

Kentucky Wesleyan College



WE- Writing through Engagement:

Improving Writing through Engagement in Internships, Service-Learning,
and Research, Scholarly and Creative Works

Quality Enhancement Plan

Prepared for the Commission on Colleges

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Kentucky Wesleyan College at a Glance

Kentucky Wesleyan College was established in 1858 and is a 4-year, comprehensive, independent college in partnership with the United Methodist Church. During its history, Kentucky Wesleyan has transitioned from a school to train ministers and teachers to an institution in the liberal arts tradition that includes business as a component of its undergraduate offerings. Kentucky Wesleyan was one of the first schools in Kentucky to become co-educational.

Kentucky Wesleyan is located in an urban setting in Owensboro, Kentucky. Owensboro is the county seat and population center, and along with Western Kentucky, is economically challenged. Demographically 43% of Kentucky Wesleyan students are first-generation, 45% are Pell eligible, 48% are women, 28% are racial/ethnic minorities (based on those who report), and 54% commute. Kentucky Wesleyan has a selective admissions policy with entering cohorts for the past eight years averaging a 22 Composite ACT and a 3.2 high school GPA.

Kentucky Wesleyan’s mission is to foster “a liberal arts education that nourishes and prepares students intellectually, spiritually and physically to achieve success in life.” To meet this mission, Kentucky Wesleyan creates an environment that supports and promotes each student’s intellectual, moral, and spiritual growth and prepares them to assume servant leadership roles in their professions. In keeping with its mission as related to the United Methodist Church’s Education Covenant of Partnership, it offers distance (online) degree programs for students who cannot attend traditional face to face classes.

The table below provides a snapshot of Kentucky Wesleyan’s characteristics.

Fall	2012	2013	2014	2015	2016
First-time Freshman	159	163	224	174	195
Full Time Students	616	597	649	636	651
Part-time Students	27	27	41	19	114*
Online Students	35	31	19	21	20
Total Headcount	678	655	709	676	785
Percent Minority	26%	26%	32%	28%	28%
Percent In-State Students	71%	70%	70%	73%	76%
First Year Retention	54%	64%	66%	61%	67%
Percent Living on Campus	45%	44%	48%	54%	46%
Student Faculty Ratio	12:01	11:01	12:01	12:01	13:01
Faculty with Terminal Degree	77%	76%	71%	73%	70%
cohort	2006	2007	2008	2009	2010
Six-Year Graduation Rate	37%	39%	38%	40%	38%

* Includes High School dual enrollment

I. EXECUTIVE SUMMARY

Kentucky Wesleyan College's Quality Enhancement Plan (QEP), **WE-Writing through Engagement**, will strengthen student writing. The ability to communicate effectively in writing is fundamental in today's professional world. The **WE** QEP will improve student writing through three specific engagement experiences – (1) Internships, (2) Service-Learning, and (3) Research, Scholarly and Creative Work. Extensive research has demonstrated that integration of course content with practical experience engenders deeper and more meaningful learning, has positive influences on persistence, degree completion, and the development of skills, and promotes students' personal development.

WE- Writing through Engagement has two overarching goals: (1) improve student writing through engagement and (2) prepare students to achieve success in life. The QEP focuses first and foremost on students; therefore, the goals are centered on eight student learning and student development outcomes that a variety of direct and indirect methods will assess. The assessment plan also will monitor Strategic Plan initiatives. Administration of the program will be housed in Academic Affairs, led by the Vice President of Academic Affairs and Dean of the College (VPAA) who reports directly to the President. The QEP Director of Engagement and Director of Writing report to the VPAA and will provide leadership for the ongoing development, implementation, and assessment of Kentucky Wesleyan College's QEP. They will ensure wide participation of faculty and students in the engagement activities and integration of the QEP within the institution.

The QEP plan is the result of input from all relevant campus constituencies. The composition of the committees involved in identifying the topic and developing and implementing the QEP represent a broad array of faculty, staff, students, administrators, and trustees. The topic represents an important need that aligns with the College's mission, current and past Strategic Plans, an existing Title III grant, and concerns expressed from both students and faculty about how to improve student learning and student preparation for life. Institutional assessment data; National Survey of Student Engagement (NSSE) scores; results of student focus groups; examination of course syllabi; and faculty, staff, administrator, and student surveys demonstrated the need for improving student writing and providing opportunities for students to become more engaged in their education and preparation for life after college.

Integration of course content with practical experience and improving student demonstration of that integration through written communication align with Kentucky Wesleyan's mission and Strategic Action Plans. **WE- Writing through Engagement** centers on what we know about teaching and learning: (1) the importance of writing to students' future endeavors; (2) the effectiveness of experiential learning in deepening learning and making connections between classroom content and real world experience; (3) the improvements in student personal development and skills as a result of participation in these experiential learning situations; and (4) the increase in students becoming more confident in their abilities and career goals.

II. PROCESS USED TO DEVELOP THE QEP

Broad-based Involvement: Kentucky Wesleyan's QEP **Writing through Engagement (WE)** was developed through an inclusive process that gathered input from faculty, staff, administration, students, alumni, and the Board of Trustees (Appendix A).

Solicitation of Ideas: The Topic Selection Committee held a series of informal interviews with students, faculty, and staff from athletics, student life, student success, and career services to gather opinions and ideas regarding strengths and weaknesses at Kentucky Wesleyan. Student focus groups were conducted, a faculty forum and several meetings were held to update constituents and gather input, a survey was sent to students, faculty, staff, and administration asking them to rank high impact learning opportunities by preference, and members of the Board of Trustees provided input as the topic became more focused.

Review of Institutional Documents and Data: The Topic Selection Committee reviewed the mission, current and past Strategic Plans, academic assessment data, National Survey of Student Engagement (NSSE) data, and the current Title III: Strengthening Institutions grant to identify institutional needs and alignment with institutional objectives needed to meet its mission. NSSE reports were helpful in gaining insight on student perceptions. The 2016 Strategic Action Plan helped to ensure alignment of the QEP with broader institutional goals. Institutional academic assessment data provided insights into concerns mentioned during informal interviews. The Title III grant provided insights into new institutional resources that would be available to support the QEP.

Selection of the Topic: The topic selection was an iterative process that was refined and redirected as a result of many inputs (Appendix A). The Topic Selection Committee provided regular reports at Faculty and Board of Trustee meetings, allowing for additional feedback that helped guide further work. The Topic Selection Committee drafted a recommendation merging the students' expressed desire for engaged learning with the faculty's desire to increase writing and critical thought. The recommendation for the final QEP topic was approved by the faculty and the Board of Trustees. Appendix A provides a snapshot of the processes and timelines associated with the development of Kentucky Wesleyan College's QEP – **WE (Writing through Engagement)**.

III. IDENTIFICATION OF THE TOPIC

QEP Topic Selection Committee

The QEP Topic Selection Committee was organized in fall 2015. Deborah Russell, Assistant Professor Library Science and Information Librarian was appointed as the Chair. The Topic Selection Committee was comprised of faculty and administrative staff who were interested in developing potential topics and were respected by their colleagues and students. Initially, faculty members from Art, Business, English, Exercise Science, and Music served on the committee. In spring 2016, the Director of the Center for Engaged Teaching and Learning joined this group. As the process continued into summer 2016 and AY 2016-2017, several additional faculty members joined the committee: two faculty from the Natural Sciences and Math Division, three faculty from the Fine Arts & Humanities Division, and the VPAA & Dean of the College.

Topic Selection Committee Members

Deborah Russell, *Committee Chair and Assistant Professor Library Science*
 Leslie Korb, *Associate Professor Business*
 Joey Connelly, *Associate Professor English (Chair of the Faculty Council)*
 Tamara Coy, *Assistant Professor English*
 Heather Logsdon, *Assistant Professor Art and Graphic Design*
 Bradley Naylor, *Assistant Professor Music (member of the Institutional Assessment Committee)*
 John King, *Assistant Professor Exercise Science*
 Christine Salmon, *Director of Center for Engaged Teaching & Learning (CETL)*
 Lisa Clark, *Assistant Professor Music*
 Dennis Jewett, *Associate Professor Music*
 Gary Laughrey, *Assistant Professor Music*
 Kyle Watson, *Assistant Professor Chemistry*
 Kyle Besing, *Assistant Professor Mathematics*
 Paula Dehn, *VPAA & Dean of the College and Professor Biology*

The QEP Topic Selection Committee members began the process as charged by Paula Dehn, Vice President of Academic Affairs & Dean of the College. The committee was given a spreadsheet of all of the Track A QEPs that had been submitted and approved since 2012, the SACSCOC QEP requirements, the QEP evaluation rubric, and the charge to begin to analyze existing institutional information and seek input on potential issues that might be addressed from faculty, staff, students, alumni, and Board members.

The committee met regularly throughout the fall and spring terms of AY 2015-2016 and then as needed during AY 2016-2017. The committee completed the selection process by: 1) reviewing institutional documents and data, 2) soliciting ideas from faculty, staff, students, and administrators, 3) conducting surveys to help define and refine the topic, and 4) submitting the topic proposal for approval. While the sections below suggest a compartmentalized process of first examining documents, soliciting input, etc., this was not a linear process but rather a

process that flowed back and forth from hearing ideas, seeking data, conducting surveys, examining data, selecting themes, seeking clarification and inputs, examining documents/data, etc. (Appendix A). Additionally, the Topic Selection Committee reviewed the literature related to the proposed themes and topics, which will be addressed in section V. Literature and Best Practices.

Review of Institutional Documents and Data

The Topic Selection Committee reviewed the mission, current and past Strategic Plans, academic assessment data, NSSE data, and the current Title III: Strengthening Institutions grant to identify institutional needs and alignment with institutional objectives.

Mission Statement and the Wesleyan Way: The current mission statement is focused on teaching and learning and reflects the institution's commitment to the liberal arts, the spiritual development, physical well-being, and success of students as a result of their preparation at the College.

Kentucky Wesleyan College, in partnership with the United Methodist Church, fosters a liberal arts education that nourishes and prepares students intellectually, spiritually, and physically to achieve success in life.

The mission also focuses on nourishing students by preparing them for future success in life. "The Wesleyan Way" has four tenants that define interactions within the Kentucky Wesleyan community:

1. We do everything with **HONOR**.
2. We always **SUPPORT EACH OTHER**.
3. We will **COMPETE WITH INTEGRITY**
4. We **LOVE EACH OTHER** in Christ

Both the mission and the four tenets of the Wesleyan Way describe a holistic approach to education, developing not only individuals who have gained traditional academic knowledge and workplace skills (internships) but who are civic-minded and demonstrate integrity, perseverance, empathy, and caring (service-learning).

Additionally, Kentucky Wesleyan's partnership with the United Methodist Church is based on the Education Covenant of Partnership which outlines how the institution creates an environment for learning that will lead to a quality education and prepare students for lives of committed service. To that end, the increased focus on service-learning, participation in community service programming, and campus ministry programming provides a means of accomplishing this goal.

Strategic Plans: The Strategic Agenda 2010-2012¹ focused on increased enrollments, efficient staffing, fewer academic programs, and an institution-wide focus on students. Of particular concern was improving student satisfaction and retention, development of curricular and co-curricular strategies that would engage students, and a focus on career development and transition support services. The strategic plan was formally adopted by the Board of Trustees in October 2009. At the time of adoption, the first year retention rate was 63%; only 3% of the student body completed internships; less than 5% of seniors participated in research, scholarly or creative work with a faculty mentor; and service-learning did not exist on campus.

The Strategic Action Plan 2016-2019 was presented to the Board for approval in February 2016. The plan has three major goals: 1) enrollment growth and retention; 2) energized and enthusiastic faculty, staff, and alumni; and 3) improving financial health and investment in the College through the development of a robust advancement operation. Several of the topics identified by campus constituents as important are specified in the plan. For instance, Goal 1 Enrollment Growth and Retention, lists as an objective to have a “Fully Engaged Community (academically and socially).” One mechanism listed in the plan that aligns well with the QEP focus is “Expand experiential learning in the curriculum”.

Throughout all of the strategic planning processes since 2010, a major and recurring theme has been to increase student engagement both within and outside of the classroom. Engagement will improve student learning through:

- active participation in coursework,
- creation of learning opportunities that yield professional skills and prepare students for careers and/or post baccalaureate education,
- increased student satisfaction with their collegiate experience, and
- improved retention and graduation rates.

The QEP has evolved, in part, from these strategic goals.

Academic Assessment Data - An examination of general education assessment data indicated that students were meeting institutional objectives for writing; however, faculty comments indicated students had difficulty writing senior level capstone papers and were unmotivated, with many failing to revise written assignments. Upon closer examination, it became apparent that in many disciplines, very little writing occurred between completion of the freshman writing courses and the upper level capstone course, so while 36 out of 41 general education courses met the benchmark for effective communication in 2015-2016, those skills were not always developed beyond the second year. The practice and scaffolding over the undergraduate experience that was needed to produce more sophisticated writing was absent. Also, the institution did not have a standardized writing rubric, so student writing had no consistent assessment tool that would yield strong data.

¹ The goals of the 2010-2012 Strategic Agenda were extended by the Trustees in 2014 as the College had not yet achieved its goals.

Analysis of program assessment plans indicated that all but two of the College's academic programs listed writing as an important program outcome. Additional analysis of syllabi from fall 2015 and 2016 found that in fall 2015, Kentucky Wesleyan College offered 80 junior or senior level courses, and only 51 (41 at the 300 level and 10 at the 400 level) required writing assignment(s). In fall 2016, 90 upper level courses were offered, and only 42 (32 at the 300 level and 10 at the 400 level) required writing, thus corroborating the lack of scaffolding of writing in students' backgrounds. Further, according to an April 2017 faculty survey, which identified the types of writing faculty assigned as well as their perceptions of student writing (Table III-1), faculty reported the largest weaknesses in student writing were in grammar, usage, and punctuation; coverage of subject matter/depth of understanding; language, word choice, and vocabulary; and citation and documentation.

Table III-1: Faculty Perception Survey of Student Writing

Types of Writing Typically Required	% Response	Issues or Deficiencies in Student Writing	% Response
Research Paper	85	Appropriate to Audience	33
Lab Reports	18	Citation and Documentation	67
Critiques or Reviews	50	Clarity	76
Reaction Papers	33	Coverage of Subject Matter/Depth of Understanding	70
Journals &/or Other Reflection Papers	55	Format and Presentation	40
Case Studies &/or Narratives	24	Grammar, Usage, Punctuation	85
Position/Issue Papers	30	Integration of Source Materials	40
Outline Writing	15	Language, Word Choice and Vocabulary	70
Collaborative Project	24	Logical Development and Reasoning	61
Impromptu in-Class Writing	27	Organization, Including Opening, Closing and Transitions	52
Summaries &/or Abstracts	33	Quality of Analysis	58
Professional Letters	3	Strength of Argument	36
Other	21	Style, Tone, and Voice	45
		Supporting Detail/Evidence	58
		Other	6

As the Committee wrestled with these data, it became apparent that the major focus for the QEP should shift from engagement to writing; however, the Committee wanted to respect and acknowledge student concerns and interests.

National Survey of Student Engagement Data (NSSE) – The Topic Selection Committee reviewed the 2014 and 2015 NSSE reports looking for trends and weaknesses that would indicate a possible direction for the QEP. They found Kentucky Wesleyan freshmen and senior respondents were less likely than comparison demographics to report they were using reflective and integrative learning skills. Only 27% of Wesleyan seniors reported using the seven reflective and integrative indicators of the NSSE often in comparison to 30% and 33% of the respondents for the Carnegie and Southeast Private Schools comparison groups. Likewise, Wesleyan students were less likely to connect their coursework to other problems or ideas, discuss complicated concepts outside of the classroom, or integrate their knowledge with societal issues. Most strikingly, Wesleyan students reported they wrote significantly fewer (32) pages per year than students from Southeast Private peers and fewer (26) pages than our Carnegie classification group in 2015. Wesleyan students also reported they read fewer pages, spent less time preparing for classes, and rarely discussed topics and issues from their courses outside of the classroom. While many Wesleyan students report having completed or having plans to complete an internship, fewer do so than at comparable institutions.

Title III Strengthening Institutions Grant: The College developed a Title III: Strengthening Institutions grant application to address some of the goals of the Strategic Agenda 2010-2012: increasing retention and graduation rates, growing enrollment, increasing student engagement, and being able to access accurate and timely information to make data-driven decisions. The Title III grant was funded in late 2014 and resulted in the creation of a Center for Engaged Teaching and Learning (CETL) in late summer 2015. The focus of CETL activities is to promote and support faculty through workshops, mini-grants, and one-on-one assistance to develop high impact teaching pedagogies that engage students.

The Title III grant narrative refers to the Strategic Agenda 2010-2012, stating that an important goal is to “Give students opportunities for experiential learning—active-learning pedagogies in the classroom, field experiences and internships, service-learning, international experiences—where they can learn to apply in practice the theories they learn in the classroom.” Strategy two of the grant is to increase active-learning experiences throughout the Kentucky Wesleyan curriculum and co-curricular activities. The grant lays out a plan to integrate active-learning pedagogies, including internships, field experiences, and service-learning in the curriculum and aims to “dramatically increase the numbers and percentages of students” engaging in such activities. In addition, the grant, through the Center for Engaged Teaching and Learning (CETL), provides funds for supporting faculty development on the recommended QEP focus (see below). The topic of engagement is aligned with the Title III goals.

