Barry University

Quality Enhancement Plan

Fostering Personal and Social Responsibility through Experiential Learning

On-Site Visit: March 18-20, 2014

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I. Executive Summary

Background
The QEP focuses on undergraduates and centers on the broad areas of social and personal responsibility. These two areas are among those identified by LEAP (Liberal Education – America's Promise, AAC&U). AAC&U identifies knowledge and skills in these areas as essential components in a liberal arts education. A large majority of employers, more than 80%, identify skills in these areas as important for job success.

The QEP team has selected three learning domains which fall under the construct of social and personal responsibility. These are 1) ethical and moral reasoning; 2) engaging diverse perspectives; 3) community engagement and collaboration. These domains relate directly to the Core Commitments of the Barry University Mission. Within these three broad areas we have established six specific undergraduate student learning outcomes. At the time of graduation, students who participate in the QEP will demonstrate mastery of the learning outcomes associated with these three domains.

The QEP Project
In pilot study, 70 first year students will be enrolled in designated sections of courses commonly taken by first year students. These designated sections will use high impact practices to engage students in experiential, hands-on learning activities which support the student learning outcomes. High impact practices are those practices that have been demonstrated to foster more meaningful interactions between faculty and students, more time spent on research, writing and analytical thinking by students, and more hands-on and collaborative forms of learning (e.g. Kuh, 2008). High impact practices include first year seminars and experiences, undergraduate research, learning communities, service learning/community based learning, writing intensive courses, collaborative assignments and projects, internships, and capstone courses/projects. A common thread running through these high impact practices is the experiential nature of the learning activities.

Co-curricular activities are an integral part of the QEP. Selected activities on campus will be identified as emphasizing growth in social and personal responsibility. Activities will be selected based on their alignment with QEP learning outcomes. The co-curricular activities will be organized and monitored through an extension of the Barry Buccaneer Passport program, coordinated by the Division of Student Affairs to structure student engagement opportunities that are part of the existing First Year Experience initiative.

The QEP project represents a systematic integration and enhancement of a number of currently discrete efforts that have been initiated by various academic and student affairs units. Student participation is largely driven by these sponsoring units. The goal of the QEP project is to institutionalize a series of courses and co-curricular activities that, eventually, all incoming student will experience with the explicit goal of enhancing their level of personal and social responsibility by graduation.

II. Background to the Development of the QEP

The starting point for the selection of the specific initiative that has become the focus of the Quality Enhancement Plan (QEP) project can be identified as a broad and longstanding University commitment to a transformative educational experience for all of our students. This commitment is summarized in the University Mission Statement as follows (see Appendix 1):

> In the Catholic intellectual tradition, integration of study, reflection and action inform the intellectual life. Faithful to this tradition, a Barry education and university experience foster individual and communal transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service.

Historically, aspects of this transformational education experience have been explicitly embedded in the University strategic agenda. For example, the 2006-2011 strategic agenda called for the University to "establish diversity and community service as the integrating dimensions of our identity".

As with the 2006-2011 strategic agenda, the development of the 2011-2016 strategic agenda was accomplished through University-wide engagement in a collaborative process to identify goals for the University that would guide and further strengthen the University's fulfillment of its core commitments to *knowledge and truth, inclusive community, social justice and collaborative service.*

A sampling of academically-based initiatives that have been implemented over the past twenty-plus years provides evidence for the ways in which academic department have endeavored to fulfill the commitment of the University to offer an experiential educational opportunity that aligns with the core commitments of our mission statement.

In operation for approximately 25 years, the NIH funded Minority Access to Research Careers (MARC) program provided tuition funding and an enhanced curriculum to ethnic minority students in order to increase the number of well-prepared underrepresented minority students with the requisite research experience to enroll in graduate programs leading to a PhD in a biomedical or behavioral science, or combined professional/PhD degree. Active research collaboration with faculty leading to professional presentations and publications was a key component of this program. This program served as a proactive way for the University to address a pressing need among ethnically underrepresented students.

More recently, other academic departments have also recognized the educational benefit to students when provided with the opportunity to engage in hands-on, experiential learning. For example the Departments of Psychology, Physical Sciences and the School of Education have each established an annual research forum that showcases student research conducted with faculty either as independent study or as

part of a capstone course. More recently, the School of Business created a Student Managed Investment Fund (SMIF) as a way to gain hands-on experience in developing and managing an investment portfolio.

Other academic departments have focused on developing service learning courses as a way to support the mission of community engagement and collaboration using an experiential learning pedagogy. The Department of Sociology and Criminology and the Department of Theology and Philosophy were early adopters of this approach. More recently, coordination and verification of service learning courses has been assumed by the Center for Community Service Initiatives (CCSI). In addition to certifying service-learning course designations, the CCSI provides a variety of services aimed at supporting community engagement including, but not limited to: offering community-based research mini-grants, managing the community engagement management system, community partnerships, providing consultation to faculty and staff, housing relevant library and reflection resources, and scheduling topical seminars and workshops.

As part of the implementation of the 2011-2016 operational plan of the Strategic Agenda, the University contracted with an external consulting group to conduct a pricing and positioning study during the 2012-2013 academic year to help guide the development of strategic initiatives that would affect tangibly the decisions of traditional prospective undergraduate students to apply to and enroll at Barry University. The consultants conducted a rigorous survey and analysis of undergraduate inquiries to Barry. Among the findings potentially relevant to the development of the QEP, the consultants reported that: 1) the values embodied in our mission statement and core commitments resonate with potential undergraduate applicants and 2) they were also looking for hands-on learning opportunities integrated into the fabric of the curriculum for all undergraduate students.

The results reported by these external consultants were corroborated by a subsequent local analysis conducted by an external marketing company who was contracted to help the University with a new branding initiative. The findings of these two external consultants have begun to shape strategic decisions throughout all divisions of the University.

An internal survey was also disseminated to academic deans with undergraduate programs to determine the type and extent of hands-on learning opportunities available for traditional undergraduate students (see table below). Deans reported opportunities for a variety of hands-on learning experiences including research, internships, community service, field work, lab experiences, clinical experiences, volunteer and service learning. In general, a majority of colleges and schools provide hands-on experiences, at least for some students, in the areas of class project related research, discipline specific internships, on-campus labs, and discipline related volunteer

opportunities. In contrast, few opportunities are available for optional field experiences, off-campus labs, on-campus clinical experiences, or service learning.

Are the following types of hands-on experiences currently available for undergraduates in your college/school?					
	Yes	Yes, but not every student	No	Do you track this activity	
				Yes	No
RESEARCH					
1. Undergraduate research as part of a class project	BUS CHS EDU	CAS HPLS SSW		CAS CHS HPLS SSW	BUS EDU
2. Individual research with a faculty member for course credit		CAS BUS CHS HPLS	SSW EDU	CAS CHS HPLS	BUS SSW EDU
3. Individual research with a faculty member on a volunteer basis	SSW EDU	CAS CHS HPLS	BUS	CAS CHS HPLS SSW	EDU
4. Participation in professional conferences	CHS SSW EDU	CAS HPLS	BUS	CAS CHS HPLS SSW	EDU
5. Opportunities for authorship on a professional conference presentation	CHS SSW EDU	CAS	BUS HPLS	CAS CHS SSW	EDU
6. Opportunities for authorship on a refereed journal article	CHS SSW EDU	CAS	BUS HPLS SSW	CAS CHS	EDU
DISCIPLINE-SPECIFIC INTERNSHIP					
7. Required discipline specific internship	BUS HPLS SSW EDU	CAS	CHS	CAS BUS HPLSEDU	
8. Optional discipline specific internship	BUS	CAS	CHS SSW EDU	CAS BUS SSW	
COMMUNITY SERVICE					
9. Structured on-campus community service	CHS HPLS	CAS	BUS SSW EDU	CAS CHS HPLS	EDU
10. Structured off-campus community service	CHS SSW EDU	CAS HPLS	BUS	CAS CHS HPLS SSW	EDU
FIELD WORK					
11. Required structured field work	HPLS SSW EDU	CAS	BUS CHS	CAS HPLS SSW EDU	
12. Optional structured field work		CAS HPLS	BUS CHS SSW EDU	CAS	HPLS EDU
ON-CAMPUS LAB EXPERIENCES					
13. On-campus required lab experiences	CHS HPLS EDU	CAS SSW	BUS	CAS CHS HPLS SSWEDU	
14. On-campus optional lab	CHS	HPLS	CAS BUS SSW	CHS	CAS HPLS EDU

experiences			EDU		
OFF-CAMPUS LAB EXPERIENCES					
15. Off-campus required lab experiences	EDU	HPLS	CAS BUS CHS SSW	HPLS EDU	CAS
16. Off-campus optional lab experiences			CAS BUS CHS HPLS SSW EDU		CAS EDU
ON-CAMPUS CLINICAL EXPERIENCES					
17. On-campus required clinical experiences	CHS	HPLS	CAS BUS SSW EDU	CHS HPLS	CAS EDU
18. On-campus optional clinical experiences	CHS		CAS BUS HPLS SSW EDU	CHS	CAS EDU
OFF-CAMPUS CLINICAL EXPERIENCES					
19. Off-campus required clinical experiences	CHS SSW EDU	HPLS	CAS	CHS HPLS SSW EDU	CAS
20. Off-campus optional clinical experiences	CHS		CAS HPLS SSW EDU	CHS	CAS EDU
VOLUNTEER/SERVICE LEARNING					
21. Discipline related volunteer opportunities	CHS SSW EDU	CAS BUS HPLS		CAS CHS SSW	BUS EDU
22. Service learning courses (CCSI reviewed)	SSW	CAS	BUS CHS HPLS EDU	CAS SSW	EDU
23. Service learning courses (not yet CCSI reviewed)	EDU	CAS	BUS HPLS SSW	CAS	
24. Volunteer experiences (discipline related)	CHS SSW EDU	BUS HPLS		CHS HPLS SSW	BUS EDU
OTHER					
25. Other (specify below) Study Abroad programs – optional (CAS)		CAS		CAS	

