeting objective: introduce aims and responsibilities of Work Team 2; discussion began with considering the first question the team was charged with: how to integrate EL more fully into the curriculum? A discussion of what experiential learning was at CLU ensued.

Action Item: the committee will develop a written definition of EL by the next meeting.

Meeting #2, March 9, 11:00 to 12 noon

Meeting objectives: first, review and refine the written, working description of EL at CLU; next, discuss how to integrate EL more fully into undergraduate programs – curricular and co-curricular. It was determined that research into ‘best practices’ would help.

Action Item: WT2 members will each research ‘best EL practices’ in their individual areas/disciplines and bring this information to the next meeting.

Document produced: Written description of EL (draft #1).

Meeting #3, March 21, 3:00 to 4:00 pm

Meeting objectives: discuss EL ‘best practices’ as researched by WT2 members; reviewed two articles by nationalist specialist Gary Hesser (National Society for Experiential Education, NSEE) on EL practices and how to integrate them more fully into the curriculum; marketing, or the ‘articulation’ of EL also important in this literature; the language of WT2’s EL description was finalized and agreed upon.

Action item: finalize EL written description.

Document produced: finalized written description of EL (draft #2).

Meeting #4, March 23, 11:00 to 12 noon

Guest/consultant: Doug Mason, Educational Consultant

Meeting objective: to obtain insights from Doug Mason on experiential learning and he helped revise the WT2 written description of EL; the larger question about EL at CLU became sharper: innovative EL programming is certainly doable, whether EL should be part of the CORE, but the question for strategic planning becomes: what is sustainable at this time? What ideas do we want to emphasize and what resources can be brought to bear?

Action Item: revise written EL statement.

Meeting #5, March 28, 11:00 to 12 noon

Meeting objective: how to best gather data and assemble a framework of CLU’s

current, ongoing EL initiatives, in both curricular (academic) and co-curricular (student affairs) areas? It was determined that a preliminary survey would be useful, which incorporates previously written EL description.

Action Item: WT2 members each identify a preliminary list of a individuals/faculty to gather EL data from; and a preliminary “pilot EL survey” should be drafted, for review in our next meeting.

Meeting #6, March 30, 11:00 to 12 noon

Meeting objective: to finalize “pilot EL survey” in order to gather data; to generate a list of faculty/individuals to interview to obtain preliminary data on EL initiatives at CLU (“pilot EL survey”).

Action Item: WT2 members are each assigned to interview several faculty/staff (“pilot EL survey”), and bring results/responses to our next meeting; we also need this data to hopefully help us prepare a PDD workshop in May.

Documents produced: EL questionnaire, draft #1(2 pages); written EL description revised (draft #3).

Meeting #7, April 12, 2:00 to 3:00 pm

Meeting objective: WT2 has been charged with generating a PDD workshop on EL, and the workshop will include the EL questionnaire for attendees – for data collection. It was decided that the EL description and questionnaire should be sure to address technology.

Action Items: WT2 members distribute and continue to collect the EL survey from the targeted respondents (first developed in meeting #5); a title and description needs to be drafted for the PDD workshop.

Meeting #8, April 19, 2:00 to 3:00 pm

Meeting objectives: finalize the workshop title and a description;

Action item: generate an explanation, introduction for an extended, formal questionnaire for the PDD EL workshop; review comments from respondents to the pilot EL survey.

Action item: revise title and description of PDD EL workshop.

Meeting #9, April 20, 4:00 to 5:00 pm

Meeting objectives: review additional responses, comments to EL pilot survey; finalize title for PDD EL workshop and description; discuss technology/on-line learning, in the context of EL.

Documents produced: Title of PDD EL workshop and description; revised written EL description (draft #4).

Meeting #10, April 27, 11:00 am to 12 noon

Guest/consultant: Paul Witman, SPT liaison for Work Team 3 (graduate programs)

Meeting objectives: discuss technology/on-line learning and EL; discuss content of PDD EL workshop; possibly integrating graduate and undergraduate programs through EL activities and programming

Action item: invite Bill Bilodeau and Guy Erwin to our next meeting to discuss EL examples/presentation components for hopeful inclusion in PDD EL workshop.