Solicitation of Ideas

A series of informal interviews were conducted with individuals from the college including students, faculty, and staff from athletics, student life, student success, and career services. Interviewees were asked general questions regarding Kentucky Wesleyan, e.g., perceived strengths and weaknesses, what they would change if they could, etc. While responses varied,

three main themes emerged: 1) student success & engagement, 2) role definition and expectations (institutional culture change), and 3) career preparation and soft skills.

With these themes and information in mind, a student focus group script was written. The committee ran a series of focus groups at the end of the fall 2015 term with randomly selected students to talk about what engagement meant to them. Students, concerned about acquiring relevant career skills and work experience, expressed strong interests in high impact learning opportunities such as internships and more active learning in classrooms.

The Topic Selection Committee convened a faculty forum in late fall 2015 to discuss the three identified broad themes (Table III-2). Each theme was presented in a short paper (Appendix B) and faculty members were given the opportunity to voice opinions and offer suggestions for further work. Faculty were particularly concerned with student success as many stated their students seemed to be unmotivated to succeed academically and unlikely to fully engage with topics being discussed in their classes.

Table III-2: Data-Based Topic Themes Presented to the Faculty

<p>Student Success and Engagement</p>	<p>Student success is the foundation for all higher education. Based on feedback from student focus groups, student success initiatives are needed beyond the classroom to help in areas like tutoring, writing assistance, college survival seminars, LSAT/GRE test preparation, workshops, programs to help athletes who miss class to travel, and other areas. Students who understand how to do the work outside the classroom to be successful in the classroom are more likely to be engaged in all aspects of the learning process.</p>
<p>Role Definition and Expectation (Institutional Culture Change)</p>	<p>There is a great deal of uncertainty and non-uniformity across campus concerning roles and responsibilities of students, staff, faculty, and administration and their expectations of each other. Students complain, for example, that there are not enough internships provided by instructors or the college, while those parties speak primarily of the students' lack of effort or engagement in seeking out those opportunities for themselves. Similar views arise when discussing the difficulties of the commuter and student athlete in making up class time or finding time and help for schoolwork. How much effort or guidance should be provided by each member of the community in these and other situations and how can campus-wide expectations be determined and communicated for each constituent?</p>

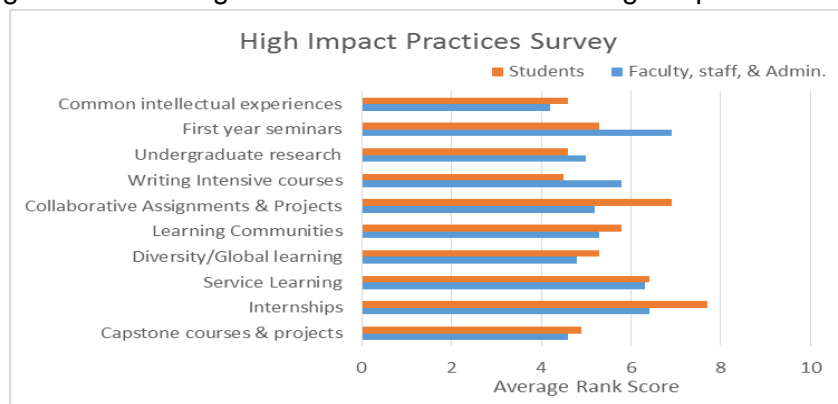
<p>Career Preparation & Soft Skills</p>	<p>Many students who participated in the focus groups were concerned about being unprepared for career demands once they graduate from Kentucky Wesleyan. These students see a difference between academic endeavors and career preparation. They did not equate success in the classroom as being a precursor to success in the workplace. Concerns were voiced that class assignments and lectures were passive in nature and did not prepare the student adequately for real world experiences. Students expressed a desire for more hands on work experience and active learning.</p> <p>Faculty also expressed concern that students are not career ready when they leave Kentucky Wesleyan, but their concerns were of a different nature. While some concerns were voiced about the lack of professional experience, more faculty spoke of students not understanding professional behavior and social skills (soft skills).</p>
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Following the forum, the potential themes were narrowed to (1) Student Engagement using high impact teaching practices and (2) Student Success.

Conducting a Survey to Help Define and Refine the Topic

A survey was sent to students, faculty, staff, and administrators to measure interest in the individual high impact teaching practices. Participants were instructed to rank each experience from most important (1) to least important (10). Figure III-1 shows the average rank scores for each practice for faculty (includes staff and administrators) and students. Students again expressed strong interests in internships, service-learning, learning communities, collaborative assignments, and other opportunities that lend themselves well to career development. Faculty preferred first year seminars, internships, service-learning, and writing intensive courses.

Figure III-1: Average rank score for each of the High Impact Practices



Submitting the Topic Proposal for Approval

At the final faculty meeting of the 2015-16 academic year, the Topic Selection Committee made a recommendation that the new QEP develop an engaged learning program focusing on service-learning and internships with an increased emphasis on reflective writing. The rationale for this topic followed the interests of the faculty and students by increasing opportunities for experiential learning while developing writing skills appropriate for professional situations. The recommendation was approved.

The Topic Selection Committee worked during the summer and fall 2016 to expand their understanding of experiential learning and identify potential student learning outcomes. Committee members also looked at other institutions that had well-developed experiential learning programs.

The Topic Selection Committee presented their preliminary recommendation for the QEP topic to the Student Life and Academic Affairs Committee of the Board of Trustees in October 2016 and received input and encouragement to proceed. The Topic Selection Committee presented a more detailed recommendation for the QEP topic at the first faculty meeting in January 2017. Faculty voted in favor of proceeding with the plans and established five (5) subcommittees with representation from across the academic divisions (Table III-3). These subcommittees included: Internships, Service-Learning, Writing, Data Outcomes and Evaluation, and Literature Review. These subcommittees served as a framework to guide further QEP development and to maximize faculty participation.

At a faculty meeting in February 2017, the natural science and mathematics faculty requested research, scholarly, and creative work (RSCW) be added as a focus area for engagement/experiential education, which the faculty approved and a sixth subcommittee was established to address this area. The topic, Wesleyan Engages, was presented to the Board of Trustees in February 2017 in a special session and was enthusiastically endorsed and approved at the Board meeting.

Table III-3: Subcommittee Membership Involved in Identifying the Topic

Internship	Service Learning	Writing	Data Outcomes & Evaluation	Literature Review	Research, Scholarly & Creative Works
D. Jewett, Assoc. Prof. Music	C. Salmon, Director CETL	J. Connelly, Assoc. Prof. English	B. Naylor, Assist. Prof. Music	G. Laughrey, Assist. Prof. Music	K. Watson, Assist. Prof. Chemistry
H. Logsdon, Assist. Prof. Art/Graphic Design	K. Ayers, Prof. Criminal Justice	L. Clark, Assist. Prof. Music	R. S. Payne, Assist. Prof. Biology	J. Trulen, Assist. Prof. Mathematics	K. Besing, Assist. Prof. Mathematics
T. Coy, Assist. Prof. English	S. Finerty, Assist. Prof. Zoology	S. Armstrong, Dean of Student Success &	H. Connor, Prof. Chemistry	J. Narcum, Assist. Prof. Business	P. Dehn, VPAA & Prof. Biology

		Assist. Prof. English			
A. Church, Assist. Prof. Accounting	L. Armendarez, Assist. Prof. Physics	A. Gendek, Assist. Prof. English	J. Garner, Assist. Prof. Criminal Justice	A. Mackey, Assist. Prof. Psychology	S. Finerty, Assist. Prof. Biology
J. Coleman, Assist. Prof. Religion	B. Davis, Assist. Prof. Exercise Science	L. Taylor, Assoc. Prof. Psychology	W. Whistle, Dir. Institutional Effectiveness & Research		E. Hiatt, Assoc. Prof. Biology
E. Hiatt, Prof. Biology		K. Watson, Assist. Prof. Chemistry			
M. Horrell, Assoc. Prof. History					
R. Gardner, Prof. Exercise Science					
L. Korb, Assoc. Prof. Business					
R. Chenna, Assoc. Prof. Accounting					

Dr. Michael Hoefler, SACSCOC V.P., visited campus in March 2017. He met with various groups on campus about the Wesleyan Engages QEP topic and stressed the importance of the student learning outcomes for a successful QEP. These discussions led to an examination of additional institutional assessment data, an analysis of writing assignments in courses, and a faculty perception survey (see Academic Assessment Data section above). These data shifted the focus from reflective to integrative writing with engagement as the means to improve writing. This change in focus shows a strong and direct relationship between the writing component of the QEP topic and Kentucky Wesleyan College's institutional needs.

By the end of the 2016-2017 academic year, the QEP topic was finalized as **WE - Writing through Engagement** with internships, service-learning, and research, scholarly, and creative work being the focal areas of engagement. These activities would lead to integration of knowledge and provide skills needed for life after college.

Writing through Engagement (WE): Kentucky Wesleyan's QEP aims to improve student writing through three specific engagement experiences – (1) Internships, (2) Service-Learning, and (3) Research, Scholarly and Creative Work. Extensive research has demonstrated that integration of course content with practical experience engenders deeper and more meaningful learning, has positive influences on persistence, degree completion, and the development of skills, and promotes students' personal development.

Internships: Internships (which includes practica and field experiences, e.g. student teaching) are work experiences that provide students a means to explore career options, gain a better

understanding of professional expectations and begin integrating college coursework into practice. While there are many different types of internships available to college students, this QEP will focus specifically on academic internships, or those experiences that combine part-time work with a significant academic component as students receive academic credit.

Current Academic Internship Program: Academic internships are currently offered as electives in all but one of the College's academic programs. Interns are expected to work approximately 40-50 hours for each credit hour earned with the maximum 120 work hours for 3 credit hours. A faculty sponsor is designated for each intern to establish the academic expectations and, in consultation with the on-site supervisor, determine the final grade. Over 190 academic internships were completed during the 2016-2017 academic year by students in exercise science, business, fine arts, education, and other programs.

Desired Changes to Academic Internship Program: The goal of including academic internships in **Writing through Engagement** is not to create a new program but is to improve a program already in place. To achieve this, academic internships at Kentucky Wesleyan will become more intentionally designed as high impact learning experiences with a focus on integrative writing in addition to career building and networking opportunities.

NSSE results and institutional data support the conclusion that Wesleyan students do complete academic internships. The Wesleyan NSSE 2015 High-Impact Practices Report shows 65% of responding seniors report having completed an internship. While data shows students are doing internships, it is more difficult to determine what students are learning during their experiences. Academic internships are evaluated by criteria within each academic program making institutional level assessment difficult.

Wesleyan has a vested interest in the success of student interns within host workplaces. Successful interns can raise the profile of the institution with potential employers, increasing the marketability of our graduates as well as be used as a recruiting tool for new students (Maertz, et al., 2014). As more and more students are making college decisions based on future employment opportunities, a strong academic internship program is critical.

The QEP Topic Selection Committee determined the current requirements for academic internships had several areas for improvement to ensure better institutional assessment and student outcomes.

- *Standardized Academic Requirements:* Currently, academic internship requirements are established within the individual programs; thus the student experience is different. The QEP Internship Subcommittee will develop minimum academic requirements for one, two or three credit hour internships which will be required for all programs (see VI. Actions to Be Implemented).
- *Standardized Evaluation Methods:* Currently there are no standard evaluation requirements or institutional assessment markers. The final grade is based in part on the on-site supervisor evaluation and any deliverables the student made to the faculty

supervisor. The lack of standard academic requirements and evaluation methods makes institutional assessment of student learning very difficult.

- *Increased Student Responsibility:* Students will take more responsibility for setting up and completing their internship. The current paperwork and approval process requires little direct effort from the student. The student begins the paperwork, but the on-site supervisor and faculty sponsor are responsible for most of the content. The Internship Subcommittee will develop new application forms with updated instructions placing more responsibility on students to develop goals (see VI. Actions to Be Implemented).
- *Defined Role for Center for Engaged Teaching and Learning:* CETL will take a larger role in academic internships by developing a series of programs and materials to orient students to the experience.

Service-Learning: Service-learning integrates academic learning with community service with a focus on reflection. Reflection is crucial because it is how students make connections between content and practice and between theory and social issues. Best practices and research both indicate that sustained involvement in service-learning in particular, the duration and intensity of service, has positive impact on students (Kolb, 1984; Astin and Sax, 1998; Mabry, 1998)

Current Service-Learning program: At present, Kentucky Wesleyan has one academic program that incorporates service-learning as a component of its curriculum. Over the past five years, several courses have included a service-learning component, based on the instructor's interest. The average number of students participating in service-learning courses over the past three years has been 39 or 6.1% of the average annual enrollment. The goal of including service-learning in **Writing through Engagement** is to expand the number of opportunities students have to be engaged within the community, as this will help meet community needs, develop "servant leaders" who will continue to give back to their communities, and help students make connections between their coursework and real world issues. As with internships, the ability to standardize the academic requirements and the evaluation of the learning outcomes of these experiences will allow the institution to effectively assess the impacts of this type of engagement on student learning and personal development.

Research, Scholarly, and Creative Work: Undergraduate research, scholarly, and creative work (RSCW) has a positive influence on student persistence, degree completion, integration of course content, development of analytical skills, and personal development.

Current RSCW program: At present 11 of 29 academic programs offer students the opportunity to do RSCW for academic credit. The Wesleyan Fellows program supports students who are working on a project with faculty. Approximately seven students per year receive these fellowships across all academic disciplines. An additional two to five students per year participate in an off-campus RSCW experience. The average number of students enrolled in directed research courses over the past three years has been 15 or 2.3% of the average annual enrollment.

Several problem-, inquiry-, or project-based courses exist within the curriculum, which allow students to gain knowledge and skills by solving open-ended problems, questions, or projects. The goal of including RSCW in **Writing through Engagement** is to expand the number of opportunities students have to experience this type of deep-learning that connects classroom content to real world issues, concerns, etc. As with internships and service-learning, the ability to standardize the evaluation of and capture the learning outcomes of these experiences will allow the institution to effectively assess the impacts of this type of engagement on student learning and personal development. An additional benefit of increasing these opportunities concerns the faculty, as a majority of faculty are non-tenured as of AY 2017-2018. Providing opportunities for students to work with faculty on RSCW activities also will benefit our newer faculty as they advance toward tenure.

Marketing the QEP to Students

During Spring 2017, three students (Malik Malone, Summer Newsome, and Karisa Winters) from Dr. Randall Vogt's Campaigns and Problems course completed a project on marketing the QEP to students. Among their suggestions were:

- Produce student testimonials - as a means of putting faces to the program
- Flyers in mailboxes
- Banners in the dorms and elsewhere around campus
- Develop a radio campaign via the campus radio station
- Identify the WE programs strongly with career planning. They suggested a slogan, "Don't worry about the future, plan for it!"
- Incorporate short presentations into already occurring events such as Freshman Orientation and the Sophomore Experience
- Use of a WE passport type device where students could earn incentives by attending events related to the QEP.

These ideas as well as others have been incorporated into action plans for implementation of a student marketing campaign (see VI. Action Plans to Be Implemented for additional information). In addition these students drafted several possible logos for the QEP.

IV. DESIRED STUDENT LEARNING OUTCOMES

Kentucky Wesleyan's **WE- Writing through Engagement** QEP has two overarching goals:

1. Improve Student Writing Through Engagement
2. Prepare Students to Achieve Success in Life

The **WE** QEP will strengthen student writing in ways that will serve Kentucky Wesleyan College's mission of fostering a liberal arts education that prepares students intellectually to succeed in life. The ability to communicate effectively in writing is fundamental in today's professional world, so teaching students to write effectively and accurately will prepare students for life after graduation. Also, the ability to master writing that synthesizes a range of information allows students to combine course material with experience gained through high impact learning practices for a deeper, more significant understanding of subject matter.

By emphasizing writing in conjunction with experiential learning over different academic disciplines, Kentucky Wesleyan College will develop a culture of writing, which will demonstrate to students that strong writing is central to all learning. Once students appreciate the necessity of analyzing and synthesizing material in writing, student thinking and communication abilities will strengthen.

The **WE** QEP will teach writing as an iterative process. Writing assignments that emphasize revision encourage students to interact more fully with their writing, allowing them to engage fully with a problem, to develop, explore, complicate, and clarify their own positions on the subject matter (Bean, 2011). Since Kentucky Wesleyan's QEP combines writing with experiential learning practices, requiring a full revision of an assignment is not practical in all experiences. However, the QEP will emphasize feedback on the students' writing with the expectation that the elements of the feedback be integrated into subsequent writing assignments. This will provide a formative assessment with the early writing and a summative assessment on later writings that will show how the feedback impacted changes to the writing. This act will emphasize to students that the process of writing involves revisiting drafts to find weaknesses that need improvement in future drafts or writing assignments.

While the QEP in part seeks to change the college's culture to increase the volume of student writing, the QEP will focus only on integrative writing, which we define as academic writing that focuses on integrating program content with experiential learning in structured writing assignments. For the purpose of this QEP, we define critical reflection as writing that must integrate specific class content with the experiential learning activities.

Assessment of student writing will emphasize fundamentals of strong writing. Focus will be on diction, grammar, and syntax; clear, precise communication; adherence to discipline specific academic styles, like MLA, APA, or other academic subject styles; and will integrate knowledge into a singular document.

Four Student Learning Outcomes have been identified with the writing component of the QEP (Table IV-1).