COLLEGE/SCHOOL	Hands-on opportunities (n=25)		
	Yes	Yes, not every student	Total
CAS: College of Arts & Sciences	0	17	17
CHS: College of Health Sciences	14	2	16
BUS: School of Business	3	3	6
HPLS: School of Human Performance and Leisure	4	12	16

Sciences			
SSW: School of Social Work	11	2	13
EDU: School of Education	14	0	14

The report by academic deans of hand-on learning opportunities is consistent with student self-report, as measured by freshmen and senior student responses to the National Survey of Student Engagement (NSSE 2013; see Appendix 2). Seventy-seven percent of freshmen reported participating in service-learning. This rate is statistically significantly higher than the 62 percent rate reported for the NSSE Catholic Colleges and Universities comparison group. This is plausible as the Theology general education required course is taught as a service learning course. Students report ongoing opportunities for hands-on learning as reflected by the senior responses to the NSSE survey. Seniors report opportunities at a rate that is comparable to the Catholic Colleges and Universities comparison group for service learning (76% vs 73%) but are significantly lower than the comparison group for other opportunities such as research with faculty (16% vs 24%), internship or field experience (29% vs 52%), study abroad (5% vs 14%) or culminating senior experience (43% vs 67%).

In summary, as Barry University prepared to identify a QEP project, it did so with an institutional commitment to hands-on, experiential learning and to graduate students with an inculcated sense of the values of knowledge and truth, inclusive community, social justice and collaborative service.

III. Process Used to Develop the QEP

A multistep process was utilized in order to assure broad University involvement in the identification and selection of the topic for the QEP project, including multiple brainstorming sessions, tabletop surveys, and focus groups beginning in July 2012.

Brainstorming Sessions

Four brainstorming sessions were conducted during the 2012-2013 academic year on the following dates: July 17, 2012; August 28, 2012; October 2, 2012; and November 7, 2012 (students only). The format was identical for all four sessions which were open to University faculty, staff, administration, and students. Session format was structured as follows:

- Provided overview of SACSCOC definition of a QEP
  - Reviewed the concept of student learning outcomes
  - Emphasized that topics should target subgroup(s) of undergraduate students
- Held small group discussions of possible project topics
  - Emphasized that no ideas were off the table
  - Wrote ideas on flip chart paper
- Presented ideas and rationale for each topic from each small group to the entire group
- Posted flip chart papers from all groups around conference room on walls
- Each participant voted on their top three choices for a QEP project by placing check mark beside idea on flip chart paper
- Session facilitators tabulated votes subsequent to session.

Tabletop Sessions

Two tabletop sessions were conducted, one on each of the following dates: January 18, 2013 and January 22, 2013. The sessions were located in high traffic areas on the Miami Shores campus. The purpose of these sessions was to introduce faculty, staff, administrators and students to the ten most supported ideas from the brainstorming sessions, determine the level of overall endorsement for these ideas, and provide an opportunity for submission of any new ideas not yet presented. Participants voted on their three favorite ideas and/or provided new ideas. A total of 229 participants voted during the table top sessions (faculty: 7, staff: 59, students: 162, alumni: 1). The two most endorsed ideas related to: 1) increasing opportunities for hands-on experiences in the local community and 2) expanding recreational and social spaces for experiential/social activities on campus.

A summary of the topics generated in the focus groups and tabletop can be seen in Appendix 3
.

Focus Groups

In order to begin to narrow the focus and integrate the broad themes that emerged from the brainstorming and tabletop session, two focus groups were held. A focus was group held on March 25, 2013 with the deans of colleges/schools with programs for traditional undergraduates and members of the faculty senate leadership team. A second focus group was held on April 15, 2013 with members of student government. The groups were asked to review and discuss all the ideas that had been identified from the perspective of congruence with the University mission as well as the pragmatics of implementation.

The deans and faculty senate representatives supported a QEP topic that included a form of hands-on, experiential learning or a topic that addressed the needs of underprepared students. Either of these topics was believed to be congruent with the University mission and could be implemented within the current academic program structure. The students were more divergent in their views but tended to be supportive of programming that would facilitate greater community engagement and would provide practical, hands-on experiences.

QEP Committee

The findings from the brainstorming sessions, tabletops, and focus groups were presented to the Executive Committee of the Administration (ECA) comprised of the University President, Provost, and Vice Presidents by the Provost and the Vice President for Mission and Institutional Effectiveness (VPMIE). The Provost and VPMIE were directed to establish a QEP committee to develop a specific QEP proposal focused on the topic of hands-on, experiential learning aligned with the University mission.

The QEP committee was constituted in late spring term 2013 and has been meeting on a weekly basis since the start of the fall 2013 term. The task of the committee is to further refine the QEP topic, determine student learning outcomes aligned with the QEP topic and prepare a QEP proposal using the SACSCOC guidelines.

The final project topic, outcomes and design were approved by the ECA on February 6, 2014. The project proposal that follows is a produce of this 20 month project identification and development process.

The QEP committee is comprised of faculty, student affairs administrators and senior University administrators, as noted below.

QEP Task Force Membership	
Representatives from Student Affairs	
Alvarez, Maria	Associate Vice President for Student Affairs; Dean of Students
Klein, Brett	Director of Student Involvement & Engagement
Representative from the Center for Community Service Initiatives	

Bowen, Glenn	
Academic Representatives from College of Arts &Sciences, College of Health Sciences, School of Business , School of Education , School of Human Performance & Leisure Sciences, School of Social Work	
Blumenfeld, Leah	Assistant Professor of Political Science
Buckreis, Sean	Assistant Professor of Elementary Education
Castater, Nichole	Associate Professor of Finance
Delpech, Paula	Assistant Professor of Nursing
Gordon, Nickesia	Assistant Professor of Communication
Hamilton, Tamara	Assistant Professor of Chemistry
Heller, Tracie	Assistant Professor of Photography
Muscarella, Frank	Professor of Psychology
Romano, Victor	Assistant Professor of Sociology
Tallman, Ruth	Assistant Professor of Philosophy
Tashman, Lauren	Assistant Professor of Sport and Exercise Sciences
Vega, Leticia	Associate Professor of Biology
Wallner, Tony	Professor of Chemistry
Whelley, Joanne	Associate Professor of Social Work and Chair of Faculty Senate
Williams, Jennifer	Director of Undergraduate Social Work Program
Representatives from Administration	
Callaghan, Karen	Dean, College of Arts & Sciences
Peterson, Linda (Chair)	Provost
Smith, Scott	Vice President for Student Affairs
Starratt, Christopher	Vice President for Mission and Institutional Effectiveness

IV. Identification of the Topic and Student Learning Outcomes

Basic Scope

The Barry University Quality Enhancement Plan (QEP), *Fostering Personal and Social Responsibility through Experiential Learning,* infuses core values and skills across general education and major area courses and through co-curricular programming. The University Mission outlines four Core Commitments that all educational programs are expected to integrate as key learning goals. These commitments constitute a set of expectations for the academic quality of coursework as well as for the moral and social development of students. A Barry education is intentional in that, in addition to acquiring the knowledge and skills commensurate with baccalaureate education, students are expected to develop a commitment to treat others with respect and dignity, to foster social justice, and to participate in community-based efforts to effect positive and sustainable social change. The QEP will refine and enhance the curricular and co-curricular programming that provides students with opportunities for the values formation and practical skill-building necessary to fulfill the expectations of the University Mission. As the plan is implemented, Barry's educational project will become more centered specifically on outcomes related to "civic learning, ethical learning, and intercultural learning," in an experiential framework (Dey, et. al., 2009, p. ix).