Document produced: outline/sketch of PDD workshop program (draft #1).

Meeting #11, May 4, 11:00 am to 12 noon

Guest/consultants: Bill Bilodeau, Guy Erwin

Meeting objectives: develop content for PDD EL workshop, in consultation with Bill Bilodeau, Guy Erwin and Stine Odegard. Bill and Guy each discussed EL activities with the group to prepare for presentation at the PDD EL workshop (draft #2 of the workshop outline/sketch).

Action items: is there a need to review the timeframe of the presenters within the time budgeted for the workshop? The workshop outline/sketch will be further refined and developed.

Document produced: outline/sketch of PDD workshop program (draft #3).

Meeting #12, May 9, 11:00 am to 12 noon

Meeting objectives: continue to develop, discuss PDD workshop content;

Action Item: Grady and Haco to invite a presenter from the religion department for inclusion in the PDD EL workshop because Guy Irwin is not available.

Documents produced: outline/sketch of PDD workshop program (draft #4); revised EL questionnaire for PDD workshop (draft #2).

Meeting #13, May 16, 11:00 am to 12 noon

Guest/consultant: Colleen Windham-Hughes

Meeting objective: to prepare for PDD workshop, scheduled for May 18, and to review and help prepare Colleen (Religion), who will present (along with Bill and Stine) at the PDD EL workshop.

Action Item: revise PDD outline/sketch according to meeting discussion; revisit timeframe to make sure we have enough time for EL presenters, survey-taking, group discussions, and group feedback components of the program; revise EL questionnaire to make it visually more attractive and properly formatted (more legible); copies need to be made for workshop.

Document produced: outline/sketch of PDD workshop program (draft #5); revised EL questionnaire produced (draft #3) and copied onto yellow paper.

Meeting #14, May 19, 10:30 am to 11:30 am

New member added to work team: Maureen Lorimer (Education).

Meeting objectives: to debrief following PDD EL workshop and discuss significant themes or insights of data and responses from attendees; to discuss how to prepare a summary report of WT2 activities for this last semester.

Action Item: WT2 members were each assigned areas of the “summary report” for compilation in our next meeting; these writings are due at the next meeting.

Meeting #15, May 25, 12 noon to 1:30 pm

Meeting objectives: to assemble writings from WT2 members to compile the

“summary report” of our activities this semester. Discuss current academic programs (traditional undergraduate/ADEP): what should be modified, strengthened or eliminated?

Documents produced: summaries of activities compiled and contributed by WT2 members for inclusion in SPT report.

Observations and Findings

The observations and findings of WT 2 are based on three sources of data: WT2 meetings/discussions, survey results from a targeted focus group, and feedback/survey responses from two sessions of the EL workshop at Professional Development Day.

First, 15 face to face meetings and numerous email discussions led to the conclusion that EL can serve as a potential focus for a “rigorous, relevant and respected undergraduate academic experience.” *Based on work team meetings, it is clear that various elements of experiential learning currently exist at CLU in and outside of the classroom, across disciplines and in both curricular and co-curricular programs.* EL is organic and already happening in several areas at CLU; however, there is no campus coordination. If various forms of EL were infused throughout the undergraduate experience, it could possibly make CLU more distinctive and competitive with other institutions. For example, student research is type of EL that has been institutionalized and highlighted effectively at the university.

Second, pilot surveys were distributed to a small focus group representing various key constituencies at CLU to affirm or challenge the work team’s perception that EL was an organic and common practice at CLU but was uncoordinated and insufficiently highlighted. *Pilot surveys to targeted respondents showed overwhelming interest and value placed on EL by key constituencies on campus.* Many respondents wrote that EL is “a way that we can distinguish ourselves and build upon our strengths...(by) enhancing the quality of (students’) educational experiences.”

The pilot surveys did indicate concerns about logistics, resources and pedagogy. Results from these surveys indicate “CLU needs to purchase/provide vans for transportation to off-campus experiential learning sites.” EL also “requires more time, energy and involvement outside of comfort zones...for faculty, it may require more time for (preparation) and facilitation than is possible if offered to many students.”