Table IV-1: Goal One Student Learning Outcomes for Writing

QEP GOALS	Student Learning Outcomes
Improve Student Writing Through Engagement	1. Students will understand and accurately employ diction, syntax, grammar, and mechanics.
	2. Students will produce writing that is clear, well-structured and well-supported.
	3. Students will demonstrate the ability to write in a style appropriate to the WE-Experience.
	4. Students will integrate classroom theory and content with practice gained during a WE-Experience.

George Kuh has made a career of studying ways to engage college students in their education. In *Student Success in College*, Kuh et al. (2005) writes “What students do during college counts more for what they learn and whether they will persist in college than who they are or even where they go to college. Voluminous research on college student development shows that the time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development. . . . Thus, educationally effective colleges and universities—those that add value—channel students’ energies toward appropriate activities and engage them at a high level in these activities.”

Therefore, Kentucky Wesleyan’s QEP project will promote and facilitate engagement opportunities for students to integrate theory with practice. We will focus on three experiential activities:

- 1) Internships, which include practica and field experiences - Internships are work experiences that provide students a means to explore career options, to gain a better understanding of professional expectations and to begin integrating college coursework into practice. While there are many different types of internships available to college students, this QEP will focus specifically on academic internships, or those experiences that combine a work experience with a significant academic component.
- 2) Service-learning - Service-learning is an educational experience for the mutual benefit of college and community in which community organizations become co-educators with Kentucky Wesleyan College. Addressing community needs, students apply knowledge and skills learned in academic coursework and through critical reflection and discourse,

and students gain a deeper understanding of their personal connection to the local community and the broader world.

- 3) Research, scholarly, and creative works (RSCW) - Research, scholarly and creative works (RSCW) include the following types of pedagogical approaches conducted within or outside of a formal classroom setting:
- RSCW with a mentor that leads to communication of results, e.g., discovery and/or integration of knowledge, critical analysis, products and performances
 - Project-based courses/labs which require students to complete an independent/group project, e.g., directed research, business simulation, page to stage project, etc.
 - Problem- /inquiry-based learning within a course

Four Student Learning/Personal Development Outcomes have been identified with the engagement component of the QEP, which is designed to prepare students to achieve success in life (Table IV-2).

Table IV-2: Goal Two Student Learning/Personal Development Outcomes

QEP Goal	Student Learning/Personal Development Outcomes
<p style="text-align: center;">Prepare Students to Achieve Success in Life</p>	<p>1. Students will demonstrate professional skills and/or behaviors appropriate to the WE-Experience.</p>
	<p>2. Students will effectively communicate outcomes of the WE-Experience in writing</p>
	<p>3. Students will gain confidence in their ability to analyze, solve problems, and integrate classroom content and skills with practice gained during the WE-Experience</p>
	<p>4. Students will gain awareness and confidence in their academic and career goals</p>

V. LITERATURE AND BEST PRACTICES

Writing: Since the increased focus in higher education on writing across the curriculum programs in the 1980s (McLeod, 2000), colleges and universities have realized the importance of writing in the education process. Before this pedagogical paradigm, when academic writing was present only recitation of learned material was used instead of “pedagogy of ideas, values, critical thinking, historical perspective, moral deliberation, argumentation, or logical reasoning” (Gregory, 2001). Students were not judged on how they processed information or connected with content based on their individual experiences (Gregory, 2001). Since the shift in writing’s place in education, higher education values writing as a process instead of a product (Emig, 1977).

In 2013, Hart Research Associates published responses from 318 employers about what kind of learning college graduates needed to succeed in today’s economy. The report indicated that more than three in four employers want colleges to place more emphasis on helping students develop five key learning outcomes: critical thinking, complex problem-solving, written and oral communication, and applied knowledge in real-world settings (AAC & U, 2013). The focus of writing is to allow students to analyze and synthesize information and their own perspectives, making writing an effective way to meet the critical thinking, complex problem solving, and applied knowledge learning outcomes listed by Hart Research Associates, in addition to the obvious outcome of improving written communication. As McLeod (2000) writes, “Knowledge is not passively received, the theory goes, but is actively constructed by each individual learner; these constructions change as our knowledge changes and grows.” Writing requires students to construct this knowledge and demonstrate thinking and knowledge construction on the page. Emig (1977) explores this idea by stating, “What is striking about writing as a process is that, by its very nature, all three ways of dealing with actuality are simultaneously or almost simultaneously enacted.”

In “Inventing the University,” Bartholomae (1986) argues that writing skill development happens over numerous writing experiences so students can find rhetorical approaches that meet their individual needs. Writing is a process that involves presentation of complex information in ways that can be understood to different audiences, and knowing how to tailor one’s writing to different audiences is only achieved through different attempts to communicate to new audiences (Berlin, 1982). Writing is learned over time because successful writing requires a student to see imperfections in past writing to know what to change in future compositions (Gregory, 2001). By requiring writing over a student’s undergraduate career in multiple disciplines, the Kentucky Wesleyan College QEP will adhere to pedagogical standards that have been shown to produce strong writers.

The Council of Writing Program Administrators (CWPA) adopted an Outcomes Statement in April 2000 that outlined expectations for writing programs. Those outcomes include: “rhetorical knowledge; critical thinking, reading, and writing; processes; and knowledge of conventions” (Wardle, 2007).

In a large multi-institutional, collaborative study conducted between the CWPA and the National Survey of Student Engagement (NSSE) which involved 80 baccalaureate institutions and 29,634 freshmen and 41,802 seniors, writing assignments that involved interactive writing processes (student writer communicating with one or more persons between receiving and submitting the final product), meaning-making writing tasks (integrative, critical or original thinking), and clear writing expectations (what the student must do and criteria by which the assignment will be evaluated) were more beneficial for students than the number of pages written (Anderson et al., 2015). Student perceptions of their gains in learning, e.g., higher-order, integrative, and reflective learning, and development, e.g., practical competence, personal and social development, and general education learning were enhanced by assignments which were constructed appropriately (Anderson et al., 2015). The Kentucky Wesleyan College QEP will cover each of these standardized writing expectations and will base writing assignments on these constructs as well other best practice standards.

Experiential Learning: This QEP aims to improve student writing through three specific engagement experiences – (1) Internships, (2) Service-Learning, and (3) Research, Scholarly and Creative Work. Extensive research has demonstrated that integration of course content with practical experience engenders deeper and more meaningful learning, has positive influences on persistence, degree completion, and the development of skills, and promotes students' personal development.

“Experiential education is a 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). The idea of experiential education is not recent. Many scholars in the field look to John Dewey for foundational principles of “educative education” (Bringle & Hatcher, 1999, Giles & Eyer, 1994; Molee et al., 2010). According to Dewey (1910), for learning to be educative or useful and meaningful, it should be continuous and interactive. Bringle & Hatcher (1999) described two issues that often limit traditional classroom learning: (1) students sometimes “fail to generalize prior learning” -[what was “learned” in the classroom] to new circumstances or situations, especially when problems encountered are different or more complex, and (2) traditionally-learned content may be “shallow” and does not facilitate students’ understanding of themselves and the “world outside the classroom.” Experiential learning helps solve these issues by connecting what can be “abstract, remote content” to “personal, palatable experiences [where] student learning is deepened and strengthened (Bringle & Hatcher, 1999). Likewise, Ash and Clayton (2009) posit that such “applied learning pedagogy” offers the opportunity for students “to connect theory and practice, to learn in unfamiliar contexts, to interact with others unlike themselves, and to practice using knowledge and skills.”

High-Impact Educational Practices: What They Are, Who Has Access To Them, And Why They Matter reviews a decade of published studies of effective educational practices that research has shown are correlated with gains in student success, retention, and graduation for students from widely-varying backgrounds (Kuh, 2008). Ten educational practices were identified as

high-impact, active-learning practices because of the substantial educational benefits they provide to students. In a follow-up study, Brownell and Swaner (2010) focused on five of those high-impact practices. They summarized peer-reviewed, published research on outcomes for high-impact practices, with a preference for studies with multi-institutional samples and sound research practices. They determined that practices like service-learning and undergraduate research were well worth institutions' focus and investment.

Internships: Internships are directed work experiences allows students to actively apply what they have been learning in the classroom. An academic internship adds the expectation that the student also must be able to effectively reflect on their experience, integrate experience with theory and communicate what they have learned with others (Alm, 1996).

Work-based learning experiences take many forms. Maertz et al., (2014) identifies 11 different dimensions for defining internships and discusses the benefits and costs for each stakeholder. In order to maximize the benefits while minimizing the costs, the internship program should be clearly defined and communicated to all stakeholders.

Verney et al., (2009) discuss the impact a strong and well assessed internship program can have on the student, institution, and hosting organization. The process of the internship provides students with experiences bridging college and career. Students can emerge from an internship program with a better understanding of organizational cultures, professional behaviors, and job building skills. Employers benefit by seeing potential employees before formally hiring them and lowering initial hiring and training costs. The institution benefits as well by having a means to assess the work-readiness of their graduates. These authors conclude that internships are most helpful when the learning goals of the internship and the assessment of goal accomplishment are specified (Verney et al., 2009). This information can then be used to inform decisions regarding curricular effectiveness and emerging corporate needs.

Jones (2002) presents examples of several methods for evaluating the effectiveness of internship assessment used at selected institutions. The primary internship goal is to gain relevant work experience, but there are many other benefits that can be measured if a combination of assessment sources are collected. Students benefit from having these experiences when they are encouraged to reflect on and integrate their work experiences with their classroom knowledge. Assessments should cover the entire duration of the experience, come from all stakeholders and be performed within context.

In *Student Success in College*, George Kuh et al. (2005) used the Documenting Effective Educational Practice (DEEP) research to identify 20 colleges and universities that consistently report very high levels of student success: grades, retention, and graduation. Regarding internships and field experiences, Kuh writes "Internships and other experiential-learning activities are plentiful at DEEP schools. These experiences are venues for applying knowledge and gaining real-world experience. In addition, they enrich campus learning environments when students reflect on and share what they've learned from class presentations and informal conversations beyond class."

Journaling is an effective way to encourage students participating in internships to integrate

their practical experience with what they learned in their coursework. Journaling, a prime example of integrative writing, provides a structured method for students to “speculate, probe, attach meaning, question, hypothesize, express emotions, or evaluate” (Alm, 1996). Journaling provides faculty the opportunity to facilitate appropriate reflection and serves as a “vital communication link” ensuring the student maximizes the internship experience.

Service-Learning: As a high impact practice, service-learning gives students direct experience with what they are studying in coursework and with efforts to address and solve community problems (Kuh, 2008) and has been shown to improve student learning with sustained involvement (Kolb, 1984; Astin & Sax, 1998; Mabry, 1998). Astin et al. (2000) concluded that participation in service-learning correlated positively with academic performance. A study of higher education institutions showed that students who engaged in service-learning scored statistically higher in critical thinking, communication, teamwork, civic responsibility and educational success than those who did not participate in service-learning (Prentice and Robinson, 2010). Studies by Strage (2004) and Mpufu (2007) noted that students in service-learning courses consistently performed better than peers in high-order thinking tasks. Gray et al., (1999) studied the effect of service-learning on 1,300 students at 28 institutions and found service-learning experiences produced statistically significant increases in empathy for others and a greater ability to see the world from others’ perspectives. Astin et al. (2000) and Wurr (2002) found that service-learning has a positive impact on student writing.

Service-learning integrates academic learning with community service with a focus on reflection. Reflection is crucial because it is how students make connections between content and practice, between theory and social issues. Reflection activates prior knowledge, which deepens and strengthens these connections (Correia & Bleicher, 2008). Correia and Bleicher (2009) state that “[r]eflective practice allows for continual development in all areas, including growth in content knowledge and habits of mind.” Eyler (2002) holds that reflection is the “mechanism for stimulating cognitive development.” For reflection to be effective and contribute to stronger learning, it must be more than merely “stream-of-consciousness writing, keeping a diary, or producing a summary of activities;” it must be “an evidence-based examination of the sources of and gaps in knowledge and practice, with the intent to improve both” (Ash and Clayton, 2009). Reflection must demonstrate critical thinking.

Kolb (1984) posited that reflection and appropriate feedback allow the transformation of learning from concrete experience to a more abstract understanding of content that aids students in creating and applying new knowledge. Eyler and Giles (1999) determined that “deep student reflection” supports the integration of course content and experiences, leading to understanding of complex social issues. Critical reflection “generates learning (articulating questions, confronting bias, examining causality, contrasting theory with practice, pointing to systemic issues), deepens learning (challenging simplistic conclusions, inviting alternative perspectives, asking “why” iteratively), and documents learning (producing tangible expressions of new understandings for evaluation)” (Ash & Clayton, 2009).

Reflection may not occur naturally to students and so is best achieved through structure. Critical

reflection is the structured process of analyzing, reconsidering and questioning assumptions and experiences (Jacoby, 2015). When structured-reflection questions are used, students' critical-thinking skills improve and they demonstrate personal growth (Ash et al., 2005). Jacoby (2015) holds that the service-learning experience without critical reflection can lead students to “reinforce their stereotypes about people who are different from themselves, develop simplistic solutions to complex problems, and generalize inaccurately based on limited data.”

Several models of critical reflections have been developed. The 4 C's, put forth by Eyler et al. (1996) encourage reflection to be continuous (before, during and after service), connected (between content and experiences), challenging (pushing student perspectives) and contextualized (personally meaningful). The DEAL model of Critical Reflection (Ash & Clayton, 2009) asks students to complete three progressive stages of reflection: (1) describe what happened, (2) examine - analyze the experience according to the learning outcomes, and (3) articulate learning – express and share learning, most often through reflective writings.

Critical reflection can occur in several modalities – oral presentations, interviews, storytelling, classroom discussion, journals, essays and papers. Writing is the most common form of reflection. Writing is beneficial because it allows students to practice and improve written communication skills (Jacoby, 2015) as well as critical thinking skills (Baca, 2012). Writing also “challenges students to organize their thoughts in order to make coherent arguments” (Jacoby, 2015). Hatcher et al. (2004) state that writing about the service experience and goals, intentions, and attitudes can be a “powerful” way “to help students analyze and clarify values.”

Research, Scholarly and Creative Work: Research, scholarly and creative works (RSCW) include the following types of pedagogical approaches:

- RSCW with a mentor that leads to communication of results
- Problem- /inquiry-based learning within a course
- Project-based courses/labs which require students to complete an independent/group project (e.g., directed research, business simulation, page to stage project, etc.)

Pascarella and Terenzini (2005) found that undergraduate RSCW have a “positive influence on persistence and degree completion.” Several researchers have found that undergraduate RSCW programs have an even larger impact on minority, first-generation, and under-represented groups of students. (Jonides et al., 1992; Lopatto, 2004, 2006, 2007, 2010). A review of the literature shows the impacts are much wider than just student success, retention, and graduation (Crowe & Brakke, 2008; Hunter et. al. 2009; Laursen et al., 2010). Personal development, including the growth of self-confidence, independence, tolerance for obstacles, interest in the discipline, sense of accomplishment, and increasing understanding of one's self and one's capabilities also are impacted. Undergraduates engaged in RSCW activities reported gains in these dimensions. When asked to indicate which benefits of their programs were most important, students included personal gains among the important benefits (Lopatto, 2006). RSCW experiences are now considered to be an essential component of college curricula.

Nationally, there has been a push to include all students across all disciplines in these

experiences (AAC&U, 2007; Boyer, 1996; Doyle, 2000; NCR, 2003), even as early as their freshmen year (Russell et al., 2007). Taraban and Logue (2012) measured the cognitive factor associated benefits of participating in RSCW and found that not all students in all disciplines benefit from these experiences. They encourage institutions to consider student differences and the academic resources and practices to be able to more effectively involve students. Kentucky Wesleyan does not require an independent research experience for all students. Rather, the College and its academic programs provide opportunities for students to be engaged in RSCW with a mentor and, institutionally, are moving to incorporate project-based (research-like) experiences within classes. Recent work examining course-based RSCW experiences in the natural sciences have shown that participating students achieve many of the same outcomes as those involved in work with a faculty mentor outside of the classroom, e.g., increased graduation rates, higher GPAs, self-efficacy, etc. (Corwin et al., 2015; Rodenbusch et al., 2016; Weston & Laursen, 2015).

Problem/inquiry-based learning has produced equivalent benefits as it poses questions to students for which no one knows the answer. By answering those questions, students construct their own networks of meaning; in turn, those networks are much more resilient than the superficial learning most students gather from reading or lectures. For example, Schumow (1999) taught one section of an educational psychology class using problem-based learning for the first half, then regular lecture-discussion for the second half. In a different section—same materials, same instructor—the sequence was reversed. At the conclusion of the course, the section that finished with problem-based learning scored significantly higher on both problem-solving abilities and content knowledge. Schumow theorized that concluding the course with problem-based learning helped students construct more meaning out of the material than was possible through lecture-discussion.

Dissemination of outcomes from RSCW typically comes through written communications, but developing writing skills does not happen automatically (Reynolds & Thompson, 2011). RSCW offers an excellent opportunity to assist students develop and hone writing skills that are central to their field of study. To develop as writers, students must learn basic grammar, the style of writing used within their discipline, and how to convey the types of information readers need. The iterative method of drafting, soliciting feedback, and then revising writing is fundamental for developing excellent professional writing skills.