Goals/ Learning Outcomes

Background

The values espoused in the Mission/Core Commitments are supported campus-wide, and a myriad of efforts are underway to integrate these principles with curriculum content, pedagogy, and co-curricular programming. Assessment of program effectiveness is based in part on the degree of integration with the Mission/Core Commitments. However, while there are a number of examples of well-integrated learning experiences, a comprehensive and coordinated approach is needed. The broad values of the Core Commitments must be operationalized and embedded in key points in the curriculum and in co-curricular programming such as advising and student clubs/organizations. Creating these measureable, attainable outcomes has been an organizational challenge. The General Education Curriculum Committee (GECC) and the Undergraduate Council (UGC) review new curriculum proposals for congruence with the Mission/Core Commitments but at times the related learning objectives appear to be "added on" to satisfy the conditions for approval rather than as salient aspects of the course content. In addition, the Mission/Core Commitments call to action (using knowledge to promote the common good, community partnerships, and engagement) requires that well-integrated experiential learning activities are embedded in both the general education and major area curricula.

The Association of American Colleges and Universities (AAC&U) 2006 initiative, *Core Commitments: Educating Students for Social and Personal Responsibility*, focuses on several themes, learning goals, and learning outcomes that are congruent with the Barry Mission/Core Commitments. The research results included in reports such as *Promising Practices for Personal and Social Responsibility: Findings from a National Research Collaborative (*O'Neill, 2012)*; Civic Responsibility: What is the Campus Climate for Learning? (*Dey, et. al., 2009); and

Developing a Moral Compass: What is the Campus Climate for Ethics and Academic Integrity? (Dey, et. al., 2009) provide ample evidence of effective practices for systematic integration of perspective taking, ethical reasoning, and community-based experiences across curricular and co-curricular activities. The AAC&U VALUE rubrics also provide direction for operationalizing these learning goals as curriculum-based outcomes.

Focus of the QEP

Barry University has elected to focus its QEP on personal and social responsibility in the context of experiential learning. We define experiential learning as a process in which students acquire and apply knowledge, skills, and values in a relevant setting. The process involves linking theory to practice through student engagement and critical reflection. Experiential learning includes high-impact practices (Kuh, 2008) such as service-learning, undergraduate research, diversity/global learning (through study abroad), internships, and capstones. Students who demonstrate personal and social responsibility use their talents wisely, take responsibility for the integrity and quality of their work, and engage in meaningful practices that prepare them for active citizenship in local and global communities.

Goals of the QEP

1. Facilitate learning that cultivates academic and personal integrity, perspective consciousness, and competence in ethical and moral reasoning.
2. Provide opportunities for students to develop and demonstrate socially responsive knowledge, values, and skills through engagement and collaboration with communities – local, regional, national, and global.

Learning Outcomes

<u>*Ethical and moral reasoning*</u>
- Students take responsibility for their own learning and development, acting ethically to achieve their goals and aspirations.
- Students examine the views and values that influence their own decision-making processes.

<u>*Engaging diverse perspectives*</u>
- Students gather, analyze, and thoughtfully use evidence and multiple perspectives to support their own ideas.
- Students recognize the extent to which cultural standards, institutional practices, and values oppress, marginalize, alienate, or create/enhance privilege and power.

<u>*Community engagement & collaboration*</u>
- Students apply and explore the impact of the concepts, theories, and skills learned in class on issues affecting local and global communities.
- Students take informed and responsible action, working collaboratively with others through a social justice framework, to address issues faced by the community.

Core Commitments	QEP Learning Domain	QEP Learning Outcome	
Knowledge & Truth (for the common good) **Inclusive Community** **Social Justice** **Collaborative Service**	*ER: Ethical and moral reasoning*	a)	Students take responsibility for their own learning and development, acting ethically to achieve their goals and aspirations.
		b)	Students examine the views and values that influence their own decision-making processes.
	EP: Engaging diverse perspectives	a)	Students gather, analyze, and thoughtfully use evidence and multiple perspectives to support their own ideas.
		b)	Students recognize the extent to which cultural standards, institutional practices, and values oppress, marginalize, alienate, or create/enhance privilege and power.
	CE: Community engagement & collaboration	a)	Students apply and explore the impact of the concepts, theories, and skills learned in class on issues affecting local and global communities.
		b)	Students take informed and responsible action, working collaboratively with others through a social justice framework, to address issues faced by the community.

Students must demonstrate achievement in each domain, as defined by the outcome, in both traditional and experiential contexts, as follows:

Learning Domain Requirements	*ER: Ethical and moral reasoning*	*EP: Engaging diverse perspectives*	*CE: Community engagement & collaboration*	*Totals*
Curricular: first and second years (first 60 credits)	Six credits	Six credits	Three credits	15 credits (six credits must be experiential)
Curricular: third and fourth years (final 60+ credits)		Six credits	Six credits (three credits in major area course)	12 credits (three must be experiential)
Co-Curricular	One event, project/activity each semester	One event, project/activity each semester		Minimum of 16 projects/activities or events

In order for a course to satisfy QEP requirements, at least one QEP outcome must be integrated as a substantial component of the following:

1. Course learning outcomes: at least one of the major course outcomes must be listed on the syllabus.

2. Assigned readings

3. Major assignment or exam (worth at least 25% of the final grade)

4. Evaluation criteria (rubric) for the major assignment or exam. These criteria must be an explicit part of the learning expectations. Students must receive clear and timely feedback based on these criteria.

5. Active learning activities
    a. Simulation
    b. Debate
    c. Role play
    d. Case studies
    e. Reflective writing (one-minute papers, journals)
    f. Problem-based strategies

6. Experiential component (practice-oriented with critical reflection and demonstrated learning required):
    a. SL designation
    b. Games/Simulations
    c. Research
    d. Problem-based strategies
    e. Field experience

V. Literature Review and Best Practices

The Association of American Colleges and Universities' (AAC&U) 2006 initiative, Core Commitments: Educating Students for Personal Social and Social Responsibility, provides a framework for developing Barry University's Quality Enhancement Plan. Core Commitments emphasizes the importance of engaging students in exploring questions about ethical responsibility to self and others. AAC&U developed Core Commitments in concert with its Liberal Education and America's Promise (LEAP) initiative to champion a set of learning outcomes—including personal and social responsibility—that are considered essential to a twenty-first-century education (see Appendix 4). In its 2007 report, *College Learning for the New Global Century*, the National Leadership Council for LEAP said there was a consensus among educators and employers that these outcomes are needed for a complex and volatile world.

Liberal Education
Barry University is in accord with the National Leadership Council for LEAP regarding the need for the liberal education curriculum to become a "liberating" education for all students:

> [I]n this global century, every student—not just the fortunate few—will need wide-ranging and cross-disciplinary knowledge, higher-level skills, an active sense of personal and social responsibility, and a demonstrated ability to apply knowledge to complex problems. The learning students need is best described as a liberal—and liberating— education. (National Leadership Council for Liberal Education and America's Promise, 2007, p. 11)

Liberal education is "a philosophy of education that empowers individuals, liberates the mind from ignorance, and cultivates social responsibility" (AAC&U, 2002, p. 25). Further, liberal education is viewed as encompassing a comprehensive set of aims and outcomes based on the core values of "expanding horizons, building understanding of the wider world, honing analytical and communication skills, and fostering responsibilities beyond self" (National Leadership Council, 2007, p. 3). Educators have a responsibility to promote liberal education in order to "help students build into [their] evolving sense of self positive ideals, concern for the common good, and a strong sense of responsibility" (Colby & Sullivan, 2009, p. 24).

Personal and Social Responsibility
Personal and social responsibility has been described as a set of principles that involve having a moral obligation to both self and community (Hersh & Schneider, 2005). The National Leadership Council for LEAP (2007) has outlined four components of the construct:
- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Clearly, as Swaner (2005) pointed out, personal and social responsibility is not a simplistic, one-dimensional, or discrete construct. Five dimensions have been delineated; they include

contributing to the academic community as well as the larger community (see table below; Dey, et.al., 2009). These dimensions are seen as developmentally appropriate goals for all college students. Civic knowledge and engagement, for example, includes "a rich understanding of the values and struggles that have established democratic institutions and expanded human freedom and justice, and direct experience in addressing the needs of the larger community" (National Leadership Council, 2007, p. 34).

Dimensions of Personal and Social Responsibility

1	Striving for excellence	Developing a strong work ethic and consciously doing one's very best in all aspects of college.
2	Cultivating personal and academic integrity	Recognizing and acting on a sense of honor, ranging from honesty in relationships to principled engagement with a formal academic honor code.
3	Contributing to a larger community	Recognizing and acting on one's responsibility to the educational community and the wider society, locally, nationally, and globally.
4	Taking seriously the perspectives of others	Recognizing and acting on the obligation to inform one's own judgment; engaging diverse and competing perspectives as a resource for learning, citizenship, and work.
5	Developing competence in ethical and moral reasoning and action	Developing ethical and moral reasoning in ways that incorporate the other four responsibilities; using such reasoning in learning and in life.

In sum, the dimensions suggest that students should reach for excellence in the use of their talents, take responsibility for the integrity and quality of their work, and engage in meaningful practices that prepare them to fulfill their obligations as students in an academic community and as responsible members of local and global communities. Accordingly, we define personal and social responsibility as the obligation to strive for excellence, demonstrate integrity, develop competence in ethical reasoning and action, and contribute to the community as local and global citizens.