Last, WT2 conducted two workshops at the PDD titled “Exploring Experiential Learning: A Strategic Initiative?” to determine whether there was widespread support among faculty, staff and administrators to pursue and highlight EL as a distinctive component of “a rigorous, relevant and respected undergraduate academic experience.” *The surveys distributed and feedback received at the PDD workshops reflected almost universal campus-wide interest and support in making EL a strategic initiative.* Several themes did emerge in the results from surveys collected from Professional Development Day:

- *Resistance to EL appears to be due to lack of knowledge and/or lack of means and/or resources rather than lack of interest.* “Usually getting

people outside the classroom/office puts people out of their comfort zone and is resisted. To overcome this (challenge), explain why it is being done and then once it goes well the word of mouth” will spread and allay fears.

- *Technology is an area that should be explored to enhance EL but concerns exist.* It is important that technology serve as a tool for learning not the outcome. It is “difficult for students to turn off and disengage from technology...(therefore)...I think it is just important as utilizing it.” “Consideration and discussion about the differences in thinking processes between digital natives and digital immigrants is integral.”
- *Alternative teaching methods/approaches may enhance EL such as online or hybrid courses especially for ADEP and graduate students.* Given the new federal guidelines, EL may be used as a way for ADEP students to comply with mandated faculty-supervised hours of class activities.
- *EL activities are already embedded throughout undergraduate programs and campus jobs, intentionally or unintentionally.* “EL is not a new concept – we just need to make it more pervasive across the broader CLU community.” For example, student workers learn computer and administrative skills in their campus jobs and faculty/staff use on-campus sites or facilities to enhance learning like the community garden.
- *EL can contribute to higher graduation and retention rates, and can be a great marketing and fundraising tool.* “Innovative teaching and learning would distinguish us (and) new approaches may help with student retention (and) graduation rates. If students are engaged, they will stay and graduate.” EL “will give us recognition, more enrollment, and a marketing tool.”
- *The Administration must commit to EL as a priority including restructuring programs and realigning resources to appropriate areas.* Perhaps EL activities can be built into job duties/responsibilities for staff and student workers. “Students get trained in skills that they use in their campus jobs but can also apply (these skills) to their lives now and in the future.” “I don’t always feel supported for this type of programming. I need to hear from my VP that is a top priority.” “We need to get our students involved in our campus events and with staff in other offices.”

Issues to Consider

If experiential learning is adopted in the next strategic plan as a highlighted component of a “rigorous, relevant and respected undergraduate academic experience,” there are several issues that need to be considered, particularly related to CLU’s capacity for institutionalizing EL across campus.

- *A realignment of campus resources, dedicated staff/faculty/student time and logistical coordination.* With more students working and commuting, it may be difficult for them to participate in EL activities on weekends and evenings so CLU must ensure that there are multiple and flexible opportunities. The surveys reflect these concerns: “Faculty need resources – drivers, vehicles, and money. Time is also a factor (because EL) takes planning, etc. (There is also a) fear of liability issues.” “Scheduling of class times must also be considered for off-campus EL” so EL does not interfere with other courses.
- *Utilizing technology effectively to augment EL.* The surveys and feedback from the PDD workshop discussions reflect the sentiment that technology is a double-edged sword that can help and/or hinder student learning. There also seems to be a lack of concrete knowledge about how technology can be used to enhance student learning. “There is lots of interest in ipads as learning tools (and) most social media tools can be incorporated.” “Technology can help us overcome distance/travel but it can only get us so far. Social media can provide new opportunities to encourage engagement with course content.” “Students need to learn to (dis)engage from technology in order to engage in hands-on experiences.” Other responses reflected the view that “technology is useful but I am not sure how.”
- *Infusing EL in a way that aligns with CLU’s mission, CORE 21, Student Learning Outcomes (SLOs), and other program requirements.* EL is “crucial...it’s what CLU should be about.” EL “gives hands on training and evaluation that can further professional and personal education.” “It gives us a frame for which to talk about how we approach learning and tie it to relevancy which is important for parents, students and in particular, adult learners.”
- *EL can support efforts to expose students to diversity, global issues, and multiculturalism.* Off-campus EL to “urban centers...offer opportunities for encountering other forms of diversity that is lacking in Thousand Oaks.”
- *Evaluation of EL activities.* There were notable concerns expressed about how EL is assessed in relation to student learning. “It is hard to break free of the traditional lecture (and) it’s harder to grade, measure student learning but there are ways to achieve this (because) there are different ways to assess learning.” “I do some but not all of the steps” laid out in the working description of experiential learning.
- *Faculty, staff and student development is needed to promote and institutionalize EL across campus such as training workshops on how to develop, implement and assess EL activities.* While most of the survey respondents supported EL as a strategic initiative, there was some indication that some faculty/staff may be resistant or hesitant. The “this is how we have always done it mentality” is an obstacle. “Staff should be encouraged to try and be creative and stray out of the box when training students.” Several attendees at PDD suggested that the work