Summary: Investigations of the literature and best practices have solidified our goals of improving writing through engagement. Integration of course content with practical experience and improving student demonstration of that integration via written communication align with Kentucky Wesleyan's mission and Strategic Action Plans. **WE- Writing through Engagement** is centered on what we know about teaching and learning: (1) the importance of writing to student's future endeavors; (2) the effectiveness of high impact practices and experiential learning in deepening learning and making connections between classroom content and real world experience; (3) the improvements in student personal development and skills as a result of participation in these experiential learning situations; and (4) the increase in students becoming more confident in their abilities and career goals.

VI. ACTION PLANS TO BE IMPLEMENTED

Kentucky Wesleyan's **WE - Writing through Engagement** QEP has two overarching goals:

1. Improve Student Writing through Engagement and
2. Prepare Students to Achieve Success in Life

Several institutional actions will be necessary to implement the QEP. Steps required have been identified in the areas of finalizing documents, materials, and processes; faculty development/training; student support and training; marketing; and implementation.

Finalizing documents and processes: Fall 2017 will be used as a time for finalizing new forms, materials, and processes. All work will be complete by October 2017 so faculty are ready to advise students for spring 2018 (see pilot below).

Documents and materials: Several documents and materials need to be finalized or created to implement the QEP, among them:

- Edit the existing Internship and Directed Research proposal forms to include more input from the student (*In process, drafts are ready to put before the Internship Subcommittee in the fall for review and approval.*)
- Create and publish internship and service-learning orientation materials to be used in preparing students for their experience. Materials will be added to the application forms to cover this during the pilot semester.
- Create supervisor orientation materials to be provided to hosts detailing expectations, deadlines, and official contact information in support of their role.
- Approve the standard minimum requirements concerning student journaling and final writing outcomes to ensure all divisions that offer academic internships or service-learning have similar time commitments and work expectations.
- Finalize the writing prompts to be used by faculty so writing feedback will occur and student writing will improve. The first writing prompts will be used at the mid-point to encourage the student to critically reflect on what has happened so far and how they will proceed. The second writing prompt will be used to encourage critical reflection over the entirety of their internship or service-learning experience.
- Finalize the Internship Evaluation rubric that will assist faculty to evaluate the experience, journals, and final paper created by all students completing an academic internship.
- Prepare faculty training materials that will be made available in an online Faculty Resource Center through Brightspace, the College's learning management system.
- Develop Brightspace courses for submission of writing assignments and evaluations.
- Develop an electronic version of the Supervisor's Evaluation form for off-campus supervisors to be able to easily complete assessment of student job behaviors. The form must be able to be returned electronically to the on-campus faculty supervisor (mid- and final evaluations) and a central repository for the Assessment Coordinator (final evaluation only).

- Develop an electronic version of the WE-Experience post survey and have it electronically returned to a central repository for the Assessment Coordinator.

Processes: Processes need to be put in place to effectively implement the QEP, among them:

- Develop the process required for faculty to receive approval for their courses to be designated as a WE-course. This approval process will be necessary to ensure that the student experience across all service-learning courses will be similar. Likewise project-based and problem-based courses will need to be approved as WE-courses.
- Develop a process/mechanism to designate WE-Experience courses by type, e.g. project-based, problem-based, service-learning, for student registration within CAMS, the college's student information system, so data can be easily pulled at the end of the term.

Faculty Development and Training

Faculty development and support are a foundational component of the QEP. We will train 75-85% of the full-time faculty within the first two years of the QEP. Training during the remaining years will be conducted as refreshers for faculty who have been trained and as a way to introduce new faculty to WE processes and train them in the evaluation of writing and expectations for all WE-Experiences.

Faculty Development will consist of a series of workshops and a summer institute that will focus on disseminating new/updated processes, evaluating student writing, evaluating WE-Experiences, and helping faculty develop WE-Experiences.

Dissemination of New/Updated Processes: Workshops that deal with informing faculty about the processes required for students to register for academic Internships, RSCW, and the process required to have a course approved as a WE-course will occur throughout the QEP timeframe. The first workshop will take place during the August 2017 faculty development workshop.

Evaluation of Writing Training Workshop: Faculty development for evaluating student writing using the Writing Evaluation Rubric will take place each semester. Initially, this workshop will use student writing collected during fall 2017, which will be the benchmark term, that shows examples of good writing, average writing, and writing that does not meet standards. Faculty will read multiple writing samples and score them according to the QEP rubric. After each is scored, faculty will discuss how they were scored to ensure consistent use of the rubrics applied to student writing. Appropriate training will be offered to remote online faculty through a similar mechanism using GoTo Meeting or an appropriate technology.

Evaluation of WE-Experience Training Workshops: These workshops are WE-Experience-specific and are designed to cover the evaluation of the required student writing as well as the experience. For the writing evaluation component, the process will be the same as for the general writing training listed above but will focus on the writing that is relevant to the specific WE-Experience.

WE Summer Institute: – An in-depth, multi-day Institute will be held during early summer each year. Projects designed and developed during the Institute will be submitted for designation as WE-Experiences during the fall semester and implemented during the following spring semester.

Day one will focus on an overview of the QEP, the WE designation process, and training on the Evaluation of Writing rubric. Day two will be devoted to training faculty in the use of the WE-Experience Evaluation Rubric for service-learning and RSCW. Day three will focus on the WE-Experience Evaluation Rubric for Internships and additional training in designing service-learning, project and problem-based learning projects. Days four and five will be devoted to project work, dedicated time when faculty will work on developing their WE-Experience projects. By the end of the institute, faculty should have a good start on a project/course for the appropriate WE-Experience.

Student Support and Training

Student support will include brief information sessions, workshops, course-based information sessions, a resource center, and a Peer Writing Fellows Program.

Brief Information Sessions: These sessions will be designed to inform students of the new forms and processes required to register for an academic Internship or RSCW experience. They will occur during the academic year and through electronic communication for online students. These sessions will help prepare students to effectively and efficiently complete registrations for Internships and RSCW experiences.

Orientation Workshops: Internships and service-learning experiences will have orientation workshops. These orientations will be available during the fall and spring semesters and will be required for participating students.

Workshops for Other Required Training: Some WE-Experiences may require additional training. For example, for service-learning experiences that involve Wesleyan students working with minor children, a “Working with Minors” training will be required. For certain internships involving health records, HIPPA training may be required. These trainings will be offered as needed and may be in-person or online.

Course-Based Information Sessions to Introduce Students to the WE-Experience: CETL will offer student introductions to the pedagogical underpinnings associated with WE-Experience when requested by faculty. These workshops will be offered as needed.

Student Resource Center: An Online Resource Center will be developed in Brightspace, the College’s learning management system, to house tutorials, training handouts, forms, and other materials related to the QEP. All students will have access to the Center and will be able to find materials at any time.

Peer Writing Fellows Program: The Student Success Center will oversee the development of a program where qualified students will serve as writing-focused peer resources. Peer Writing Fellows will be trained to assist others in writing improvement.

Marketing

Internal marketing is needed to raise campus awareness of the program and to build excitement and anticipation as components of the program are phased in. The external marketing campaign will share college success stories and communicate potential opportunities to prospective students and their families.

Internal Marketing Strategies are being planned and/or underway:

- The Fall Preview sent to the entire campus community during the summer provides information on what's new for the upcoming fall. The QEP is an item in this summer's issue.
- RA and Student Leadership Training begins in August. Approximately 100 (15% of the traditional student population) students will be participating in this training. The QEP will be introduced during training.
- New students will be introduced to the QEP during fall and winter orientation sessions.
- The QEP and Logo contest (see below) will be rolled out during the Student Engagement Fair which highlights student organizations the night before classes begin and is open to all students.
- Logo Selection Contest – several potential Logo's for the QEP were designed by students last spring and faculty during the summer. The Committee has selected a few which will be presented to the campus community during the first two weeks of the fall term. The campus community will vote to select the QEP logo.
- Incorporate short presentations into the Sophomore Year Experience and Career Development programming.
- Develop and launch a radio campaign using the College's radio station.
- Produce student testimonials as a means of putting faces to the program. These will be used in the External Marketing campaign to reach prospective students and parents. The College has a similar program called "My Wesleyan Way," which is an external marketing strategy.

External marketing strategies

- Use technology to market the QEP - Website/Social Media. Short videos similar to the "My Wesleyan Way" campaign will be developed to share success stories and communicate potential opportunities
- The radio campaign will be used to share success stories with the regional community.

Implementation

Responsibility for program implementation rests primarily with the Co-Directors of the QEP (see VIII. Organizational Structure).

Pilot Year: The 2017-2018 Academic Year will serve as the benchmark and pilot year for the QEP. The following activities will be used to gather writing samples, preview new forms and procedures, etc.

- CJC370 will serve as the pilot project for service-learning. Students will complete the writing prompt developed for service-learning projects.
- CART 360, EXSC 217 and BA 395 will serve as the pilot projects for Internships. Students registering for these academic Internships in the fall term will provide the initial writing samples to be used for benchmarking purposes, while those in the spring term will use the new forms as well as provide writing samples.
- The Wesleyan Fellows for the 2017-2018 Academic Year will provide their final writing products for benchmarking purposes, and the 2018-2019 applicants will utilize the newly modified forms.
- Project-based and problem-based courses in Art/Graphic Design 200 and 400, BA 406, CHEM 441, and BIOL/ZOO 414 during spring 2018 will serve as the pilot courses for these experiences.

At the completion of the pilot year, the program will be ready for full implementation.

VII. TIMELINE

The timeline associated with implementation of the QEP involves finalizing documents, materials and processes, developing training materials for faculty and students, launching several marketing events associated with the QEP, collecting writing samples for benchmarking purposes, and beginning the initial training of faculty and students during AY 2017-2018 (Table VII-1). Full implementation of the QEP will begin in the first year (2018-2019) and will continue through AY 2022-2023.

Table VII-1: Time for Implementation through Completion of the QEP

Key	
QEP Oversight Committee (OC)	QEP Steering Committee (SC)
Co-Director – Writing (CDW)	Co-Director Engagement (CDE)
Assessment Subcommittee (ASC)	Director of Institutional Effectiveness and Research (DIER)
Assessment Coordinator for Engagement (ACE)	Center for Engaged Teaching and Learning (CETL)
Administrative Assistant (AA)	Student Success Center (SSC)
Service-Learning Subcommittee (SL-SC)	Director of Career Development (DCD)
Internships Subcommittee (I-SC)	Office of the Registrar (OR)
Writing Subcommittee (W-SC)	Information Technology (IT)
Research, Scholarly and Creative Work Subcommittee (RSCW-SC)	Director of Marketing and Communications (DMC) Director of Public Relations (DPR)

2017 – 2018 BENCHMARKING		
DATE	ITEM	RESPONSIBLE
August, November, March, May	QEP Oversight Committee meets quarterly	OC
August-July	QEP Steering Committee meets monthly	SC
FALL 2017	MARKETING	
Aug 14-18	Introduce the QEP during training for Resident Assistants and Student Leadership	CDE
Aug 17	Overview of the QEP at Fall Faculty Development Workshop	CDE, CDW
Aug 21-22	Introduce the QEP to incoming students at New Student Orientation	CDE
August 22	Roll out the QEP Logo Contest at Student Involvement Fair	CDE
Aug 28-Sept 1	Faculty, staff, students vote on QEP logo	CDE, AA
September	Post the QEP marketing materials – banners hung on campus; posters in each classroom and residence hall	CDE, AA
Fall	Introduce the QEP to various student groups / organizations and at student events	CDE
Fall	Develop Radio/Video Campaign to promote QEP internally and externally	CDE, DMC, DPR

FALL 2017	FINALIZE DOCUMENTS AND PROCESSES	
August	Finalize Internship Evaluation rubric	I-SC
September	Approve standard minimum requirements for written assessments, including prompts	CDE, CDW, SC
September	Finalize all forms for WE-Experiences	Subcommittees
September	Develop WE Course Designation Process for courses using service-(SL), problem-(PBL), & project-based (PrBL) learning	CDE, RSCW-SC, S-L-SC
October	Launch WE Course Designation Process	CDE, RSCW-SC, S-L SC
Fall	Create supervisor and student orientation materials	Subcommittees
Fall	Develop process/mechanism to designate WE-Experiences by type for CAMS	DIER, ACE, OR, IT
FALL 2017	FACULTY DEVELOPMENT AND TRAINING	
Fall	Develop Training Workshops	CDE, CDW, SC, Subcommittees
Fall	Develop Faculty Resource Center in Brightspace	CETL
Dec 11	Offer Evaluation of Writing Training Workshop for campus-based faculty	CDW, CETL
FALL 2017	STUDENT SUPPORT AND TRAINING	
Fall	Begin development of Peer Writing Fellows Program	SSC
Fall	Develop WE-Experience student orientations (including overview of processes)	CDE, CD, Subcommittees
FALL 2017	ASSESSMENT	
Fall	Develop Brightspace course for submission of writing assignments	ACE / AA
Fall	Develop mechanism for electronic submission of supervisor evaluations	ACE / IT
December	Gather benchmark data from pilot courses and experiences	DIER, ACE
December	Conduct end-of-course student surveys in pilot WE-Experiences offered during the fall semester	DIER, ACE
SPRING 2018	FACULTY DEVELOPMENT AND TRAINING	
Spring	Develop training for online faculty	CDE, CDW, SC, CETL
Spring	Offer Information Sessions on New Processes	CDE
Spring	Offer Training Workshops on WE-Experience instructional approaches (SL, PBL, PrBL)	CDE, CDW, SC, Subcommittees
April	Award Faculty Mini-Grants for innovative integration of writing (as part of WE Summer Institute)	CDE
SPRING 2018	STUDENT SUPPORT AND TRAINING	
Spring	Offer WE-Experience Student Orientations (including overview of processes)	CDE, DCD, Subcommittees
SPRING 2018	ASSESSMENT	
February	Launch mechanism for electronic submission of supervisor evaluations	ACE / IT
April	Launch Brightspace course for submission of writing assignments	ACE / AA

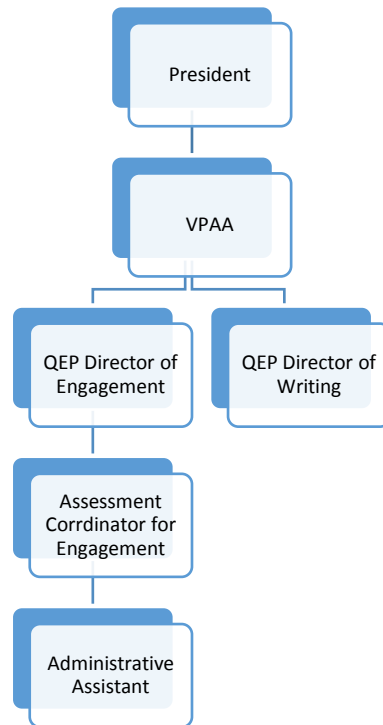
April	Conduct survey of faculty perceptions of student writing	DIER
April	Conduct end-of-course student surveys in WE--Experiences	ACE
May	Gather benchmark data and writing assessments from pilot courses and experiences	ACE
SUMMER 2018	FACULTY DEVELOPMENT AND TRAINING	
May	Launch Faculty Resource Center at WE Summer Institute	CDE, CDW
May	Hold WE Summer Institute	CDE, CDW, CETL
SUMMER 2018	STUDENT SUPPORT AND TRAINING	
Summer	Develop Class-Based Information Sessions (SL, PBL, PrBL)	CDE, DCD, Subcommittees
Summer	Develop Student Resource Center in Brightspace	CETL, SSC
SUMMER 2018	ASSESSMENT	
May	Review QEP writing assessments	ASC, Subcommittees
June-July	Analyze benchmark data, enrollment and results of surveys	DIER, ACE
July	Assessment Subcommittee meets to track progress	ASC
2018 – 2019 YEAR 1		
Ongoing	Information and updates about QEP on website, social media, etc.	CDE, DMC
Summer	Include article about QEP in Fall Preview Publication	CDE, DPR
August, November, March, May	QEP Oversight Committee meets quarterly	OC
August - July	QEP Steering Committee meets monthly	SC
FALL 2018	MARKETING	
Fall	Introduce QEP to various student groups / organizations and at student events, including Student Leadership training and New Student Orientation	CDE
August	Introduce QEP to incoming faculty at New Faculty Orientation	CDE
FALL 2018	FACULTY DEVELOPMENT AND TRAINING	
August	Faculty Development - Calibrate student writing samples during Fall Faculty Development Workshop	CDW, ASC, faculty
Fall	Offer Information Sessions on New Processes	CDE
Fall	Offer Evaluation of Writing Training Workshop for campus-based and online faculty	CDW, CETL
Fall	Offer WE-Experience Training Workshops (writing for the WE-Experience) for campus-based and online faculty	CDE, Subcommittees
FALL 2018	STUDENT SUPPORT AND TRAINING	
August	Launch Peer Writing Fellows Program	SSC
August	Launch Student Resource Center in Brightspace	CETL, SSC
Fall	Offer WE-Experience Student Orientations (including overview of processes)	CDE, DCD, Subcommittees

Fall	Offer Class-Based Information Sessions on WE-Experiences instructional approaches (SL, PBL, PrBL)	CDE, CD, subcommittees
FALL 2018	ASSESSMENT	
December	Gather data and writing assessments from WE courses and experiences	ACE
December	Conduct end-of-course student surveys in WE experiences	ACE
SPRING 2019	FACULTY DEVELOPMENT AND TRAINING	
Spring	Offer Training Workshops on WE-Experience instructional approaches (SL, PBL, PrBL)	CDE, CDW, SC, Subcommittees
April	Award Faculty Mini-Grants for innovative integration of writing (as part of WE Summer Institute)	CDE
SPRING 2019	STUDENT SUPPORT AND TRAINING	
Spring	Offer WE-Experience Student Orientations (including overview of processes)	CDE, DCD, Subcommittees
Spring	Offer Class-Based Information Sessions on WE-Experiences instructional approaches (SL, PBL, PrBL)	CDE, CD, subcommittees
SPRING 2019	ASSESSMENT	
April	Conduct Faculty Perception of Student Writing survey	DIER
May	Conduct end-of-course student surveys in WE--Experiences	DIER, ACE
May	Gather data and writing assessments from WE courses and experiences	DIER, ACE
SUMMER 2019	FACULTY DEVELOPMENT AND TRAINING	
May	Hold WE Summer Institute	CDE, CDW, CETL
SUMMER 2019	ASSESSMENT	
May	Review QEP writing assessments	ASC, Subcommittees
June-July	Analyze data, enrollment and results of surveys	DIER, ACE
July	Assessment Subcommittee meets to track progress	ASC
2019 – 2020 YEAR 2		
	REPEAT YEAR 1	
2020 – 2021 YEAR 3		
	REPEAT YEAR 2	
2021 – 2022 YEAR 4		
	REPEAT YEAR 3	
2022 – 2023 YEAR 5		
	REPEAT YEAR 4	
	Prepare final report	OC, SC

VIII. ORGANIZATIONAL STRUCTURE

Administration of the program will be housed in Academic Affairs, led by the Vice President of Academic Affairs and Dean of the College who reports directly to the President. The President reports to the Board of Trustees. The QEP Director of Engagement and Director of Writing report to the VPAA, while the Assessment Coordinator and administrative assistant report to the Director of Engagement (Fig. VIII-1).