The AAC&U national survey of education for personal and social responsibility in 2007 found that undergraduates had a strong interest in engaging in practices designed to enhance this outcome. More than 90 percent of 24,000 students surveyed at 23 institutions agreed that education for personal and social responsibility should be a major focus of college (O'Neill, 2012). Similarly, as O'Neill reported, more than 90 percent of faculty, student affairs professionals, and senior academic administrators surveyed in the study agreed that personal and social responsibility should be a major focus of the institution. The National Leadership Council for LEAP subsequently recommended that college students be provided with opportunities to explore issues of civic, intercultural, and ethical responsibility. The council

further recommended that this be done not only in the context of students' broad studies of science, culture, and society but also in the context of their chosen fields (National Leadership Council, 2007).

A recent survey found that employers (75% of those surveyed) were interested in having colleges place more emphasis on improving students' ability to connect choices and actions to ethical decisions. Employers (52%) also wanted colleges to emphasize civic knowledge, civic participation, and community engagement more than the colleges did then (Hart Research Associates, 2010). This is consistent with Humphreys' (2009) assertion: "While preparing students for successful work lives, we also owe it to society to ensure that … students—whatever careers they pursue—have a strong ethical compass and a commitment to civic and personal responsibility" (p. 21).

As an essential learning outcome, personal and social responsibility is congruent with a major goal specified in Barry University's Mission Statement—to "foster individual and communal transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service." The University promotes engagement with communities "to pursue systemic, self-sustaining solutions to human, social, economic and environmental problems" (see Appendix 1; Barry University, 2008). In both Academic Affairs and Student Affairs, there is a strong commitment to promoting personal and social responsibility in support of individual and communal transformation.

Best Practices

An extensive body of research has established the value of active, engaged, and collaborative forms of learning for students (see, for example, Astin, 1993; Kuh, 2008; Pascarella & Terenzini, 2005; Pascarella, Wolniak, Seifert, Cruce, & Blaich, 2005). Kuh (2008) has described these forms of learning as "high-impact educational practices" and has listed them as follows: First-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service-learning, community-based learning, internships, and capstone courses and projects.

Among these teaching and learning practices, the ones below are recommended specifically for promoting personal and social responsibility (Kuh, 2008, p. 6).

- Common intellectual experiences
- Diversity, civic, and global learning
- Ethics-intensive courses
- Collaborative assignments and projects
- Service and community-based learning

Before describing each of these practices, we note here that personal and social responsibility is best realized through "active involvement with diverse communities and real-world challenges" (Dey, et. al., 2009, p. 21). Consequently, these practices often have an experiential learning component.

Experiential learning
At Barry University, experiential learning is defined as a process in which students acquire and apply knowledge, skills, and values in a relevant setting. The process involves linking theory to practice through student engagement and critical reflection (Center for Community Service Experiences, 2013). Examples of experiential learning are service-learning, community-based/undergraduate research, study abroad, and internships.
Experiential learning activities share the core characteristic of students' direct participation in productive work outside the classroom (Moore, 2010). Eyler (2009) has noted that experiential learning can help students achieve intellectual goals commonly associated with liberal education, including the ability to apply knowledge in complex and ambiguous situations and to engage in lifelong learning.

Barry University's academic and student affairs administrators recognize the importance of designing educational experiences so that classroom learning is integrated with purposeful and meaningful activities outside of class, which allow for deep reflection (AAHE, ACPA, & NASPA, 1998). Therefore, the University provides experiential learning opportunities in both curricular and co-curricular programs.

Common intellectual experiences
Such experiences involve exploring "big questions" in history, culture, science, and society (Kuh, 2008, p. 6). This is usually done through a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community. According to Kuh, programs often combine broad themes (e.g., technology and society, global interdependence) with a variety of curricular and co-curricular options for students.

Diversity, civic, and global learning
The integration of diversity, civic, and global lenses on public questions is becoming prominent in pedagogies designed for students to apply their knowledge to real-world problems. Such pedagogies typically allow students not only to theorize how to tackle complex public problems but also to figure them out with others through hands-on experiences (National Task Force on Civic Learning and Democratic Engagement, 2009). Many institutions now offer programs and courses that facilitate students' exploration of cultures, life experiences, and worldviews different from their own. These programs and courses often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power (Kuh, 2008, p. 10). As Kuh has noted, intercultural studies are frequently augmented by experiential learning in the community and/or study abroad. Through experiential and other active-learning methods, students are invited to "reflect on their own and others' perspectives as they expand their viewpoints, and apply new understandings to their own lives" (ACPA & NASPA, 1997, p. 3).

Ethics-intensive courses
Institutions could develop courses that emphasize the development of competence in ethical and moral reasoning. Students would be expected to develop their own personal and social values, express and act upon values with consistency regarding respect for others, demonstrate a willingness to engage in dialogue with others, and develop a sense of humanity and dedication to the common good (AAC&U, n.d.).

Collaborative assignments and projects
Collaborative learning combines two goals: (a) learning to work and solve problems in the company of others and (b) sharpening one's own understanding by considering the insights of others, especially those with different backgrounds and life experiences. Approaches include study groups within a course, team-based assignments and writing, and cooperative projects and research (Kuh, 2008, p. 10).

Service and community-based learning
Performing community service as part of a course (service-learning) and doing volunteer work/service not connected to a course (volunteerism/community service) have been identified as effective practices (O'Neill, 2012). Service-learning represents "a balanced approach" to experiential learning (Furco, 1996, p. 2), benefiting students and communities alike. There is considerable empirical evidence of its benefits, not only in promoting student learning and civic engagement simultaneously (see, for example, Astin, Vogelgesang, Ikeda, & Yee, 2000; Eyler, Giles, Stenson, & Gray, 2001; Felten & Clayton, 2011) but also in contributing to personal and social development (Meyers, 2009; Simons & Cleary, 2006).

Service-learning is defined as "a teaching and learning strategy that integrates meaningful community service with course work and critical reflection to enrich the learning experience, teach civic responsibility, and strengthen communities" (National Service-Learning Clearinghouse, n.d.). Another definition of service-learning, which will inform practice as part of this University's Quality Enhancement Plan, is as follows:

> Service learning is a credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and *an enhanced sense of personal values and civic responsibility*. (Bringle, Hatcher, & McIntosh, 2006, emphasis added)

As mentioned above, civic knowledge and engagement is a component of personal and social responsibility. Battistoni (2002) showed how course instructors can use service-learning intentionally as a vehicle for producing civic outcomes. However, despite a wealth of evidence of service-learning's overall positive impact, recent research findings on a range of civic measures and social responsibility outcomes compared over time indicated that students' civic learning was neither robust nor pervasive (Finley, 2012). The need for greater attention to civic learning is evident. Like service-learning, other forms of community-based learning (e.g.,

internships) will allow students to apply what they are learning in real-world settings, but only if designed intentionally for that purpose.

In conclusion, colleges and universities are expected to accept the role of fostering personal and social responsibility as an essential outcome of undergraduate education. This requires institutional commitment to implementing practices that will encourage and inspire students to strive for excellence, demonstrate integrity, develop competence in ethical reasoning and action, and become engaged citizens.

VI. Actions to be implemented

In order to facilitate the values formation and practical skill-building necessary to fulfill the expectations of the University Mission and Core Commitments, the QEP will require a review, fine-tuning, and in some cases, revision of various aspects of undergraduate curricular and co-curricular programming.   As the plan is implemented, Barry's educational efforts will be shaped and informed by the two overarching goals: 1) Facilitate learning that cultivates academic and personal integrity, perspective consciousness, and competence in ethical and moral reasoning; and 2) Provide opportunities for students to develop and demonstrate socially responsive knowledge, values, and skills through engagement and collaboration with communities – local, regional, national, and global. In addition, various active learning strategies, with an emphasis on experiential activities, will be utilized throughout the general education/distribution requirements and major area curricula. Aspects of these goals and learning strategies are present already in curricular and co-curricular programming. However, implementation of the QEP will ensure that the identified learning outcomes are infused throughout the curriculum and are demonstrated by students across all disciplines and programs.

The implementation of the QEP will involve action steps focused on development of: 1) an administrative and coordination process; 2) an ongoing training/development program for faculty; 3) a "designation" process for curricular and co-curricular programming; 4) an event designed to highlight projects related to community engagement and collaboration; and 5) a pilot program

Administrative/Coordination Process

The University Provost and the Vice-President, Mission and Institutional Effectiveness will continue to provide administrative oversight of the QEP. The members of the existing QEP Task Force will serve as the QEP Implementation Committee, beginning in fall 2014. The Committee will meet on a regular basis and will be responsible for planning and coordinating the initial training of faculty, the pilot program, hiring the QEP Director, and the assessment process.   At the end of Spring 2015, the Implementation Committee will assess its structure and membership and determine whether changes, such as forming subcommittees or increasing the number of members, are warranted. In order to facilitate dissemination of information, sharing documents, and reporting on implementation progress, internal web-based and SharePoint sites will be created. The website will be available to all University personnel and the SharePoint site will be used by the Implementation Committee and other faculty and staff involved directly in teaching and carrying out specific responsibilities.