team repeat the workshop in different campus venues such as the Student Affairs/Faculty Retreats and ADEP meetings.

Areas Addressed and Areas Needing Further Examination

Most of the efforts by Work Team 2 explored the potential for experiential learning to foster a “rigorous, relevant and respected undergraduate academic experience.” Thus, the work team members were able to thoroughly vet EL to various constituencies as a possible strategic initiative that is organic to CLU and highly valued. There are areas/issues that require additional or further examination based on the original list of outcomes and questions generated for WT 2 (see Appendix A) including:

- *The value and benefits of EL addressed but more discussion needed about linking it to undergraduate programs, CORE 21, mission, SLOs (Question 1)*
- *Need to compile a set of best practices at CLU and other institutions that can be accessed and utilized by campus staff/faculty/students (Question 1)*
- *Need for a critical and comprehensive evaluation and possible restructuring of current undergraduate programs to see how they contribute to academic quality and rigor as well as enhancing the liberal arts education given today’s global demands (Questions 2 and 3)*
- *Need to assess how the general education curriculum can/should be revised to infuse EL and lay the foundation for a “rigorous, relevant and respected undergraduate experience” (Question 4)*

Note: we will be meeting over the summer to address most, if not all, of the deficient areas stated above.

Recommendations

If experiential learning is adopted as a highlighted component of a “rigorous, relevant and respected undergraduate academic experience,” WT2 recommends that the next strategic plan pursue the following:

1. *Develop a clear understanding/articulation of what constitutes a “rigorous, relevant and respected undergraduate academic experience” in the liberal arts tradition and in the context of a comprehensive university.*
 - Compile, review and assess CLU’s general education curriculum vis a vis other institutions that have a well-regarded and respected general education program
 - Using this comparison data, evaluate whether or not CLU’s general education curriculum should be modified to become more distinctive, relevant and respected vis a vis our comparison institutions. Numerous survey comments affirmed that EL is “a positive recruitment tool...(and represents)...positive thinking.” If EL is prioritized, “CLU would distinguish itself by student experiences, word of mouth, higher retention and graduation rates, and could result in great stories for both internal publications and local media.”

- Conduct a campus-wide audit of curricular and co-curricular programs to see how they retain and advance academic quality and rigor (Question 1 in Appendix A). EL can “ultimately improve retention and possibly job placement... (by) exposing students to the realities of life, work, etc.”
- Based on the evaluation, determine which programs should be highlighted as examples and those that should be modified
- Assess whether cross/inter/trans-disciplinary teaching, research and co-curricular activities can enhance the student learning experience

2. Experiential learning is an area of emphasis that contributes to a “rigorous, relevant and respected undergraduate academic experience” at CLU, and should be infused across campus activities - in and outside of the classroom.

- Compile a set of best practices in EL at CLU and from other institutions for use and reference by faculty, staff and students including the benefits/costs of EL. What are other institutions doing?” “CLU needs to do it in our way because it’s important to us not because we need to keep up with the Joneses.”
- Examine how the current student learning outcomes may or may not align with the description of experiential learning proposed by WT2.
- Explore how student research and other forms of EL can serve as a way to better integrate the learning of traditional undergraduate and ADEP students.
- Assess the use of hybrid, online and other alternative delivery methods for student learning. “Technology can offer courses that are part online and part in class.”
- Explore if experiential learning can be aligned with specific academic or co-curricular programs. For example, linking study abroad with a group of courses or a specific major/minor (European History/Philosophy courses and semester in Europe or Oxford; Religion courses and travel course to Turkey or India). “EL would help students identify their strengths and passions...(and)...confirm their major.”