Figure VIII-1: Personnel Reporting Structure



Key Personnel and Responsibilities

Co-Directors: In May 2017, the VPAA & Dean of the College appointed Dr. Christine Salmon, Director of the Center for Engaged Teaching & Learning (CETL) Co-Director of the QEP. As the Director of Engagement, she will oversee the engagement component of the QEP. Dr. Salmon has demonstrated an ability to establish collaborative working relationships with the faculty and offices that will be involved in the QEP, e.g. Student Success Center, Office of Student Services, Office of Career Development, etc. She has been at Kentucky Wesleyan College since 2015. Prior to that, Dr. Salmon had ten years of experience in leading faculty development activities in STEM, online teaching, instructional technology, and pedagogical innovation. She has managed several large grants, and served as a faculty member for ten years prior to moving into administration.

Mr. Joey Connelly, Associate Professor of English and Chair of the Faculty Council, will serve as the Co-Director of the QEP. As Director of Writing, he will oversee the writing component of the QEP. Mr. Connelly has become a leader of the faculty and demonstrated an ability to work collaboratively with others. He has developed and implemented engagement projects in his classes, overseen student publications, and accepted a variety of leadership roles within the faculty since joining Kentucky Wesleyan College seven years ago.

Co-Directors Responsibilities: In their roles as Co-Directors, Dr. Salmon and Mr. Connelly will provide leadership for the ongoing development, implementation, and assessment of Kentucky Wesleyan College's **WE-Writing through Engagement** QEP. They will ensure wide participation of faculty and students in the engagement activities and integration of the QEP within the institution.

General Duties and Responsibilities include:

- Provide leadership to the QEP Steering Committee and the Subcommittees
- Work with appropriate constituencies to develop and implement needed faculty development/training to implement the QEP
- Coordinate revisions to the **WE** program based on ongoing assessment analyses
- Represent the College in internal and external communications related to **WE**

The Engagement Co-Director will, in addition to the general responsibilities listed above:

- Ensure consistency and quality of significant practical experiences
- Provide timely progress and assessment reports of the ongoing effectiveness of **WE** to the QEP Oversight Committee and others as required
- Inform the Director of Institutional Effectiveness and Research of all **WE** courses that are project-based or problem-based
- Assume responsibility for the budget
- Oversee work of the Assessment Coordinator
- Conduct workshops related to engagement
- Oversee the marketing of the QEP
- Recruit faculty and assist students in preparing for WE-Experiences
- Oversee awarding of the mini-grants associated with **WE** activities
- Work with other QEP staff to develop and maintain QEP website

The Writing Co-Director will, in addition to the general responsibilities listed above:

- Conduct workshops related to writing
- Work with faculty and subcommittee members to ensure consistency of writing evaluation

Assessment Coordinator for Engagement Activities: Mr. Jay Helmer, Associate Director of the CETL, was appointed as the Assessment Coordinator for the QEP. In his role in CETL, he is responsible for tracking student participation in engagement activities, developing a clearinghouse of organizations who will partner with the College to provide service-learning and

internship opportunities for students, collect and analyze data for assessment and evaluation of high impact practices and active learning activities and programs, etc.

Assessment Coordinator Responsibilities: As the Assessment Coordinator for QEP Engagement activities, he will work with the Director of Institutional Effectiveness and Research and the Assessment Subcommittee to:

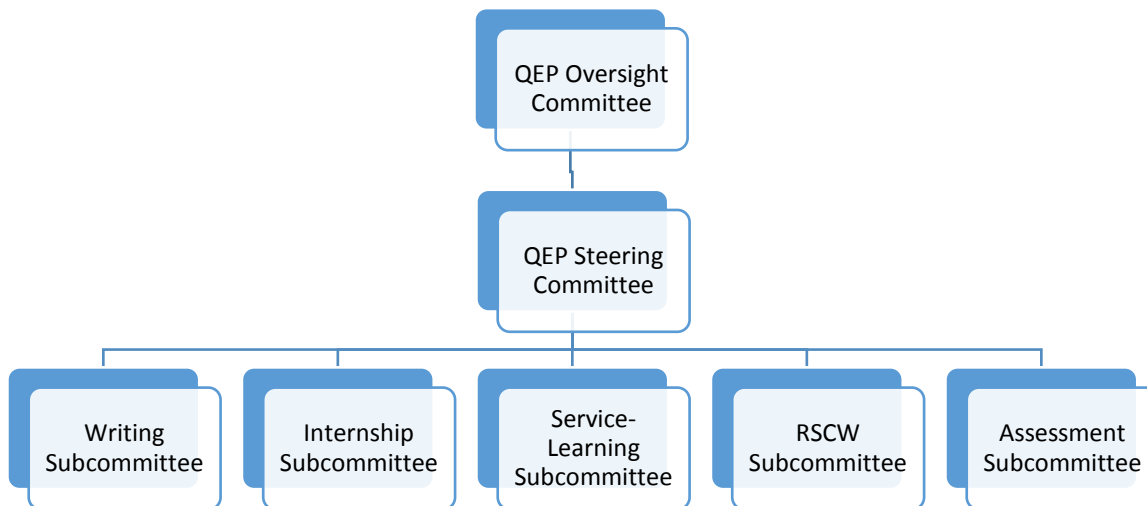
- Collect post WE-Experience survey data concerning student perceptions
- Ensure that supervisor’s evaluations have been completed and submitted
- Create summary reports related to engagement
- Prepare and present reports to the Oversight Committee

Administrative Assistant Responsibilities: Mr. Tony Hardesty, the Administrative Assistant for the CETL, was appointed the Administrative Assistant to the QEP. The general duties and responsibilities will include:

- Performing administrative and office support activities for the Co-Directors and the Assessment Coordinator
- Assisting in the preparation of reports
- Maintaining budget
- Scheduling meetings, workshops, and other QEP related events
- Ordering supplies

Working Committees (Fig. VIII-2).

Figure VIII-2: QEP Committee and Subcommittee Reporting Structure



The **QEP Oversight Committee** will consist of the Vice Presidents of Academic Affairs (Dehn) and Finance (Stiff), the Co-Directors of the QEP (Salmon and Connelly), and the Director of

Institutional Effectiveness and Research (Brashear²). They have the authority to ensure the academic, budgetary, and assessment activities associated with the QEP are successfully implemented. They will meet quarterly to ensure QEP activities are progressing.

The **QEP Steering Committee** will direct and implement the QEP. The QEP will be directed by Dr. Salmon (QEP Director of Engagement and Director of the Center for Engaged Teaching and Learning) and Mr. Connelly (QEP Director of Writing and Associate Professor of English) who will oversee the engagement and writing components, respectively. They will chair the Steering Committee whose members will consist of Ms. Russell - Information Librarian, Ms. Brashear- Director of Institutional Effectiveness and Research, Dr. Francis- Assoc. Dean of the College and Director of Online Education, Mr. Helmer- Assessment Coordinator for Engagement Activities and Assoc. Director of CETL, and Drs. Watson- Chemistry, Korb - Business, and Armstrong – Dean of Student Success. This committee will review QEP activities and plans and approve any changes to the plan, if necessary. The Steering Committee also will oversee the development of academic resources for the QEP. It will help the Co-Directors design and implement the faculty development workshops to train faculty in best practices for writing and engagement activities. It will guide and provide support for the faculty development activities. This committee will meet monthly during the pilot year and year one, and at least every other month in years two - five.

The Writing and Engagement, e.g., Internship, Service-Learning, and Research, Scholarly, and Creative Works (RSCW), subcommittees will be responsible for the creation and/or modification of forms to be used by students registering for engagement activities, presenting forms and/or rubrics to the Steering Committee for approval, and assisting in the training of faculty so they may appropriately implement and assess the writing and engagement activities, and will be involved in checking writing and WE-Experience evaluations prior to using the data for assessment. Membership of the subcommittees include:

- Writing: Mr. Connelly, Dr. Rose, Ms. Coy, Ms. Gendek, and Ms. Gross (all hold appointments in English)
- Internships: Dr. Korb – Business, Dr. Payne – Biology, Dr. Vogt – Communications, Ms. Logsdon – Art/Graphic Design
- Service Learning: Dr. Armstrong – Student Success, Dr. Ayers- Criminal Justice, Mr. Davis – Exercise Science, and Mr. Helmer - CETL
- Research, Scholarly and Creative Works: Dr. Finerty – Zoology, Dr. Watson – Chemistry, Dr. Trulen – Mathematics, Dr. Horrell – History, Dr. Clark – Music, Dr. Mackey – Psychology, Ms. Coy - English

The **QEP Assessment Subcommittee** will be comprised of the Assessment Coordinator for Engagement Activities, the Co-Director of the QEP-Writing Component, Dr. Besing – Assist. Prof. Mathematics, and the Director of Institutional Effectiveness and Research. They will oversee the analysis of assessment data for the QEP. The committee will be chaired by the

² Ms. Jenna Brashear became the Director of Institutional Effectiveness and Research (DIER) Aug. 14, 2017.

Director of Institutional Effectiveness and Research³. This committee has been involved in the development of the initial metrics, assessment tools, and targets for the QEP. It will recommend additional assessment tools, approve any additional rubrics for use in assessment, and analyze the resulting data. It will develop action plans for improvement based on the data and present them to the Steering Committee for approval.

Integration of the QEP within the Institution

The QEP will be interwoven with the college's existing academic, administrative, evaluative, and fiscal systems so that it will not be regarded as a supplemental aspect of the institution's operation.

The Office of Institutional Effectiveness and Research plans, supports, and monitors compliance with the college's strategic plan, provides reporting support for regional and discipline-specific accreditation, and tracks and reports on assessment of academic and non-academic units.

The Center for Engaged Teaching and Learning (CETL) will function as the core office for directing, evaluating, and coordinating QEP activities and assessment. It currently provides faculty development and training workshops centered on engagement activities.

The Student Success Center (SSC) provides students with academic support services, e.g., tutoring, supplemental instructors, workshops, study sessions. The SSC houses the Office of Career Development which helps students find relevant placements, conducts workshops to develop professional skills, and oversees the "Wesleyan into the World", junior year transition program.

The English program provides faculty who specialize in writing and provide the instruction for all communication skills courses (ENG 100, 101, 102). Several academic programs require internships/externships, e.g., Exercise Science, Fitness and Sports Management, Health Sciences or service-learning, e.g., Criminal Justice and Criminology, as degree components of the major, while the majority include directed research and internships as options within the major.

³ Prior to Aug. 14, 2017, Mr. Wesley Whistle served as the DIER and was involved in developing the assessment plan for the QEP.

IX. RESOURCES

Relation of the QEP to Institutional Planning and Budgeting: The Strategic Action Plan 2016-2019 was presented to the Board for approval in February 2016. The plan has three major goals: enrollment growth and retention, energized and enthusiastic faculty, staff, and alumni, and improving financial health and investment in the College through the development of robust development operations. One of the key objectives for achieving enrollment growth and retention is through increasing student engagement. As a result of an earlier Strategic Action Plan, a Title III Strengthening Institutions grant provided the initial funding for the creation of a Center for Engaged Teaching and Learning to help faculty develop the pedagogical understanding and skills needed to engage students through the incorporation of service-learning and project/inquiry-based components into courses and to promote research, scholarly and creative works that involve undergraduates, study abroad opportunities for students, and student participation in internships.

The Institutional Budget Committee meets to craft a budget for the following year. An enrollment projection model is the basis for generating information concerning potential revenue. The President's Cabinet presents their recommendations to this committee for priorities for funding based on strategic goals, identified needs, expected increases in fixed costs, etc. The President's Cabinet assumes primary responsibility for the analysis and synthesis of findings from the various units of the college, thus ensuring data-driven planning and budgeting. Since the approval of the Strategic Action Plan 2016-2019 in 2016, resources have been allocated to enable these goals to be achieved. For example,

- a new Dean of Student Success was hired in summer 2016 to develop and implement a new Freshman Year Experience Program,
- a new Center for Student Success was developed summer 2016 that expanded student tutoring, advising and advisor training, workshops for students to address study skills, and incorporated the Office of Career Development,
- the Center for Engaged Teaching and Learning was relocated to provide a collaborator/training space for faculty and location for students to meet to gather information about study away opportunities, community service and service-learning, and how to apply for prestigious scholarships and fellowships,
- a VP of Executive Initiatives and Retention was appointed to oversee all campus retention efforts, and
- two additional Assistant Professors of English (MFA in Creative Writing, MA in English) one of whom is also a reading specialist and will provide support to the Student Success Center were hired for AY 2016 and AY 2017.

The VPAA in consultation with the QEP Steering Committee developed a proposed budget that will give the QEP adequate resources to accomplish its goal (Table IX-1). The budget includes a planning year to collect benchmark data and to pilot several WE-Experiences (see VI Action Plans to Be Implemented) and the five years of implementation. The budget is comprised of existing resources as well as new and reallocated resources committed to the QEP. This projected budget was presented to the President's Cabinet and approved July 11, 2017. It will

be reviewed annually during the normal budgeting process and updated as needed to ensure the College meets its goals. A more detailed budget may be found in Appendix C.

Table IX-1: QEP Budget

		Year 1	Year 2	Year 3	Year 4	Year 5	6-Yr Budget
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Total
Personnel	\$213,580	\$213,580	\$208,580	\$208,580	\$205,580	\$203,580	\$1,253,480
Supplies & Materials	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$12,000
Marketing	\$2,000	\$2,000	\$2,000	\$2,000	\$1,000	\$1,000	\$10,000
Faculty Mini-grants	\$10,000	\$16,000	\$12,000	\$12,000	\$12,000	\$12,000	\$74,000
Meetings -meals	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$12,000
Travel - registration, lodging & meals CETL	\$10,000	\$10,000	\$4,000	\$4,000	\$4,000	\$4,000	\$36,000
Total	\$239,580	\$245,580	\$230,580	\$230,580	\$226,580	\$224,580	\$1,397,480

Personnel costs include salaries and benefits for the QEP Engagement Co-Director, Assessment Coordinator of Engagement Activities, and the Administrative Assistant who currently staff the Center for Engaged Teaching and Learning which is funded through a Title III grant that ends September 30, 2019. These individuals will form the core office for directing, evaluating, and coordinating QEP activities and assessment. The Co-Director of the QEP Writing Component will receive a summer stipend as the majority of his working time toward the QEP will take place during the summer months. Stipends associated with training faculty to effectively assess writing and/or to learn how to effectively design an engagement activity with an appropriate writing assignment(s) will be given to a minimum of 20 faculty during the pilot year and year one which will provide training for a minimum of 75-85% of the full-time faculty during this time period. We anticipate a \$50 per hour stipend for these workshops/training sessions and funds are front-loaded into the first two years of the six year budget. Summer stipends for the QEP Assessment subcommittee are included as is a stipend for an external evaluator to visit campus and report on the progress of the QEP during the formative years of the project.

Operating costs include funds for office supplies, mini-grants to faculty for developing courses that include engagement activities, e.g., service-learning, project/inquiry-based courses, etc., and marketing materials. Also included are funds for student incentives for completion of post-experience student perception surveys, travel costs for staff to attend meetings and present outcomes of the QEP, and in house workshop/meeting costs, e.g., materials and meals which will be used while training faculty to effectively assess the writing and engagement components.

X. ASSESSMENT OF THE QEP

The **QEP Assessment Subcommittee** will be comprised of the Assessment Coordinator for Engagement Activities, the Co-Director of the QEP-Writing Component, Dr. Besing – Mathematics, and the Director of Institutional Effectiveness and Research. The QEP Assessment Subcommittee will organize and supervise assessment of each of the student writing learning outcomes and the personal development outcomes associated with the QEP engagement components, recommend improvements, and evaluate the resulting outcomes.