Administrative support and coordination will be provided also by a full-time QEP Director and a full-time Administrative Assistant. The Director will be responsible for organizing, scheduling, and carrying out the required implementation tasks. The Director will report directly to the Provost and will serve as a member of the Implementation Committee. Finally, a full-time Experiential Learning Coordinator, who will report to the Director, Center for Community Service Initiatives (CCSI), will be responsible for developing and maintaining QEP-focused community

partnerships; facilitating, monitoring and assessing experiential learning projects and placements; and providing support to faculty, the QEP Director, and the Implementation Committee.

Designation Process for Curricular and Co-Curricular Programming

The primary intent of the QEP is to focus the undergraduate curriculum more clearly on content related to ethical and moral reasoning, engaging diverse perspectives, and community engagement and collaboration. Students will be required to complete a total of 27 credit hours of coursework which has been designated as fulfilling the QEP requirements. The first 15 credits will be completed within the first two years and will include general education-distribution requirements courses. The additional 12 credits will be completed during the third and fourth years. This advanced coursework will include at least three credits within the major area of study, which have been designed to address the Community Engagement and Collaboration outcome. The additional nine credits may be selected from approved general education-distribution requirements, elective, and major area courses.

The QEP goals require that faculty purposely integrate the identified learning outcomes with existing course content. Faculty must document that the QEP learning outcomes constitute a significant component of the course content. A format for reviewing and designating courses as approved for the QEP has been developed. This format requires instructors to articulate clearly the correspondence of course content, assessment techniques, and pedagogical strategies with the selected learning outcome (see Appendix 5). Faculty will be encouraged to incorporate experiential components, including service-learning, in as many courses as possible. The QEP Director and the Implementation Committee will work in collaboration with the CCSI Director and the Experiential Learning Coordinator in order to identify appropriate placements and other related experiential activities.

In preparation for the pilot program, the Implementation Committee has identified specific courses from the general education-distribution requirements curriculum, which are appropriate for first year students and for integration with QEP goals. The instructors for these courses will be recruited to complete the required training and to apply for the QEP designation. In Fall 2014, the Implementation Committee will begin to collaborate with the General Education-Distribution Requirements Curriculum Committee (GECC) in order to identify additional courses for QEP designation and to consider how the QEP learning outcomes could be integrated with the general education goals/outcomes. In addition, the Implementation Committee will develop a plan for ensuring that at least one core and/or capstone courses in each major area of study is redesigned in order to be designated as fulfilling the Community Engagement and Collaboration outcome.

The QEP requires students to engage in activities, other than coursework, that enhance their knowledge, skills, and attitudes/views related to social and personal responsibility.   A designation process for identifying appropriate co-curricular programs and events has been developed (see Appendix 6). This programming may address any of the learning outcomes

related to ethical and moral reasoning and engaging diverse perspectives. The designation process requires a clear explanation of the connection between the event or activity and specific components of the learning outcomes.

Faculty Training and Development

In order to ensure the coherence and quality of the curriculum development required to implement the QEP, training will be required for faculty who will teach the designated courses. The training will cover the following topics: 1) the purpose and scope of the QEP learning outcomes; 2) foundational course design techniques (building content around outcomes; developing assessment tools); 3) active teaching and learning strategies; 4) critical reflection techniques, 5) integrating community-based approaches; 6) teaching from a social justice perspective; and 7) QEP reporting requirements. The training will be conducted as an interactive workshop and faculty will be able to revise and finalize course syllabi according to the QEP designation format.

As the QEP is implemented additional faculty development opportunities will be available. Feedback from faculty focus groups, the assessment of student work, and the overall observations of the Implementation Committee will be used to plan and organize more advanced workshops, the use of expert speakers, and a faculty mentoring process.

Annual Community Engagement & Collaboration Symposium

As part of the QEP, an annual event will be developed, which celebrates the community-based and community-oriented projects across the institution. Full implementation of the QEP requires that each major area of study integrates community engagement and collaboration as a salient learning outcome. An annual recognition of the projects and research that are developed as students complete capstone or other core courses will demonstrate the University's commitment to community-based learning and to providing socially responsible and responsive service and support. The symposium will be considered a high priority University event, include a luncheon, an address by the President, and recognition of the more effective and creative projects. The Implementation Committee will plan the first symposium. In the following years, a committee comprised of faculty and administrators will organize the event.

Pilot Program

A pilot program has been designed in order to assess the efficacy of the planned faculty training, curriculum development, and the use of common rubrics to assess student work produced to meet course-based assignments. The pilot program will involve 70 first year students who will complete six credits of QEP courses during the 2014-2015 academic year. Students will elect to complete ENG 111 or THE 201 in the fall and ENG 210 or SOC 200 in the Spring. The faculty members who will teach the designated sections of these courses will complete training workshops in April and May 2014. During the training sessions, faculty will be able to revise course syllabi and assignments in order to integrate one learning outcome from

either the Ethical and Moral Reasoning or the Engaging Diverse Perspectives domains. In addition, faculty will review and provide feedback on the rubrics which the Implementation Committee will use in the assessment process. For the pilot program, two assignments related to the QEP outcome will be developed for each course. These assignments will be used as pre-test and post-test instruments. At the end of the course, faculty will submit copies of these completed assignments to the Implementation Committee. The Committee will assess samples of assignments from the designated courses, and solicit and assess sample assignments from similar courses that have not been approved as meeting QEP standards. Faculty instructors will participate at the end of each semester in a focus group in order to review and assess their experiences with planning and teaching the courses. The results of the Implementation Committee's assessment will be shared with the faculty instructors in order to develop recommendations for changes in the course content, teaching strategies, training workshops, and/or assessment techniques.

VII. Timeline

January – June 2014	
Completed	Finalize identification of four or five general education courses and instructors for pilot program
March 2014	Create SharePoint site; begin planning QEP website
March 2014	Identify/develop training materials for instructors involved in pilot program
April 2014	Develop criteria and process for including students in the pilot program
April 2014	Conduct orientation and training for development of co-curricular programming
May 2014	Conduct faculty training and develop appropriate syllabi for designated courses
May 2014	Complete review of co-curricular activities for pilot program
May 2014	Develop job description and advertisement for the QEP Director and Experiential Learning Coordinator positions
June 2014	Post job ad for QEP Director and Experiential Learning Coordinator positions
June 2014	Enroll at least 50 students in the designated pilot courses during the June 2014 Orientation programs
July 2014 – June 2015	
July-August 2014	Interview qualified candidates and hire QEP Director and Experiential Learning Coordinator
August 2014	Enroll an additional 20 students in the designated pilot courses during the August 2014 Orientation programs
Fall 2014	Offer sufficient number of sections of designated pilot courses (ENG 111 and THE 201) in order to accommodate 70 students
September 2014	Schedule sufficient number of sections of the Spring designated pilot courses (ENG 210 and SOC 200)
September 2014	Finalize content and deploy website
September 2014	Initiate collaboration with the General Education-Distribution Requirements Curriculum Committee regarding the identification of additional courses and the integration of QEP outcomes with general education learning outcomes.
October 2014	Identify an additional four or five general education courses and instructors for second year of implementation (year 2 planning)
November 2014	Finalize rubrics which will be used to evaluate sample student work
December 2014	Submit samples of student work from pilot courses and from sections ENG 111 and THE 201 not included in the pilot program
January 2015	Offer sufficient number of sections of designated pilot courses (ENG 210 and SOC 200) in order to accommodate 70 students
January 2015	Assess samples of Fall 2014 student work
January 2015	Conduct focus group with instructors of Fall pilot courses; provide feedback from assessment; revise rubrics as needed

January 2015	Schedule sufficient number of sections of the Fall 2015 designated pilot courses
February 2015	Prepare and disseminate instructions for academic advisors of pilot program students
February 2015	Conduct faculty training and develop appropriate syllabi for second year designated courses
February 2015	Conduct orientation and training for development of co-curricular programming
March 2015	Designate four or five additional co-curricular activities or events
March 2015	Identify additional topics for faculty development and training. Initiate planning for ongoing basic and advanced development opportunities
May 2015	Submit samples of student work from pilot courses and from sections ENG 210 and SOC 200 not included in the pilot program
May 2015	Assess samples of Spring 2015 student work
May 2015	Conduct focus group with instructors of Spring pilot courses; provide feedback from assessment; revise rubrics as needed
June 2015	Implement programming adjustments as needed per assessment and feedback
June 2015	Enroll at least 50 students in the designated sections of ENG 111 and THE 201 during Orientation programs
July 2015 – June 2016	
August 2015	Enroll an additional 20 students in the designated sections of ENG 111 and THE 201during the Orientation programs
Fall 2015	Offer sufficient number of sections of ENG 111 and THE 201 to accommodate 70 new students
Fall 2015	Offer sufficient number of designated courses for students in second year of QEP to earn an additional three-six credits (total students in program, accounting for attrition, is predicted to be 115)
September 2015	Schedule sufficient number of sections of the Spring designated courses for first and second year students
October 2015	Identify an additional four or five general education courses and instructors for third year of implementation (year 3 planning)
October 2015	Prepare and disseminate instructions for academic advisors of students completing QEP courses
October 2015	Identify major areas of study of pilot program students; initiate collaboration with the faculty from these areas in order to develop required courses.
November 2015	Solicit submissions for major area courses designed to achieve QEP outcomes
November 2015	Finalize rubrics which will be used to evaluate sample student work from second year courses
December 2015	Submit samples of student work from designated courses
December 2015	Submit progress report on GECC discussions regarding integration of QEP learning outcomes