3. Maximize the role of technology in formulating, modifying and enhancing the student academic experience by developing a campus-wide plan to incorporate technology in undergraduate (curricular and co-curricular) programs.

- Evaluate how technology is currently being used across campus to promote student learning in and outside of the classroom including on-campus jobs. “We don’t have a well-developed plan campus-wide to incorporate the use of technology in the academic and administrative areas.”
- Explore alternative technological methods to increase CLU’s capacity to deliver a high quality educational experience beyond the classroom (e.g. computer stimulation and visual representation of course content, remote/field/distance learning, hybrid courses, etc).

4. *Creation of an office or hub to centralize, facilitate and coordinate experiential learning activities under the direct supervision of the Office of Academic Affairs in consultation with other campus departments/units.*

- *Develop a resource directory for EL.* Directory could include EL best practices, helpful tips, templates, logistical support and transportation assistance
- *Promote collaboration among Academic and Student Affairs, Study Abroad, Community Service Center, Multicultural Programs, Campus Ministry, Career Services and other relevant offices.* “EL is a major contributor to preparing students and graduates for work, life and the careers they will pursue.” “To not only show how their experience had aided in learning in one area but how that area could interact with another area. Teach students how to expand this experiential learning to other parts of life.”
- Promote advising that serves EL including language placement exams and course planning at CLU to prepare for studying abroad in the future or acquiring math proficiency for computer stimulation activities.

5. *Provide professional development for faculty, staff and possibly students to design, implement and assess EL activities.* EL stories can be shared “with donors...(and) there may be funding opportunities that we have not ever thought of that really fit with our donor interests.”

- Offer EL training workshops. Experienced EL practitioners can present their examples, and help other develop ideas. “Create a place for generating EL ideas to share with others.”
- Offer mini-grants for curriculum or program development. “Some types of activities like mentored research projects should be compensated as a tutorial so they’re shown to be valued.”
- Funds for EL projects like faculty-student research projects. “Faculty-driven research will allow (for) productive mentorship of students through (various) types of experiential learning that they could not otherwise experience, and simultaneously support faculty research/scholarly productivity.”

6. *Explore the applicability of any or all of the recommendations mentioned above to graduate programs; thereby, reaffirming CLU is a comprehensive university.*

- Integrating the undergraduate and graduate academic experiences through mutually beneficial academic programming and co-curricular activities can support the effort to make CLU a truly comprehensive university.
- Three types of experiential learning – research, service learning and study abroad/travel courses - may offer areas for collaboration among students, faculty and staff in both the undergraduate and graduate programs. “EL should include graduate students from the School of Education and other graduate programs.”

APPENDIX A

Work Team 2 Questions and Outcomes: Rigorous, Relevant, Respected Undergraduate Academic Experience

Outcomes

1. Lay out the mission of the liberal arts tradition/education within the context of a comprehensive university.
2. Compile a set of best practices in experiential learning so that we can identify existing and potential types/models of experiential learning opportunities. Delineate how to integrate experiential learning into the undergraduate curriculum, including the Core.
3. Provide an assessment of the benefits/costs of integrating experiential learning throughout the curriculum including any differences in needs between the traditional and ADEP populations.
4. Communicate the importance of an interdisciplinary approach to learning. Lay emphasis on the association between conventionally disconnected disciplines such as science, math, history, political science, english, and language arts.
5. Create and prioritize a list of possible new undergraduate programs (majors, minors) to be launched during the timeframe of the next strategic plan.
6. Determine if there are new delivery methods that will enhance undergraduate education
7. Create and prioritize new locations to be launched for ADEP
8. Create and prioritize a list of current programs to be modified and/or pruned in the future to provide undergraduates with optimal learning opportunities.