The QEP Assessment Subcommittee will:

- Collect the measured student learning outcomes linked to writing
- Collect the measured student personal development outcomes linked to the engagement activities of internships, research, scholarly and creative work (RSCW), and service-learning
- Work with the other subcommittees to develop and complete oversight of the reported results of each experience before analyzing and reporting assessment outcomes
- Analyze assessment data and develop action plans or recommend modifications needed to the Steering Committee
- Systematically track progress

Assessment: The QEP focuses first and foremost on students; therefore, the goals are centered on student learning and student development outcomes. The assessment plan will focus on: student learning and student development outcomes, and monitoring Strategic Plan initiatives.

To assess the eight student-learning outcomes, several rubrics and surveys were adapted or created for use as WE-Writing or WE-Experience assessments. The data collected from the evaluation of the writing assignments connected to the WE-Experiences and the student self-reported gains as a result of those experiences will be used to assess the two QEP goals, which are centered on student learning and student personal development

Direct Measures: Writing assignments associated with the WE-Experiences, e.g. internship, service-learning, RSCW, will be assessed using two rubrics. The Writing Scaffolding rubric defines expectations based on the course/academic level of the students (Appendix D-1). The Writing Evaluation rubric evaluates the writing skills students' exhibit (Table X-1; Appendix E-1). Likewise, each WE-Experience has rubrics which will be used to assess student's personal development as a result of participation in the experience. The WE-Experience Scaffolding rubrics (Appendix D-2-3) define the performance expectations based on the course/academic level, while the evaluation rubric(s) will be used to evaluate the student's performance in the experience (Table X-2; Appendix E-2-5). For instance, students taking a sophomore level course that includes a service learning or RSCW component would be evaluated on both their writing skills and service-learning performance based on the expectations for a sophomore level

course. For students completing an out of classroom RSCW⁴ or internship⁵ experience, the student's writing and experience expectations would be evaluated on his/her academic level; e.g., sophomore, junior, senior, or lower vs. upper level. The RSCW Scaffolding rubric was modified from the American Association of Colleges & Universities (AAC & U's) Integrated Learning VALUE Rubric. The Service-Learning Scaffolding rubric was developed and adapted from a study of a variety of outcomes for service-learning and civic engagement from colleges and universities and AAC & U's VALUE Rubric for Civic Engagement as well from our reading on civic engagement, community service and service-learning. The Internship evaluation rubric was modified from the Florida State University's internship evaluation form. Faculty teaching WE-courses or overseeing WE-Experiences will use these rubrics. Faculty teaching WE-courses or overseeing WE-Experiences will be trained in the use of these rubrics in the summer and/or winter before teaching/overseeing these courses or experiences.

All writing assessments are based on the summative writing product required for each experience:

- Internships: a series of writing prompts associated with a required journal and a final paper;
- RSCW: a poster presentation, a lab report, manuscript, critical analysis, final paper, etc., and
- Service-learning: a series of writing prompts associated with a required journal and a final critical reflection paper.

These final products will be submitted along with their evaluations to a Brightspace course connected to each experience for each semester or term⁶. During the summer, the WE-Writing and WE-Experience subcommittees will review these product assessments to ensure that they have been evaluated correctly before scores will be used for the final assessment data.

Indirect Measures: Two indirect measures of a student's personal development will be used to assess components of Goal two- Preparing students to achieve success in life. A survey that specifically addresses student perceptions of their abilities and skills will be administered post WE-Experience. The post-experience survey uses a five-point Likert scale and addresses the impact of the experience on the students' perception of their abilities, e.g., ability to integrate and synthesize knowledge and apply it to novel situations, solve problems, think critically, work independently, work collaboratively, writing skills, increased self-confidence, etc. (Appendix F). This post-experience survey was adapted from Lopatto's (2004, 2007) SURE survey, Hunter et al.'s (2009) Undergraduate Research Self-Assessment (URSSA) survey, and Taraban & Logue's (2014) Undergraduate Research Questionnaire (URQ) which have been validated to address students' perceptions of their gains as a result of participation in an undergraduate research or a class-based research experience. Also, survey questions address the abilities and skills Kentucky Wesleyan faculty identified as important to be successful in life, e.g., accept responsibility, good time-management skills, etc.

⁴ Wesleyan Fellowships are available for sophomore through senior level students

⁵ Academic internships are only available to juniors and seniors

⁶ Distance (Online) education courses are offered in two terms per semester.

Table X- 1: QEP Goals, Student Learning Outcomes, Metrics, and Targets

QEP GOALS	Student Learning Outcomes	Metrics	Targets
<p style="text-align: center;">Improve Student Writing Through Engagement</p>	<p>1. Students will understand and accurately employ diction, syntax, grammar, and mechanics.</p>	<p>Writing rubric</p> <p>Writing Scaffolding Expectations</p>	<p>70% of the students will score at least a 3 (meets standard) based on the evaluation rubric</p> <p>70% of the students will meet the writing expectations for their academic/course level</p>
	<p>2. Students will produce writing that is clear, well-structured and well-supported</p>	<p>Writing rubric</p> <p>Writing Scaffolding Expectations</p>	<p>70% of the students will score at least a 3 (meets standard) based on the evaluation rubric</p> <p>70% of the students will meet the writing expectations for their academic/course level</p>
	<p>3. Students will demonstrate the ability to write in a style appropriate to the WE-Experience.</p>	<p>Writing rubric</p> <p>Writing Scaffolding Expectations</p>	<p>70% of the students will score at least a 3 (meets standard) based on the evaluation rubric</p> <p>70% of the students will meet the writing expectations for their academic/course level</p>
	<p>4. Students will integrate classroom theory and content with practice gained during a WE-Experience</p>	<p>Writing rubric</p> <p>Writing Scaffolding Expectations</p>	<p>70% of the students will score at least a 3 (meets standard) based on the evaluation rubric</p> <p>70% of the students will meet the writing expectations for their academic/course level</p>

The Supervisor's evaluation of the student will be used to provide feedback to the student at mid-term and at the conclusion of the WE-Experience where students are working off-campus or working with a mentor outside of the formal classroom. It asks the supervisor to rate the student on a three point rubric centered on a student's behavior, e.g., initiative, interpersonal skills, performance and motivation, attendance, attitude, professional etiquette (Appendix G).

An end of a WE-course survey will be administered to students participating in a WE-Experience tied to a classroom based course⁷. The purpose of this survey is to evaluate the course and its appropriateness in meeting the WE-Experience objectives of engagement and writing (Appendix H).

⁷ Internships, Directed Research, Practica, and Student Teaching will not be considered course-based for this survey.

Table X-2: WE- Experience Goals, Developmental Outcomes, Metrics, and Targets

QEP Goal	Developmental Outcomes	Metrics	Targets
<p style="text-align: center;">Prepare Students to Achieve Success in Life</p>	<p>1. Students will demonstrate professional skills and/or behaviors appropriate to the WE-Experience.</p>	<p>WE- Experience Scaffolding Expectations for RSCW and Service–Learning and Evaluation Rubrics for Internships, Service-Learning, and RSCW</p> <p>Supervisor/Faculty evaluation of student performance</p> <p>Post WE-Experience Survey of student perceptions</p>	<p>85% of the students will meet the expectations for their academic or course level</p> <p>85% of students will exhibit satisfactory professional skills &/or behaviors</p> <p>Increased gains in student perception</p>
	<p>2. Students will effectively communicate outcomes of the WE-Experience in writing</p>	<p>WE- Experience Scaffolding Expectations for RSCW and Service–Learning and Evaluation Rubrics for Internships, Service-Learning, and RSCW</p> <p>Supervisor/Faculty evaluation of student performance</p> <p>Post WE-Experience Survey of student perceptions</p>	<p>85% of the students will meet the expectations for their academic or course level</p> <p>85% of students will exhibit satisfactory professional skills &/or behaviors</p> <p>Increased gains in student perception</p>
	<p>3. Students will gain confidence in their ability to analyze, solve problems, and integrate classroom content and skills with practice gained during the WE-Experience</p>	<p>WE- Experience Scaffolding Expectations for RSCW and Service–Learning and Evaluation Rubrics for Internships, Service-Learning, and RSCW</p> <p>Supervisor/Faculty evaluation of student performance</p> <p>Post WE-Experience Survey of student perceptions</p>	<p>85% of the students will meet the expectations for their academic or course level</p> <p>85% of students will exhibit satisfactory professional skills &/or behaviors</p> <p>Increased gains in student perception</p>
	<p>4. Students will gain awareness and confidence in their academic and career goals</p>	<p>Post WE-Experience Survey of student perceptions</p>	<p>85% of students will agree or strongly agree that they have Increased awareness and confidence</p>

Strategic Planning Initiatives: While the core component of the **WE** assessment plan measures student learning and student development, the QEP also benchmarks institutional objectives associated with strategic planning initiatives. These additional indirect measures are associated with a significant culture change related to the delivery of coursework from a more passive mode of instruction to one of active-learning/engagement. Therefore the Director of Institutional Effectiveness and Research (DIER) will monitor annually the following:

- the number of students participating in WE-Experiences;

- the number of WE-Experiences available for students, e.g., increases in the numbers of courses involving service-learning, project-based courses, etc.;
- the number of students applying for and receiving Wesleyan Fellowships to conduct RSCW with a mentor;
- senior NSSE responses to questions concerning writing, engagement, etc. to mirror those responses from students in Kentucky Wesleyan's comparison groups; and
- student self-reported data from the Senior Exit survey concerning participation in RSCW or academic internships, practica, student teaching.

Additionally, based on the faculty perceptions of deficiencies in student writing from the survey and an examination of the number of courses that require written work, it has become imperative that the institution address writing -- particularly it must ensure that scaffolding of writing occurs within all academic programs. Therefore, the DIER will work with the Academic Affairs Office to monitor annually:

- the number and level of courses requiring written assignments
- distribution of writing within courses across academic programs
- faculty perceptions of the deficiencies in student writing.

The goals for the overall success of the QEP in terms of meeting Strategic initiatives are to see:

- increases in the number of courses at all levels that require written assignments compared to fall 2016 data
- improvements in faculty perceptions of student writing compared to 2016-2017 survey results
- increases in the number of students participating in WE-Experiences as compared to 2016-2017 data
- increases in the number of WE-Experiences available for students, e.g., increases in the numbers of courses involving service learning, project-based courses, etc. as compared to 2017-2018
- increases in the number of student's applying for and receiving Wesleyan Fellowships to conduct RSCW with a mentor as compared to the 2016-2017 data
- Senior NSSE responses to questions concerning writing, engagement, etc. to mirror those responses from students in Kentucky Wesleyan's comparison groups by the completion of the QEP;
- Student reported data from the Senior Exit survey concerning participation in RSCW or academic internships, practica, student teaching to increase compared to May 2017 data

These institutional benchmark data will be compiled and reported annually to the campus community and the Board of Trustees during the fall term, which will allow time for all data components to be gathered (Table X-3). For example, in fall 2017, this report will serve as the benchmark data by which to compare the impact of the QEP.

Table X-3: Institutional Program Goals

Program Goal	Year 0 2016-2017	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
Number of fall courses at all levels that require written assignments	100 level -21/47 200 level -11/34 300 level -32/70 400 level -10/20	5% increase in all levels over previous year	5% increase in all levels over previous year	5% increase in all levels over previous year	5% increase in all levels over previous year	5% increase in all levels over previous year
Faculty perceptions of student writing preparations	12% indicated graduating seniors were well prepared	1% increase in faculty perception over benchmark	3% increase over year 1	3% increase over year 2	5% increase over year 3	10% increase over year 4 (34% would indicate seniors well-prepared)
Number of students registered in in WE-Experiences*	Internships -183 RSCW – 15 SL -31	Internships 32% RSCW -3% SL- 7%	Internships 35% RSCW -4% SL- 8%	Internships 40% RSCW -5% SL- 9%	Internships 45% RSCW -6% SL- 10%	Internships-50% RSCW 7% SL -12%
Number of students who apply for & receive Wesleyan Fellowships (WF)	WF- 7	WF – 10	WF - 15	WF - 20	WF -25	WF - 30
Senior NSSE Responses**	Writing -53 pages Engagement	Writing 58	Writing 64	Writing 69	Writing 75	Writing - 82
Senior Exit Survey Responses	Internships- 67 RSCW- 39	2% increase based on # of responses	2% increase based on # of responses	2% increase based on # of responses	2% increase based on # of responses	2% increase based on # of responses

*Data represents headcount. Some students may be registered in more than one We-Experience

**These benchmarks are based on 2016 data as the 2016-2017 data is not yet available and will be adjusted once the information is available

The number of faculty offering WE- Experiences as well as the number of WE- courses will be benchmarked during the 2017-2018 pilot year. Once we have benchmark numbers, projections for annual growth will be established.

Continuous Improvement Process: The assessment of **WE-Writing through Engagement** will be part of Kentucky Wesleyan's institutional effectiveness process. As with other units, the QEP will participate in the process of using assessment results to make improvements. This process is documented in an assessment report completed annually by the unit. The QEP Co-Directors and Assessment Coordinator for Engagement Activities will ensure that:

- (1) the results of the assessments described in this section are reviewed with the **We-Writing through Engagement** Steering Committee, who recommends improvements/changes based on the results and to the QEP Oversight Committee, who has the authority to ensure academic, budgetary and assessment activities are implemented, and

- (2) the results and use of assessment results are recorded annually as part of the institutional effectiveness process.

Kentucky Wesleyan's assessment results are used in making budget decisions, thus closing the assessment and budget loop to assure continuous improvement. Annual Assessment reports are reviewed annually at the institutional and Board level during the fall to ensure that goals and student-learning outcomes are accomplished.

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APPENDIX A: Identification of Topic-Timeline of Major Events Ensuring Broad-Based Involvement

Date	Event	Outcomes
October, 2014	VPAA calls on Faculty to begin thinking about QEP topics	
Jan. 2015	VPAA asks for volunteers to serve on QEP Topic Selection Committee	
Aug. 2015	QEP Topic Selection Committee Formed; provided with List of all QEPs from 2012-2014; SACSCOC Requirements for QEP; QEP Evaluation Rubric	L. Korb, Business; T. Coy & J. Connelly, English; D. Russell, Library; B Naylor, Music; H. Logsdon, Art; J. King, Exercise Science
Sept.-Oct. 2015	Informal Interviews with faculty, students, alumni, and staff from student life, career services, athletics – coaches & AD. Committee examines institutional data –NSSE, etc.	Produced information to begin a discussion with faculty & students on potential themes/topics
Nov. 11-12, 2015	Student Forums	Topic Selection Committee and various student groups
Dec. 2015	Faculty Forum – presented 3 generic ideas/themes – Student Engagement & Success; Roles & Expectations (Institutional culture change); Career Preparation & Soft Skills	Themes reduced to: 1) Student Engagement Using High Impact Practices and 2) Student Success
Jan. 2016	VPAA charges Committee to refine ideas and have two-three developed for faculty approval by March 2016	Committee examines institutional documents, Mission, Strategic Plans, Title III Grant for alignment, and surveys, students, faculty & administrators on HIPs
Apr. 27, 2016	Faculty Approved- Experiential Learning (focus on High Impact Practices and Writing)	Topic Selection Committee works to gather additional information on experiential learning, etc.
Aug. 2016	Identified potential learning outcomes	Drafted potential LO's
Sept. 2016	Reported progress to faculty & presented a QEP model	WE (Wesleyan Engages)
Oct. 2016	Met with Board of Trustees – Student Life and Academic Affairs Committee to get initial input	Board Committee provides input and encouragement to proceed
Jan. 6, 2017	Faculty approved Wesleyan Engages plan and infrastructure to guide the development of the QEP plan	Five subcommittees formed to broadly involve faculty across the institution
Jan. 2017	Communications class project to design a communications plan to market new QEP to students	Class project completed at the end of the term 2017
Feb. 2017	Special Board Session the day before the official Board meeting	Board enthusiastically approved topic

	to discuss and get additional feedback from the Board;	
Feb. 2017	Science faculty requested research, scholarly and creative works (RSCW) be added as one of the experiential learning activities	Faculty approve addition, additional subcommittee formed to work on RSCW
Mar. 2017	Met with Dr. Hoefler, SACSCOC VP. Discussed importance of the Student learning outcomes – What will students learn?	Conversation shifted emphasis from experiential learning to using the experience to develop writing skills
Mar. & Apr. 2017	Topic Selection Committee and the six Subcommittees continue to refine materials/ideas related to action plans, resources, assessments, literature review etc.	Scaffolding rubrics, evaluation rubrics, list of needed action plans to be able to successfully implement the QEP, tentative budget, tentative organizational structure
Mar. 2017	Faculty Perceptions of Student Writing Survey	Faculty report weaknesses in student writing
Apr. 2017	Faculty approved QEP Topic – Writing through Engagement	Engagement activities to include: Service Learning, internships (which includes practica & Student teaching), and research, scholarly and creative work (which includes problem-based learning and project-based classes and labs)
May –July 2017	Members of QEP Oversight and Steering Committees begin compiling the QEP document	Initial draft completed
July 2017	Drafts of the QEP document are sent to all members of the committees, faculty and administration for review and input	Drafts revised and recirculated
Aug. 2017	Final QEP document is completed	

APPENDIX B: Potential QEP Topics 2015

Student Success and Engagement

Problem:

Student success is the foundation for all higher education. Based on feedback from student focus groups, student success initiatives are needed beyond the classroom to help in areas like tutoring, writing assistance, college survival seminars, LSAT/GRE test preparation, workshops, programs to help athletes who miss class to travel, and other areas. Students who understand how to do the work outside the classroom to be successful in the classroom are more likely to be engaged in all aspects of the learning process.