January 2016	Offer sufficient number of sections of ENG 210 and SOC 200 to accommodate 70 students
January 2016	Offer sufficient number of designated courses for students in second year of QEP to earn an additional three-six credits.
January 2016	Assess samples of Fall 2015 student work
January 2016	Conduct focus group with instructors; provide feedback from assessment; revise rubrics as needed
January 2016	Schedule sufficient number of sections of the Fall 2016 designated courses
February 2016	Conduct faculty training and develop appropriate syllabi for third year designated courses
February 2016	Conduct orientation and training for development of co-curricular programming
March 2016	Designate four or five additional co-curricular activities or events
March 2016	Submit plan on organizing ongoing faculty development and training on content, pedagogy, and assessment related to QEP outcomes
May 2016	Submit final plan from GECC on integration of QEP learning outcomes
May 2016	Submit samples of student work from designated courses
May 2016	Assess samples of Spring 2016 student work
May 2016	Conduct focus group with instructors; provide feedback from assessment; revise rubrics as needed
June 2016	Implement programming adjustments as needed per assessment and feedback
June 2016	Enroll at least 50 students in the designated sections of ENG 111 and THE 201 during Orientation programs
July 2016 – June 2017	
August 2016	Enroll an additional 20 students in the designated sections of ENG 111 and THE 201during the Orientation programs
Fall 2016	Offer sufficient number of sections of ENG 111 and THE 201 to accommodate 70 new students.
Fall 2016	Offer sufficient number of designated courses for students in second year of QEP to earn an additional three-six credits
Fall 2016	Offer sufficient number of designated courses for students in third year of QEP to earn an additional three-six credits
September 2016	Schedule sufficient number of sections of the Spring designated courses for first, second, and third year students (total students in program, accounting for attrition, is predicted to be 145)
October 2016	Identify an additional three or four general education courses and instructors for fourth year of implementation (year 4 planning)
October 2016	Identify major areas of study of second year students; initiate collaboration with the faculty from these areas in order to develop required courses.
November 2016	Solicit submissions for major area courses designed to achieve QEP outcomes
November 2016	Finalize rubrics which will be used to evaluate sample student work from

	third year courses
December 2016	Submit samples of student work from designated courses
January 2017	Offer sufficient number of sections of ENG 210 and SOC 200 to accommodate 70 students
January 2017	Offer sufficient number of designated courses for students in second year of QEP to earn an additional three-six credits.
January 2017	Offer sufficient number of designated courses for students in third year of QEP to earn an additional three-six credits.
January 2017	Assess samples of Fall 2016 student work
January 2017	Conduct focus group with instructors; provide feedback from assessment; revise rubrics as needed
January 2017	Schedule sufficient number of sections of the Fall 2017 designated courses
February 2017	Conduct faculty training and develop appropriate syllabi for fourth year designated courses
February 2017	Conduct orientation and training for development of co-curricular programming
February 2017	Begin planning Spring 2018 Community Collaboration Across the Curriculum event
March 2017	Designate four or five additional co-curricular activities or events
May 2017	Submit samples of student work from designated courses
May 2017	Assess samples of Spring 2017 student work
May 2017	Conduct focus group with instructors; provide feedback from assessment; revise rubrics as needed
June 2017	Implement programming adjustments as needed per assessment and feedback

VIII. Organizational Structure
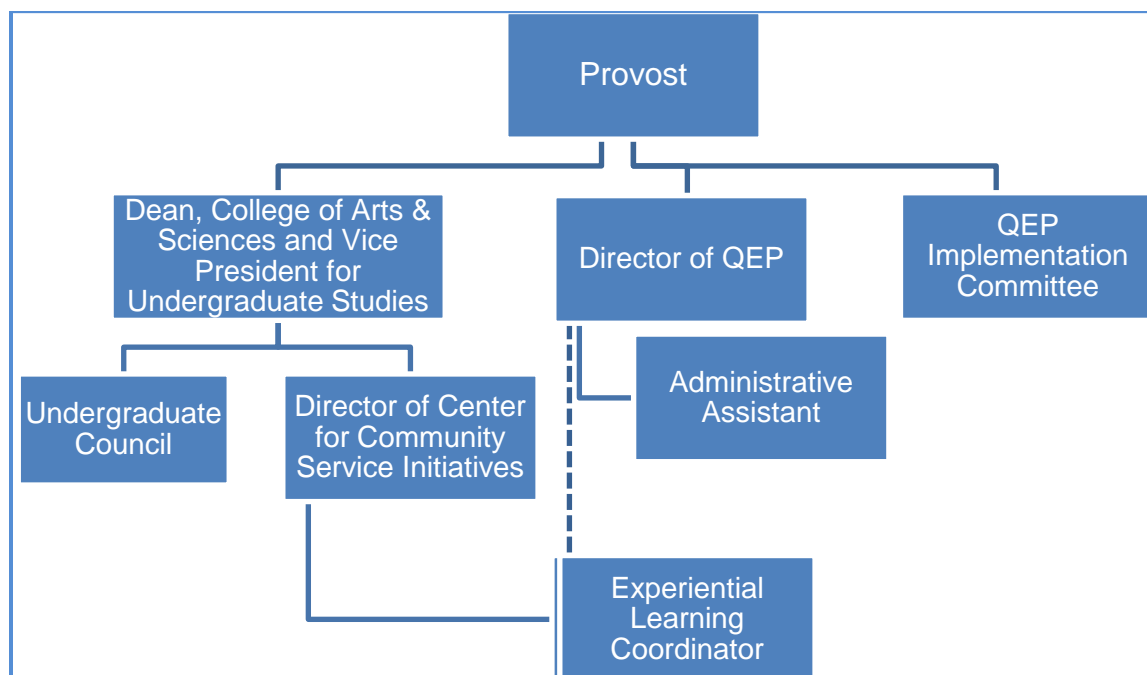
As noted in the above organizational chart, the **Provost**, who serves as the chief academic officer of the University, will provide senior leadership in the implementation and continuation of the QEP project. Three new positions will be established to manage operational implementation of the project: a Director of the QEP project, an Experiential Learning Coordinator, and an administrative staff/clerical position.

The **Director of the QEP** will be responsible for all aspects of the project implementation including, but not limited to, budget management, oversight of course and co-curricular development, QEP related instructional training and development, program assessment, submission of annual reports on program progress, supervision of program clerical staff, and collaborative supervision of the Experiential Learning Coordinator on matters related to the QEP.

The **administrative staff** position will provide clerical support to the Director. The **Experiential Learning Coordinator** will report to the Director of the Center for Community Service Initiatives (CCSI) with an indirect reporting line to the Director of the QEP. The **CCSI Director** has administrative responsibility for the operation of the CCSI. The mission of the Center for Community Service Initiatives is to foster civic engagement among students, faculty, and staff in the pursuit of social justice. By providing programs, services, and resources, the Center supports community-engaged teaching and learning, research, and service. The Center functions as both a catalyst and the coordinating unit for reciprocal partnerships between the University and the wider community, designed to create long-term, self-sustaining solutions to human, social, economic, and environmental problems.

Responsibilities of the Experiential Learning Coordinator will include: development and maintenance of QEP-focused community partnerships, maintenance of a list of community sites appropriate for student placement, facilitation of experiential learning projects and placements, assistance with transportation arrangements for community-based projects, management of the experiential learning database, monitoring of student activities in the community, assisting faculty and students with critical reflection activities, assisting the QEP Director and CCSI Director with QEP related faculty development and supporting QEP assessment.

The **Undergraduate Council** is an existing committee within the University. The Undergraduate Council is chaired by the Dean of the College of Arts & Sciences who also serves as the Vice President for Undergraduate Studies. The Council provides an institution-wide process to coordinate programmatic and curricular changes in order to safeguard the academic and professional integrity of academic programs available at the University. All new academic programs, courses, and policies are developed by the faculty and administration of each respective school or college, reviewed and approved by each school's or college's curriculum body, and then forwarded to the Council for approval.

Given the charge of the Council it was determined that, at least during the initial phases of QEP program development, all courses and co-curricular activities that are created or modified to serve as a QEP course or activity would be submitted to the Council for review and approval. As the QEP matures, it is possible that the volume of courses/activities may exceed the capacity of the Council workload capabilities. In that event, either a Council subcommittee or an independent review committee would be established.