Questions

1. How can experiential learning be more fully integrated into the curriculum to enhance the overall undergraduate experience?

Are there best practices in experiential learning that can serve as models for CLU to consider? What roles do/will civic engagement, community service, independent research, and project-based approaches play in shaping the future of the undergraduate curriculum?

2. What more can be done to retain and advance academic quality and rigor?

Are there programs that should be added/dropped/emphasized? Do we further develop

and institute alternative types of learning (e.g., on-line courses)? How do we effectively adopt experiential learning to advance academic quality and eliminate the division and the learning of solitary skills?

3. What can be done to enhance the liberal arts education, taking into account the changing dynamics of society and the workplace?

Are we trapped between society's demand for concrete returns on educational investment and the desire to graduate students with a sense of community, as well as conveyable skills such as communication and analytical problem solving?

Is the often perceived difference in the degrees offered through ADEP and the traditional UG program real? How do adults differ from younger learners? Is a new approach needed for greater uniformity? If so, how do they differ and is it important to make them more equivalent? If the goal is to make them more equivalent, how do we make that happen?

4. Does the current general education curriculum provide for a liberal arts education that is rigorous, relevant and respected? If not, how can it be improved?

Does the curriculum cultivate a critical and creative intellectual atmosphere for students in its current form? Does it need to be reshaped or recast? How would the Core benefit from experiential learning and how do we integrate such concepts?

APPENDIX B

EXPERIENTIAL LEARNING SURVEY

OVERVIEW:

As part of CLU's Strategic Planning process led by Leanne Neilson, working teams have been created to address specific strategic priorities. Work Team 2 has been asked to address the stated priority of: ***Rigorous, Relevant, Respected Undergraduate Academic Experience.***

Studies indicate that Experiential Learning (EL) activities can boost students' enthusiasm for learning as well as their level of engagement.

Through the discussions in this workshop and the use of the questionnaire on the next page, we are exploring if EL can become an area of emphasis in CLU's new Strategic Plan, as a way of highlighting what we already do, while becoming more intentional about how and why we do it.

We are also exploring whether EL can be a way to distinguish and position CLU as we compete with other institutions for high quality students, faculty, and staff.

We seek to compile and identify existing and potential models of Experiential Learning opportunities, including any differences in needs between the traditional and ADEP undergraduate populations and among academic disciplines.

Please evaluate the working definition below and respond to the accompanying questions.

Responses will be used to strengthen our working definition of EL, and to develop a more expansive instrument to assess faculty and staff interest and involvement in Experiential Learning activities campus-wide.

WORKING DESCRIPTION:

Experiential Learning (EL) is the process of student learning from observational and/or applied experiences. The process includes the following components:

1. *Study and preparation;*
2. *Direct observation and/or active engagement;*
3. *Reflection and distillation;*
4. *Creative application and action;*
5. *Assessment and evaluation.*

Experiential Learning immerses students in opportunities such as (but not limited to): student-driven research and fieldwork; internships, practicum, and work experience; service-learning; civic or community-based initiatives; study abroad and travel programs; cultural engagement, and creative applications.

Simultaneously, Experiential Learning seeks to foster, strengthen, and challenge student understanding and personal vocational growth in terms of (but not limited to): leadership, ethics, and initiative, individual and systemic impact; purpose, spirit, and community; and cross-cultural competency, diversity, and identity.

EXPERIENTIAL LEARNING QUESTIONNAIRE

1. What is your reaction to this description of experiential learning (EL) as a potential focus for CLU's next Strategic Plan?
2. The proposed description of *experiential learning* is deliberately cast as a process rather than a specific outcome. Does this description encompass (in whole or part of) what you may be doing in your area/department/division? If not, can the description of EL be revised to incorporate your activities?
3. What obstacles do you think prevent or deter faculty/staff/students from engaging in the experiential learning process (as defined above)? What will help overcome the obstacles?
4. Do you think technology can be used more effectively to promote the experiential learning process (as defined above)? If so, how (e.g., social media, online learning, hybrid courses et al)?
5. How do you think EL would make CLU more competitive and/or distinguished vis-à-vis comparable institutions?