Goals:

This QEP topic will equip all students, including students who may not be prepared for academic work as well as high-scoring high school students, with tools to be successful in college and beyond. This topic will also allow the campus community to centralize and enhance campus vision for student success by offering workshops on note taking, critical thinking, financial planning, oral presentations, and other skills Wesleyan defines as critical to student success.

The student success plan will allow Wesleyan to create a writing center where students can go for editing and MLA/APA/Chicago Style guideline help, which many faculty members have expressed is a consistent student weakness. The plan will also allow for students to assume leadership roles by delegating the planning and implementing student success initiatives for underclassmen to teach skills they learned. Having a vibrant student success center will serve as dynamic and effective recruitment tool.

The plan will expand PLUS Center's services to be more beneficial to students and will document and share data with campus community of how many students use services, those students' GPAs, GPAs of students who did not use services, etc. Transparency and data shared to all campus community will be priority.

Possible Programs:

- Expand PLUS Center to include writing center
- Student Success Center will offer tutoring, supplemental instruction, and instruction on skills needed to be successful students
- Programs that allow upperclassmen to mentor underclassmen
- Designated drop-in time for tutoring

Possible Assessment:

- Data on how many students use each service and the GPAs, retention rates, and graduation rates on students in the student success program will be collected and shared.
- Institutional research on student success practices will show what programs work for our students and which need adapting. The assessment will be continual and data driven.

Role Definition and Expectation (Institutional Culture Change)

There is a great deal of uncertainty and non-uniformity across campus concerning roles and responsibilities of students, staff, faculty, and administration and their expectations of each other. Students complain, for example, that there are not enough internships provided by instructors or the college, while those parties speak primarily of the students' lack of effort or engagement in seeking out those opportunities for themselves. Similar views arise when discussing the difficulties of the commuter and student athlete in making up class time or finding time and help for school work. How much effort or guidance should be provided by each member of the community in these and other situations and how can campus-wide expectations be determined and communicated for each constituent?

We must all understand what Kentucky Wesleyan College's Wesleyan Way is to be through a methodical effort of inquiry, discussion, mentoring and preparation. The result must be the preparation of students for graduation and beyond, as well as the balance of work and family life for all College members.

Goals

- Enhance campus wide engagement and participation in KWC life
- Clearly express expectations of all constituencies at KWC
- Improve student learning through quality mentoring as well as defining and expressing clear and uniform expectations of the students' behavior inside and outside of the classroom
- Enhance student engagement by connecting students' daily activities to their personal goal's
- Prepare students for graduation and a career

The function of this QEP is to layout the parameters of a discussion for all constituents of KWC to determine what it means to be a student/faculty/staff/administrator at this college. Role definition and expectation clarity should support continuous quality improvement across campus.

Implementation Ideas

- Assign mentors to all incoming students who would attend events with the student as well as discuss experiences, work and personal issues, time management and study skills, etc.
- Create contracts detailing expectations and consequences for failing to meet expectations.
- Developmental advising
- Development of junior/senior development seminars in each major to address career issues, balance of work/family, finances, etc.
- Creation of Student Success Center combining tutoring, career information, internships, etc.
- Integration of Student Life and Academic Affairs with a student transcript that traces student development through clubs, service projects, courses, etc.

Assessment

- Assess incoming student expectations through the NSSE, as well as an initial interview process
- Develop and assess a student/college contract detailing expectations each year of all parties
- Assess graduating senior's perceptions of their experience via the NSSE and an exit survey
- Career information collected from graduating seniors
- Annual faculty evaluations and post-tenure evaluations
- Evaluation of administration made public on the KWC website.

Career Preparation and Soft Skills

Problem:

Many students who participated in the focus groups were concerned about being unprepared for career demands once they graduate from KWC. These students see a difference between academic endeavors and career prep. They did not equate success in the classroom as being a precursor to success in the workplace. Concerns were voiced that class assignments and lectures were passive in nature and did not prepare the student adequately for real world experiences. Students expressed a desire for more hands on work experience and active learning.

Faculty also expressed concern that students are not career ready when they leave KWC, but their concerns were of a different nature. While some concerns were voiced about the lack of professional experience, more faculty spoke of students not understanding professional behavior and social skills (soft skills).

Goals:

A QEP built around this topic could be aimed at increasing student participation in their own career preparation. Instead of it being a passive and self-selecting process, students would instead be required to participate in career building activities throughout their four years at KWC in a directed and appropriately paced plan.

Possible Programs:

- Require internship or some sort of job shadowing requirements for all majors
- Require career preparation seminar type courses in all majors taken in the junior and senior years
- Expand the Career Services Office to include providing individual career counseling
- Case study based assignments and other active, career mimicking classroom exercises
- Expand Computer Literacy offerings allowing students to opt to take more in depth courses over common office applications
- Resume writing made a part of Freshman Orientation or new KW1101 experience
- Student created portfolios of their work and co-curricular experiences

Possible Assessment:

- Professor designed in already required academic reporting
- Successful establishment or expansion of Career Services
- Student course evaluations
- Changes to Academic Bulletin to reflect new requirements in each major
- Establishment of junior and senior seminar courses in all majors
- NSSE (National Survey of Student Engagement)
- Senior exit interviews
- Co-curricular records

APPENDIX C: DETAILED QEP BUDGET

*Red numbers indicate existing resources		Year 1	Year 2	Year 3	Year 4	Year 5	6-Yr Budget
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Total
Personnel							
Co-Director- Engagement - salary & benefits	\$89,700	\$89,700	\$89,700	\$89,700	\$89,700	\$89,700	\$538,200
Co-Director- Writing Stipend	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$30,000
Faculty Development - Stipends (training)	\$10,000	\$10,000	\$5,000	\$5,000	\$2,000	\$2,000	\$34,000
Assessment Coordinator- Engagement Activities - salary & benefits	\$75,900	\$75,900	\$75,900	\$75,900	\$75,900	\$75,900	\$455,400
Ext. Evaluator - stipend and travel	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000		\$10,000
Assessment Committee stipends	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$12,000
CETL/QEP Administrative Staff - salary & benefits	\$28,980	\$28,980	\$28,980	\$28,980	\$28,980	\$28,980	\$173,880
sub-total	\$213,580	\$213,580	\$208,580	\$208,580	\$205,580	\$203,580	\$1,253,480
Operational							
Supplies-materials	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$12,000
Marketing & student incentives	\$2,000	\$2,000	\$2,000	\$2,000	\$1,000	\$1,000	\$10,000
VPAA mini-grants		\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$30,000
CETL Mini-grants	\$10,000	\$10,000	\$6,000	\$6,000	\$6,000	\$6,000	\$44,000
meetings -meals	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$12,000
travel - registration, lodging & meals CETL	\$10,000	\$10,000	\$4,000	\$4,000	\$4,000	\$4,000	\$36,000
subtotal	\$26,000	\$32,000	\$22,000	\$22,000	\$21,000	\$21,000	\$144,000
Total	\$239,580	\$245,580	\$230,580	\$230,580	\$226,580	\$224,580	\$1,397,480

APPENDIX D-1: WE-EXPERIENCE SCAFFOLDING EXPECTATIONS for WRITING

Writing Scaffolding Expectations					
Learning Outcomes	Senior Expectations (400)	Junior Expectations (300)	Sophomore Expectations (200)	Freshmen Expectations (100)	College Entry Expectations
Students will understand and accurately employ diction, syntax, grammar, and mechanics.	Infrequent and minor grammar, punctuation, capitalization, spelling, or mechanical errors are present. Appropriate diction and syntax are used.	Regular errors in grammar, punctuation, capitalization, spelling, or mechanical errors are present, but do not obstruct with writer's intent. Appropriate diction and syntax are understood and demonstrated.	Numerous errors in grammar, punctuation, capitalization, spelling, and/or mechanical errors are present. Errors obstruct meaning. Vague diction and syntax.	Numerous and serious errors in grammar, punctuation, capitalization, and/or mechanical errors are present. Errors may obstruct meaning. Unclear syntax and diction.	No discernable understanding of conventions, including grammar, punctuation, capitalization, and mechanics. No understanding of syntax and diction.
Students will integrate research, academic and/or experiential, into subject-specific style formats.	Writing correctly adheres to discipline-appropriate standards (citations, quotations, use of MLA, APA, or other appropriate style). Academic or experiential research is evaluated and integrated into the writing.	Writing shows adequate knowledge of discipline-appropriate standards (citations, quotations, use of MLA, APA, or other appropriate style), but with errors. Outside information is included in writing	Students apply MLA, APA, or other appropriate style to citations, quotations. Some outside information is included in the writing.	Students show understanding of MLA, APA, or other appropriate style format. Students begins to incorporate outside information into writing assignments.	MLA, APA, or other appropriate style is missing or completely incorrect. No outside information is cited
Students will produce writing that is clear, well structured, well supported.	Students create focused thesis and support thesis fully with logic and specific, detailed evidence. Students integrate ideas with relevant primary and secondary sources. Writing conveys focused, consistent message that supports thesis through analysis, evaluation, deconstruction, etc.	Students create and support thesis with specific evidence. Students integrate support into structure and writing. Students apply primary and secondary sources. Paragraphs will clearly support the thesis and will further the paper structure Writing conveys focused, consistent message that supports the thesis.	Students can write thesis and structure writing around that thesis. Writing will support thesis with logic and evidence. Paragraphs will be structured around specific points that directly support thesis Writing shows understanding of primary and secondary sources.	Students can identify thesis and can structure writing around central idea. Paragraphs will be well organized around specific points. Writing will identify supporting ideas that loosely tie to a central idea.	Writing not structured around thesis. Does not organize paragraphs around specific points. Writing does not always identify supporting ideas
Students will strengthen their writing through structured revision.	Final drafts of writing demonstrate direct application of revision process to strengthen grammar, mechanics, content, and structure based on feedback on earlier drafts.	Drafts demonstrate some direct application of revision process based on feedback from earlier drafts, but application of feedback needs more attention to strengthen grammar, mechanics, content, and/or structure.	Drafts demonstrate little direct indication that student can correct errors and strengthen grammar, mechanics, content, and/or structure through revision based on feedback.	Student produces multiple drafts. Revision only corrects errors indicated on feedback.	No evidence of revision or multiple drafts.

APPENDIX D-2: WE-EXPERIENCE SCAFFOLDING EXPECTATIONS for SERVICE-LEARNING

Service-Learning Scaffolding Expectations					
	Senior/400	Junior/300	Sophomore/200	Freshman/100	College Entry
Focus	Integration	Building	Focused Learning	Exposure	Benchmark
Community Engagement	Demonstrates a commitment to work collaboratively across and within community contexts and structures to achieve a service goal.	Recognize community problems and gaps in resources. Demonstrates initiative in team leadership in service.	Demonstrate initiative in pursuing a cause. Experiments with leadership in service. Starts to understand the causes of social issues.	Has clearly participated in service-focused actions. Been exposed to the causes of social issues.	Has experimented with some service activities but shows little internalized understanding of the meaning and impact and little commitment to future action.
Working with Diverse Groups & Environments	Integrates new insight and meaning regarding people and situations similar or different from their own into their own lives and learning.	Appreciate difference, as seen in other perspectives, cultures, and lives. Begins to think in terms of relativism.	Begins to work collaboratively with people across differences.	Recognizes the differences and similarities of people and situations in the community. Communicates respectfully.	Expresses attitudes and beliefs from their personal view but are unable to see from the perspective of others.
Learning Through Reflection	Analyzes and articulates what they have learned about themselves as it relates to a reinforced and clarified sense of civic identity and continued commitment to service.	Analyzes their own perceptions and other perspectives of community issues.	Articulates the context of service and experiences. Connects concepts and theories of the classroom to real community needs	Articulates the importance of service but is unable to make connections to deeper issues and to classroom concepts and theories.	Describes their experiences but are unable to associate the meaning of experiences to an understanding of people and community issues.
Capacity for Change-Making	Analyzes their own experience and role in service as a change-maker. Demonstrates leadership roles and ability to inspire /motivate others.	Contributes to solving immediate problems through service but has difficulty integrating their service into larger social issues.	Demonstrates a desire to change their own role by designing a project or writing a proposal focused on community service.	Recognizes their own ability to contribute and to make a difference in the community.	Unable to see themselves as being able to effect change in the community.

* Modeled after the Integrative Learning and Civic Engagement Value Rubrics from the Association of American Colleges and Universities

APPENDIX D-3: WE-EXPERIENCE SCAFFOLDING EXPECTATIONS for RESEARCH, SCHOLARLY and CREATIVE WORKS

Research, Scholarly, and Creative Works (RSCW) Scaffolding Expectations				
Focus	Senior/400	Junior/300	Sophomore/200	Freshman/100
Connections to Experience: Student connects relevant experience and academic knowledge	Meaningfully synthesizes connections among RSCW experiences outside of the formal classroom to deepen understanding of field of study and broaden individual point of view.	Effectively selects and develops examples of connections between RSCW experience outside of the formal classroom to highlight concepts from the field of study	Compares RSCW experience to formal classroom content and acknowledges differences between the two	Identifies connections between RSCW experience and traditional classroom content.
Connections to Discipline: Sees (makes) connections across disciplines, perspectives	Independently generates product and/or data and draws conclusions by analyzing outcomes/results. Able to compare outcomes/results to literature in multiple disciplines.	Independently connects generated and/or provided data, facts, and/or theories to literature examples in multiple disciplines	When prompted, can connect examples from the literature to generated or provided data	When prompted, is able to present examples from the literature related to RSCW field
Transfer: Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations.	Independently adapts and applies skills, abilities, theories, and/or methodologies learned to new and more complex problems.	Adapts and applies skills, abilities, theories, and/or methodologies learned to new and more complex problems.	Uses skills, abilities, theories, and/or methodologies in one situation to contribute to understanding of new problems	Uses, in a basic way, skills, abilities, theories, and/or methodologies in a new situation
Integrated Communication	Presents RSCW that effectively communicates results/processes that demonstrates meaningful understanding of the connections to traditional coursework.	Presents RSCW that demonstrates understanding of the connections to traditional coursework.	Presents RSCW that demonstrates a basic connection to traditional coursework.	Presents RSCW inappropriately
Reflection and Self-Assessment: Demonstrates a developing sense of self as a learning, building on prior experiences to respond to new and challenging contexts	Reflects on differences in learning through RSCW and presents future work that meaningfully builds on results and literature	Reflects on changes in learning through RSCW and is able to present rational future steps	Reflects on strengths and challenges of research. Identifies areas of improvement	Reflects on performance with general descriptions of successes and failures.