The **QEP Implementation Committee** will be a standing committee of the University chaired by the Provost and will serve as an advisory committee to the Provost with regard to the fidelity of the implementation of the QEP project. The Committee will review program progress and provide recommendations to the Provost regarding adjustments and improvements to the project as it evolves. Membership for the Committee will initially be drawn from current members of the QEP development committee. Over time, member rotation will include new members who have been actively involved in the implementation of the project.

IX. Resources

The process of creating a resource plan for the QEP was facilitated by referral back to the resource plan that was developed for the creation of the Center for Community Service Initiatives (CCSI). As noted in previous sections, the development of the CCSI was envisioned within the 2006-2011 strategic agenda. Initial funding for the CCSI was provided through a federal grant. Since the end of external funding, continuous funding for the operation of the CCSI has been incorporated in the annual budgeting process as a regular operational cost of the University.

Since the development of the QEP project will require capital and operational costs analogous to the CCSI, the delineation of an estimated QEP budget used the CCSI start-up budget as a guide, in terms of capital, personnel and equipment costs.

Personnel costs are based on the expected personnel needed to manage the implementation and operation of the project. As noted in the Organizational Structure section, three new positions are being proposed: QEP Director, Experiential Learning Coordinator, and one administrative/clerical position. Salary estimates are based on current University personnel salary estimates. Once the project is approved, the positions will be graded by the Human Resources Department.

Capital costs cost will include office equipment and supplies, including furnishings, computers and printers, and telecommunications. Office space will be allocated on campus and in relative proximity to the CCSI.

Faculty/staff training will be required for the development of courses/activities that qualify for inclusion in the QEP project. The QEP Director will have a budget line to cover resources associated with providing professional development. In addition a modest stipend will be provided to faculty ($1,000), Student Affairs staff ($500) and students ($250) who develop QEP courses/activities.

Since experiential learning is a centerpiece of the project, funding is included for material and transportation costs for off-campus events and well as funding for on-campus activities and special events tied to the project.

Total costs for the pilot year of the project are estimated to be approximately $265,000. This amount had already been added by the Provost to the University 2014-2015 budget proposal. The University is currently in the early to midpoint stages of budget development for the 2014-2015 academic year.

The proposed budget projects costs for the pilot and subsequent four years of the QEP project with cost of targeted program expansion and cost of living expenses built in to the budget. The estimated budget proposal is detailed below.

QUALITY ENHANCEMENT PLAN (QEP) BUDGET PROJECTION - YEAR 1 THROUGH YEAR 5

Fiscal Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
*QEP Budget**					
Phase	**Pilot Year**	**Year 1**	**Year 2**	**Year 3**	**Year 4**
Personnel					
QEP Director (doctoral)					
Gross Salary	$ 65,000.00	$ 66,300.00	$ 67,626.00	$ 68,978.52	$ 70,358.09
Benefits	$ 18,850.00	$ 19,227.00	$ 19,611.54	$ 20,003.77	$ 20,403.85
Total Salary	$ 83,850.00	$ 85,527.00	$ 87,237.54	$ 88,982.29	$ 90,761.94
Experiential Learning Coordinator (masters)					
Gross Salary	$ 45,000.00	$ 45,900.00	$ 46,818.00	$ 47,754.36	$ 48,709.45
Benefits	$ 13,050.00	$ 13,311.00	$ 13,577.22	$ 13,848.76	$ 14,125.74
Total Salary	$ 58,050.00	$ 59,211.00	$ 60,395.22	$ 61,603.12	$ 62,835.19
Clerical position					
Gross Salary	$ 32,00 0.00	$ 32,640.00	$ 33,292.80	$ 33,958.66	$ 34,637.83
Benefits	$ 9,280.00	$ 9,465.60	$ 9,654.91	$ 9,848.01	$ 10,044.97
Total Salary	$ 41,280.00	$ 42,105.60	$ 42,947.71	$ 43,806.67	$ 44,682.80
Adjunct Stipends for					
Training	$ 6,000.00	$ 12,000.00	$ 12,240.00	$ 12,484.80	$ 12,734.50
Benefits	$ 696.00	$ 1,392.00	$ 1,419.84	$ 1,428.24	$ 1,477.20
Total Stipend	$ 6,696.00	$ 13,392.00	$ 13,659.84	$ 13,933.04	$ 14,211.70
Total Personnel Expense	$ 189,876.00	$ 200,235.60	$ 204,240.31	$ 208,325.12	$ 212,491.62

Fees, Professional and Consulting	$ 5,000.00	$ 5,100.00	$ 5,202.00	$ 5,306.04	$ 5,412.16
Promotion and Publicity	$ 5,000.00	$ 5,100.00	$ 5,202.00	$ 5,306.04	$ 5,412.16
QEP-Supported Events Materials for off-campus visits	$ 3,000.00	$ 3,060.00	$ 3,121.20	$ 3,183.62	$ 3,247.30
Transportation	$ 2,000.00	$ 2,040.00	$ 2,080.80	$ 2,122.42	$ 2,164.86
Supplies, Instructional and Office	$ 1,000.00	$ 1,020.00	$ 1,040.40	$ 1,061.21	$ 1,082.43
On-campus activities	$ 2,000.00	$ 2,040.00	$ 2,080.80	$ 2,122.42	$ 2,164.86
Special Events**	$ 15,000.00	$ 20,000.00	$ 20,400.00	$ 20,808.00	$ 21,224.16
Total QEP-Supported Events	$ 20,000.00	$ 25,100.00	$ 25,602.00	$ 26,114.04	$ 26,636.32
Professional Development Initial start up - Pilot	$ 1,520.00				
Ongoing Professional Development		$ 2,500.00	$ 2,750.00	$ 3,025.00	$ 3,327.50
*Total Professional Development***	$ 1,520.00	$ 2,500.00	$ 2,750.00	$ 3,025.00	$ 3,327.50
*QEP Incentive Grants**** Faculty and staff	$ 9,030.00	$ 14,190.00	$ 14,190.00	$ 14,190.00	$ 14,190.00
Students		$ 1,250.00	$ 1,250.00	$ 1,250.00	$ 1,250.00
Total QEP Incentive Grants	$ 9,030.00	$ 15,440.00	$ 15,440.00	$ 15,440.00	$ 15,440.00
Assessment (Supplies,	$ 1,500.00	$ 1,530.00	$ 1,560.60	$ 1,591.81	$ 1,623.65

Barry University

Etc.)										
Travel										
Conferences	$	5,000.00	$	5,100.00	$	5,202.00	$	5,306.04	$	5,412.16
Reimbursed Travel	$	500.00	$	510.00	$	520.20	$	530.60	$	541.22
Total Travel	$	5,500.00	$	5,610.00	$	5,722.20	$	5,836.64	$	5,953.38
Office										
Furnishings	$	10,000.00								
Computers (3) and printer	$	11,000.00								
Copier, Fax and Line	$	3,000.00								
Telecommunications (3 lines)	$	900.00	$	306.00	$	312.12	$	318.36	$	324.73
Supplies, Instructional and Office	$	2,000.00	$	1,020.00	$	1,040.40	$	1,061.21	$	1,082.43
Postage	$	300.00	$	306.00	$	312.12	$	318.36	$	324.73
Total Office Expenses	$	27,200.00	$	1,632.00	$	1,664.64	$	1,697.93	$	1,731.89
TOTAL	$ 264,626.00		$ 262,247.60		$ 267,383.75		$ 272,642.63		$ 278,028.68	

* Assume 2% growth, unless otherwise stated.

**Assume a $5,000 increase in Special Events costs after the Pilot Year

***Assume a $1,000 increase when QEP implemented throughout the university, with 10% growth thereafter.

****Assume $1,000 (plus benefits) per faculty grant and $250 per student grant. An increase from six (6) to ten (10) faculty grants from the Pilot Year to Year 1.

X. Assessment

Several types of assessment approaches will be used to evaluate the effectiveness of the QEP in achieving the goal of enhancing undergraduate student sense of personal and social responsibility. Measurement approaches will include standardized self-report, classroom work products scored using a rubric framework, and written responses to vignettes.

The QEP Director will be responsible for assessment coordination; implementation; data collection, integration and analysis; and reporting. The Director will be a member of the Implementation Committee and will keep the Committee apprised of assessment progress.

Assessment in the First Semester Pilot Program

Course Embedded Assessment
The courses in the pilot program are part of the general education curriculum. Faculty who teach these courses are already familiar with course embedded assessment which is used to assess general education learning outcomes. During orientation and training, faculty in the pilot study who are redesigning their courses to include active learning strategies will also develop two assignments which will result in a product to be graded by the course instructor. One assignment will be within the first three weeks of the semester and will serve as a baseline. The second assignment will be given within the last two weeks of the semester. The course instructor will grade these assignments using a rubric designed specifically to measure progress on the learning outcome relevant to the course.

Institutional Assessment Rubric
The work products from the two assignments will be forwarded to the Implementation Committee. The work products will be assessed using a different rubric developed by the Implementation Committee for use in assessing progress toward the student learning outcomes in a broader, institutional context. This rubric will be modeled after the rubrics developed by AAC&U. An example of the Ethical Reasoning VALUE Rubric is presented in Appendix 7.