* Modeled after the Integrative Learning Value Rubric from the Association of American Colleges and Universities

APPENDIX E-1: WE-EXPERIENCE EVALUATION RUBRIC for WRITING

Learning Outcomes	Exceeds Standards 4	Meets Standards 3	Approaches Standards 2	Needs Attention 1	Unacceptable 0
Students will understand and accurately employ diction, syntax, grammar, and mechanics.	Sentences are mechanically and grammatically correct.	Sentences contain fewer than five grammatical or mechanical errors that do not affect readability.	Five to ten errors in grammar and/or mechanics.	Eleven to fifteen errors in grammar and/or mechanics. Sentences awkward and unclear. Paragraphs contain many different ideas that are not connected to thesis.	More than sixteen errors in grammar/mechanics. Sentences difficult to understand. Paragraphs missing or unrelated to thesis.
Students will correctly use subject-specific style formats.	Writing correctly adheres to discipline-appropriate standards (citations, quotations, use of MLA, APA, or other appropriate style).	Writing shows adequate knowledge of discipline-appropriate standards (citations, quotations, use of MLA, APA, or other appropriate style) but with errors	Citations, quotations, and use of MLA, APA, or other appropriate style are incorrectly formatted. Outside information and research are not cited.	MLA, APA, or other appropriate style is missing or completely incorrect. No outside information is cited	No subject style formats or citations
Students will produce writing that is clear, well structured, well supported, and synthesizes multiple sources.	Language flows smoothly to enable easy reading and comprehension. Writing assignment is organized around thesis, and all paragraphs are focused on one idea that directly relates to thesis. Writing synthesizes more than seven sources.	Language flows well for comprehension. Most paragraphs are focused on a single topic that supports thesis, though some paragraphs may include multiple ideas or topics. Writing synthesizes five to seven sources.	Language flow is understandable but sporadically inhibits reading and comprehension. Progression of ideas unrelated to central thesis. Paragraphs may include more than one idea or may be unconnected to thesis. Most sentences are readable but awkward and unclear. Writing includes two to seven sources but does not synthesize information together.	Language flow inhibits easy reading or comprehension more than sporadically. Writing includes fewer than two sources and does not synthesize the information.	Grammar and spelling regularly misused Words are regularly misused Language flow is difficult to read or understand
Students will integrate course content into writing.	Student applies theories, methodologies, and/or information learned from course to explain complexities of experience	Student applies information or theories learned in course to explain how what was learned in course was present or missing from experience	Student compares experiences with things learned in courses or texts to find similarities and differences in the two modes of learning.	Student makes connections between experiences and course material but does not do more than identify similarities.	Writing unrelated to any course content

APPENDIX E-2: WE-EXPERIENCE EVALUATION RUBRIC for INTERNSHIPS

	Exceeds Expectations - 4	Meets Expectations - 3	Approaches Standards - 2	Needs Attention - 1	Unsatisfactory - 0
Experiences	Clearly describes internship experience. Provides multiple examples of activities, tasks and projects. Discusses outcomes of completed work and future internship experiences.	Describes internship experiences in detail. Provides examples of activities, tasks and projects engaged in without discussing outcomes or future internship experiences.	Describes internship experiences without much detail. Examples of activities, tasks and projects are given without context or just as an itemized list.	Internship experiences are mentioned with no examples or examples are mentioned without detail.	Experiences are not described.
Collaboration	Clearly discusses examples of how the student built collaborative experiences with community members/work associates throughout the internship.	Student discusses impact of internship and describes collaborative experiences with community members/work associates.	Student describes impact of internship and relationships built but does not describe collaborative experiences with work associates/community members.	Impact of engagement and how student built relationships through the engagement is lacking and/or is not articulated.	Impact of engagement and how student built relationships through the engagement is lacking and/or is not articulated.
Learning	Lessons learned, skills acquired, and utilized are clearly described and explicitly connected to previous class content; previous readings and/or class discussions are cited.	Lessons learned, skills acquired and utilized are stated but the link to previous course content is brief; previous readings and discussions are not mentioned specifically.	Lessons learned, skills acquired and utilized are stated with vague statements relating to previous coursework.	Lessons learned, skills acquired and utilized are vaguely stated with little acknowledgement of previous coursework.	Lessons learned and skills acquired and utilized are vaguely stated or not mentioned.
Application	Using a “then and now” comparison technique, the student describes their understanding of their career field prior to the internship and since acquiring the internship. Clearly describes how the internship experience has influenced their academic goals, career choice and plans for the future using multiple (more than 3) specific examples from their experience to demonstrate new understandings and goals.	Using a vaguely worded “then and now” comparison technique, the student describes their understanding of their career field prior to the internship and since acquiring the internship. Student describes influence of their internship experience on their career choice, academic goals and plans for the future using two or three examples from their experience to demonstrate new understanding and goals.	Student presents an awareness of personal change since initiating the internship, but does not go beyond an acknowledgement of what has happened to them. Student mentions changes in their academic goals, career choice or future plans with little description or explanation for changes with a single example from their experience to demonstrate new understanding and goals.	Student expresses opinion about their internship experience to date (like or dislike). May mention changes in their academic goals, career choice or future plans with no description or explanation for changes.	Student does not mention how the internship influenced their academic goals, career choice or plans for the future. Student may express some vaguely worded opinion about the value of the internship.
TOTALS	13-16	9-12	5-8	1-4	0

Modified from University of Florida's Rubric <http://garnetandgoldscholar.fsu.edu/sites/g/files/upcbnu516/files/internship.pdf>

APPENDIX E-3: WE-EXPERIENCE EVALUATION RUBRIC for SERVICE-LEARNING

Learning Outcomes	Exceeds Standards 4	Meets Standards 3	Approaches Standards 2	Needs Attention 1	Unacceptable 0
<p>Community Engagement</p> <p>Demonstrates a commitment to work across and within community contexts and structures to achieve a service goal</p>	Demonstrates a desire to / initiative in pursuing a cause	Analyzes and recognizes community problems and gaps in resources	Explains several aspects of the experience but cannot connect them to broader social issues	Describes in a limited way the experience by focusing on a single aspect or listing facts, place(s), tasks)	Did not participate or does not describe the experience
<p>Working with Diverse Groups & Environments</p> <p>Integrates new insight and meaning regarding people and situations similar or different from their own into their own lives and learning</p>	Views the experience from several perspectives, recognizes that decisions & actions depend on the situation	Places own experience(s) in a broader, nuanced, complex context	Recognizes differences and similarities of people and situations in the community	Expresses un-examined & un-supported attitudes & beliefs from personal view but are unable to see from perspective of others	Does not address differences
<p>Integration of Experience & Class Concepts</p> <p>Analyze what they have learned from community service as it relates to coursework and theory</p>	Applies theories, methodologies, and/or information learned from course to explain complexities of experience	Applies information or theories to explain how what was learned in course was present or missing from experience	Compares experiences with things learned in coursework to find similarities and differences in the two modes of learning.	Makes connections between experiences and coursework but does not do more than identify similarities.	Makes no connection between experience & coursework
<p>Capacity for Change-Making</p> <p>Analyze own experience and role in service as a change-maker</p>	Places own experiences in broader, nuanced, complex context	Contribute to solving immediate problems through service	Demonstrates a desire to change own role	Recognizes own ability to contribute and to make a difference in the community	No mention of self as being able to effect change in the community

APPENDIX E-4: WE-EXPERIENCE EVALUATION RUBRIC for RESEARCH, SCHOLARLY, and CREATIVE WORKS (RSCW) LOWER LEVEL

Desired LOs	Exceeds Standards 4	Meets Standards 3	Approaches Standards 2	Needs Attention 1	Unacceptable 0
Application/Transfer: Students will apply previous knowledge and skills to the current activity.	Identifies multiple connections between RSCW experience and traditional classroom content. Is able to present multiple examples from the literature related to the RSCW field. Uses skills, abilities, theories, and/or methodologies in a new situation	Identifies few connections between RSCW experience and traditional classroom content. When prompted, is able to present a few examples from the literature related to the RSCW field. Uses, in a basic way, skills, abilities, theories, and/or methodologies in a new situation	Identifies two-three connections between RSCW experience and traditional classroom content. When prompted, can present two -three example from the literature related to the RSCW field. Skills, abilities, and/or methodologies are applied superficially in new situations	Identifies one connection between the RSCW experience and traditional classroom content. When prompted, can present one example from the literature related to the RSCW field. Attempts to use, skills, abilities, theories, and/or methodologies in a new situation	Unable to identify connections between the RSCW experience and traditional classroom content. When prompted, cannot present an example from the literature related to the RSCW field. Cannot use, skills, abilities, theories, and/or methodologies in a new situation
Integrated Communication: Students can effectively communicate written outcomes of the activity in a way that demonstrates integration of old knowledge with new findings/outcomes.	Presents RSCW through written communication in a basic way that demonstrates understanding. Student is able to answer questions regarding the work.	Presents RSCW through written communication that demonstrates knowledge, but a few items need clarification. Student is able to answer simple questions regarding the project and is able to answer more complex questions with assistance.	Presents RSCW through written communication in a way that shows some understanding. Students are only able to answer basic questions without assistance.	Presents RSCW through written communication in a way that is dramatically lacking in understanding. Student is able to answer basic questions with assistance.	Unable to present RSCW through written communication. Student cannot answer basic questions with assistance.
Forward Thinking: Students can identify new questions or potential applications and discuss possible improvements for future RSCW.	Identifies and comments on general successes and failures/challenges with research and/or performance and identifies areas of improvement in a way that clearly demonstrated understanding.	Identifies general successes and failures/challenges with research and/or performance with superficial descriptions, but does not comment on said challenges. Student is able to speak, in a basic way, to the changes that could be made to improve the project.	Identifies general successes and failures/challenges and/or performance, attempts to describe the issue. With prompting, student can offer suggestions for improvement	Identifies general successes and failures/challenges and/or performance, but does not describe the issue. Student does not comment on any improvements	Student is unable to identify successes and/or setbacks with the project and cannot comment on any improvements to the project.
Writing: Students' writing will improve as a result of assignment feedback. Refer to writing rubric.	Students will demonstrate competency with respect to mechanical writing according to the freshman or sophomore level standards in the writing rubric				Students do not meet freshman or sophomore level standards (as appropriate) in the writing rubric

Modeled after the Integrative Learning Value Rubric from the Association of American Colleges and Universities

APPENDIX E-5: WE-EXPERIENCE EVALUATION RUBRIC for RESEARCH, SCHOLARLY, and CREATIVE WORKS (RSCW) UPPER LEVEL

Learning Outcomes	Exceeds Standards 4	Meets Standards 3	Approaches Standards 2	Needs Attention 1	Unacceptable 0
Application/Transfer: Students can apply previous knowledge and skills to the current activity.	Meaningfully synthesizes connections among RSCW experiences outside of the formal classroom to deepen understanding of field of study and broaden individual point of view. Independently generates data and draws conclusions by analyzing results. Compares results to the literature in multiple disciplines. Independently adapts and applies skills, abilities, theories, and/or methodologies learned to new and more complex problems.	Effectively selects and develops examples of connections between RSCW experiences outside of the formal classroom to highlight concepts from the field of study. Independently connects generated and/or provided data, facts, and/or theories to literature examples in multiple disciplines. Adapts and applies skills, abilities, theories, and/or methodologies learned to new and more complex problems.	Compares RSCW experience to formal classroom content and acknowledges differences between the two. When prompted, can connect examples from the literature to generated or provided data. Uses skills, abilities, theories, and/or methodologies in one situation to contribute to understanding of new problems	Identifies connections between RSCW experience and traditional classroom content. When prompted, is able to present examples from the literature related to RSCW field. Uses, in a basic way, skills, abilities, theories, and/or methodologies in a new situation	Unable to identify connections between RSCW experience and traditional classroom content. When prompted, is unable to present an example from the literature related to RSCW field. Unable to use , skills, abilities, theories, and/or methodologies in a new situation
Integrated Communication: Students can effectively communicate written outcomes of the activity in a way that demonstrates integration of old knowledge with new findings/outcomes.	Presents RSCW in a way that effectively communicates results/processes in a way that demonstrates meaningful understanding of the connections to traditional coursework.	Presents RSCW in a way that demonstrates understanding of the connections to traditional coursework.	Presents RSCW in a way that demonstrates a basic connection to traditional coursework.	Presents RSCW in an appropriate form.	Unable to present RSCW through written communication. Student is unable to answer basic questions with assistance.
Forward Thinking: Students can identify new questions/potential applications and discuss possible improvements for future RSCW.	Identifies differences in learning through RSCW and presents potential future work that meaningfully builds on results and literature precedence.	Identifies changes in learning through RSCW and is able to present rational future steps	Identifies strengths and challenges of research, scholarly, and/or creative work. Identifies areas of improvement.	Identifies general successes and failures/challenges with research and/or performance with general descriptions	Student is unable to identify successes and/or setbacks with the project and cannot comment on any improvements to the project.
Writing: Students' writing will improve as a result of assignment feedback. Refer to writing rubric.	Students will demonstrate competency with respect to mechanical writing according to the junior or senior level standards in the writing rubric				Students do not meet junior or senior level standards (as appropriate) in the writing rubric

Modeled after the Integrative Learning Value Rubric from the Association of American Colleges and Universities

APPENDIX F: POST WE-EXPERIENCE SURVEY OF STUDENT PERCEPTIONS

Kentucky Wesleyan College

Addresses:

Goal 1: Improve Student Writing Through Engagement

LO4: Students will integrate classroom theory and content with practice gained during a WE-Experience

GOAL 2: Prepare Students to Achieve Success in Life

LO 1: Students will demonstrate professional skills and/or behaviors appropriate to the WE-Experience.

LO 2: Students will effectively communicate outcomes of the WE-Experience in writing

LO 3: Students will become more confident in their ability to analyze, solve problems, and integrate classroom content and skills with practice gained during the WE-Experience

LO4: Students will gain awareness and confidence in their academic and career goals

1. What type of WE-experience did you participate in?

Service-learning

Class project

Internship

Problem-based learning

Practicum

Research, Scholarly or Creative work with a

Student Teaching

mentor outside of class

2. What is your academic level

Freshman

Sophomore

Junior

Senior

Strongly agree (5) agree (4) neither agree or disagree (3) disagree (2) strongly disagree (1)

1. As a result of this WE-Experience my career path has been clarified
2. As a result of this WE-Experience my writing has improved
3. As a result of this WE-Experience I have developed better problem solving/critical thinking skills
4. As a result of this WE-Experience I am more confident
5. As a result of this WE-Experience I am more tolerant of obstacles faced
6. As a result of this WE-Experience my ability to see connections to my college course work has increased
7. As a result of this WE-Experience my ability to analyze a problem has increased
8. As a result of this WE-Experience my ability to work collaboratively with others has increased
9. As a result of this WE-Experience my ability to work independently has increased
10. As a result of this WE-Experience my ability to integrate theory with practice has increased
11. As a result of this WE-Experience I have an increased sense of accomplishment
12. As a result of this WE-Experience I have an increased understanding of appropriate professional behavior
13. As a result of this WE-Experience I have developed some leadership skills
14. As a result of this WE-Experience I have been able to apply knowledge and skills learned in my previous course work
15. As a result of this WE-Experience my ability to manage my time has improved
16. As a result of this WE-Experience my sense of responsibility for completing for my project/work has increased
17. As a result of this WE-Experience my technical skills have improved
18. As a result of this WE-Experience my motivation has increased
19. As a result of this WE-Experience I have been able to better balance my class schedule with other obligations
20. As a result of this WE-Experience my motivation to complete another WE-Experience has increased

APPENDIX G: OFF-SITE SUPERVISOR'S EVALUATION of the STUDENT
Off-Site Supervisor Final Evaluation of the Student

Your name:
 Title:
 Organization name:
 Phone Number:
 Student name:
 Dates of placement

We appreciate your feedback. It will be summarized for the student's benefit. If you choose to share it with the student, that is completely up to you. Please indicate if you decide to share this information with the student.

_____ I shared this feedback with the student
 _____ No, I did not and will not share this feedback with the student

1. Did the student realize most of his/her objectives outlined in his/her application?

__Yes No

Comments

2. What did the student do well?

3. How could the student improve?

Please indicate the number associated with the category that is most representative of the student's behavior for each of the following seven items. If you feel the student fits in between two categories, please use 1.5 or 2.5.

	3- Excellent	2 -Satisfactory	1 -Unsatisfactory	Grade (#)
Job Knowledge	Very knowledgeable in subject &/or company. Seeks to gain additional knowledge.	Average subject &/or company knowledge. Sometimes seeks to gain additional knowledge.	Poor subject and/or company knowledge. Little or no attempt to gain additional knowledge.	
Initiative	Accurately anticipates needed actions. Makes decisions and takes needed actions. Asks questions when necessary. Willingly accepts responsibility. Can always be relied on to complete assignments.	Is getting better at anticipating needed actions. Makes decisions and takes needed actions after asking many clarifying questions. Is reluctant to accept responsibility. Can mostly be relied on to complete assignments.	Rarely anticipates needed actions. Rarely makes independent decisions; requires a great deal of guidance before taking action. Will not accept responsibility. Cannot be relied on to complete assignments.	
Interpersonal Skills	Always self-confident, courteous,	Gaining confidence, mostly courteous,	Lacking confidence, not courteous, cooperative,	

	cooperative, team-player, gets along well with others.	cooperative, team-player, gets along well with others.	team-player. Does not get along well with others.	
Performance and Motivation	Self-starter, work submitted on time, always complete, superior quality	Work submitted on time, work quality average	Work often late and/or often incomplete, work quality unacceptable	
Attitude	Always shows high levels of enthusiasm and interest in the job/work and in achieving goals	Shows interest in the job/work and in achieving goals	Rarely shows interest in the job/work and in achieving goals	
Attendance	Never absent, always on time, sometimes remains after assigned work time, only takes assigned breaks	Rarely absent, sometimes late or leaves early, and/or takes extra breaks	Excessive absences, often late and/or leaves early, and/or takes extra breaks	
Professional Etiquette	Always dressed appropriately, Only uses technology for professional purposes. Consistently pays attention in meetings. Composes professional e-communications.	Sometimes dressed in appropriately. Sometimes uses technology for personal purposes. Sometimes does not pay attention in meetings. Typically composes professional e-communications.	Rarely dressed in appropriately. Often uses technology for personal purposes. Rarely pays attention in meetings. E-communications are unprofessional.	

Portions adapted from <http://www.wilmu.edu/technology/internships/supervisorevaluation.pdf>

APPENDIX H: WE- END OF COURSE SURVEY

Kentucky Wesleyan College WE-End of Course Survey

Addresses:

Goal 1: Improve Student Writing Through Engagement

LO4: Students will integrate classroom theory and content with practice gained during a WE-Experience

GOAL 2: Prepare Students to Achieve Success in Life

LO 2: Students will effectively communicate outcomes of the WE-Experience in writing

LO 3: Students will become more confident in their ability to analyze, solve problems, and integrate classroom content and skills with practice gained during the WE-Experience

Likert Scale 1-5:

Strongly agree (5) agree (4) neither agree or disagree (3) disagree (2) strongly disagree (1)

1. I was encouraged to relate course activities to course materials
2. I was encouraged to relate this course to other course I'm taking or have taken
3. I was encouraged to make connections from this course to other disciplines
4. I was encouraged to make connections from my prior experience to what I was learning in this class
5. I was encouraged to make connections from my beyond the classroom experiences to my coursework
6. I was encouraged to apply what I was learning in class
7. I was encouraged to see things from different points of view or multiple perspectives
8. I was encouraged to reflect on what I was learning
9. I received clear instructions about how the written assignments were to be done
10. I knew how my written work would be evaluated
11. I had feedback on my written work before I had to submit the final product
12. I was more engaged in this course than some of my other courses I took this semester
13. I believe I have grown personally as a result of this course
14. I believe I have grown professionally as a result of being in this course
15. I would recommend this course to other students