Assessment in Subsequent Semesters
The same assessment plan will be used in subsequent semesters with one exception. After the first semester, just one assignment will be administered at the end of the semester. This assignment will be graded by the instructor using the course embedded assessment rubric. It will also be assessed by the Implementation Committee using the institutional assessment rubric.

Standardized Assessment

Two standardized instruments will be used to further assess the development of the student learning outcomes.

Social Justice Scale (SJS)
The Social Justice Scale (Torres-Harding, Siers, and Olson, 2011) was developed in 2011 to measure concepts related to social justice. The scale consists of 24 items broken into four subscales: social justice attitudes, social justice perceived behavioral control, social justice subjective norms and social justice behavioral intentions.

The scale has the advantage of being short, but has good reliability with Cronbach's alphas ranging from .82 to .95. The subscales have good discriminate validity as evidenced by correlations with several other scales.

The SJS will be administered at Orientation to all first year students which will include those new students who will be in the QEP pilot study. Any students who do not take the test during Orientation but who are in the QEP will be asked to complete the survey during the first week of school.

The SJS will be administered again at the end of the second year of the QEP and for a final time at the end of the fourth year in order to assess longitudinal development of social justice ideas. The hypothesis is that concepts taught in classes and in co-curricular activities will result in a generalized view of social just measureable on the SJS.

Student Personal Responsibility Scale-10 (SPRS-10)
The Student Personal Responsibility Scale-10 (Singg & Ader, 2001) consists of 10 items designed to assess college students' acceptance of responsibility for day to day living. The SPRS-10 correlates significantly with GPA and with retention. The alpha coefficient for the SPRS-10 was .74. Test-retest reliability was .74. There is limited published research on this instrument but test characteristics make it promising for our purposes.

Assessment of Co-curricular Activities

The Division of Student Affairs will be designing campus events throughout the year that will include content aligned with the theme of personal and social responsibility. Students participating in these activities will receive program evaluations that will measure student satisfaction, content awareness, and behavioral and attitudinal change.

Exit Evaluation

At the end of their fourth year, students in the QEP will be asked to complete the two standardized instruments and to respond to a vignette that requires application of one of the learning outcomes to a real world situation. Vignettes will be designed and scored by members of the Implementation Committee.

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XII. Appendices

Appendix 1: Barry University Mission Statement

Barry University Mission Statement

Barry University is a Catholic institution of higher education founded in 1940 by the Adrian Dominican Sisters. Grounded in the liberal arts tradition, Barry University is a scholarly community committed to the highest academic standards in undergraduate, graduate and professional education.

In the Catholic intellectual tradition, integration of study, reflection and action inform the intellectual life. Faithful to this tradition, a Barry education and university experience foster individual and communal transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service.

Barry University provides opportunities for affirming our Catholic identity, Dominican heritage, and collegiate traditions. Catholic beliefs and values are enriched by ecumenical and interfaith dialog.

Through worship and ritual, we celebrate our religious identity while remaining a University community where all are welcome.

Core Commitments

Catholic intellectual and religious traditions guide us in the fulfillment of our mission. The mission and values of the Adrian Dominican Sisters serve as the inspiration for our core commitments.

Knowledge and Truth

Barry promotes and supports the intellectual life, emphasizing life-long learning, growth and development. The University pursues scholarly and critical analysis of fundamental questions of the human experience. In the pursuit of truth, the University advances development of solutions that promote the common good and a more humane and just society.

Inclusive Community

Barry is a global, inclusive community characterized by interdependence, dignity and equality, compassion and respect for self and others. Embracing a global world view, the University nurtures and values cultural, social and intellectual diversity, and welcomes faculty, staff, and students of all faith traditions.

Social Justice

Barry expects all members of our community to accept social responsibility to foster peace and nonviolence, to strive for equality, to recognize the sacredness of Earth, and to engage in meaningful efforts toward social change. The University promotes social justice through teaching, research and service.

Collaborative Service

Barry is committed to serving local and global communities through collaborative and mutually productive partnerships. The University accepts responsibility to engage with communities to pursue systemic, self-sustaining solutions to human, social, economic and environmental problems.

Appendix 2: NSSE 2013 High-Impact Practices

NSSE
national survey of
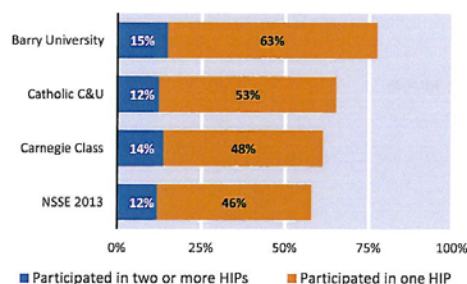student engagement

NSSE 2013 High-Impact Practices
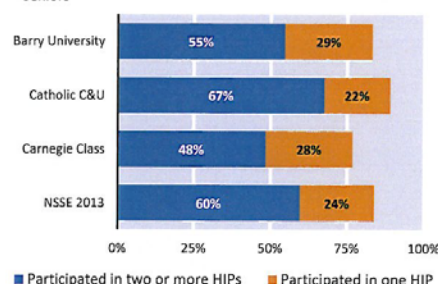### Participation Comparisons
Barry University

Overall HIP Participation

The figures below display the percentage of students who participated in high-impact practices. Both figures include participation in learning communities, service-learning, and research with faculty. The senior figure also includes participation in internships or field experiences, study abroad, and culminating senior experiences. The first segment in each bar shows the percentage of students who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.

First-Year Students

	Participated in two or more HIPs	Participated in one HIP
Barry University	15%	63%
Catholic C&U	12%	53%
Carnegie Class	14%	48%
NSSE 2013	12%	46%

Seniors

	Participated in two or more HIPs	Participated in one HIP
Barry University	55%	29%
Catholic C&U	67%	22%
Carnegie Class	48%	28%
NSSE 2013	60%	24%

■ Participated in two or more HIPs   ■ Participated in one HIP

Statistical Comparisons

The table below compares the percentage of your students who participated[a] in a high-impact practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	Barry University	Catholic C&U		Carnegie Class		NSSE 2013	
First-Year Students	%	%[b]	Effect size[c]	%[b]	Effect size[c]	%[b]	Effect size[c]
11c. Learning community	15	13	.05	16	-.04	15	.00
12. Service-learning	77	62 ***	.34	56 ***	.45	52 ***	.54
11e. Research with faculty	4	5	-.05	5	-.04	5	-.04
Participated in at least one	77	65 **	.27	61 ***	.35	58 ***	.42
Participated in two or more	15	12	.07	14	.03	12	.09
Seniors							
11c. Learning community	26	26	-.01	21 *	.13	24	.06
12. Service-learning	76	73	.06	59 ***	.37	60 ***	.34
11e. Research with faculty	16	24 **	-.19	15	.03	23 **	-.16
11a. Internship or field exp.	29	52 ***	-.47	36 **	-.17	48 ***	-.39
11d. Study abroad	5	14 ***	-.31	8 *	-.14	13 ***	-.28
11f. Culminating senior exp.	43	54 ***	-.22	37 *	.12	45	-.04
Participated in at least one	83	89 **	-.17	77 **	.16	84	-.02
Participated in two or more	55	67 ***	-.26	48 *	.12	60	-.10

a. Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

b. *p<.05, **p<.01, ***p<.001 (z-test comparing participation rates).

c. Cohen's h: The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large.

Note: All results weighted by gender and enrollment status (and by institution size for comparison groups).

NSSE 2013 HIGH-IMPACT PRACTICES • 3

Appendix 3: Brainstorming Summary Table

Session	BRAINSTORMING SESSION 1-4: JULY 2012 idea	session 1		session 2		session 3		session 4		TOTAL
		votes	n=64	votes	n=38	votes	n=21	votes	n=30	
1 ,2	Create a summer bridge program	23	36%	29	76%					52
2,3	Learning communities (ideas for types: Career based, intern service focused; Summer bridge; At risk, remedial, disadvantages "provisional" classes program, group that incorporates social learning theory and technology CAL program students)			38	100%	3	14%			41
1,2,3,4	Expansion of recreation and social space for students; campus experience/social activities	6	9%	9	24%	8	38%	12	40%	35
1,2,3,4	Barry will expand & enhance its global/outside of Florida study programs and courses.	4	6%	12	32%	7	33%	5	17%	28
1,3,4	Challenge students to engage in real-life problem solving (service learning) that articulates a moral framework consistent with Catholic teachings; service learning in general; hand-on experience	15	23%			4	19%	6	20%	25
1,2,3,4	Partnerships with Community businesses for internships/jobs	3	5%	7	18%	6	29%	6	20%	22
2	Student Activity Online System ORI 100 Expansion (Mandatory for all first year students; Writing intensive, research skills); face to face and/or online			19	50%					19
4	Increase Greek Life							16	53%	16
4	Actual restaurants on campus							15	50%	15
4	More food/meal plan options							14	47%	14
2	develop a professional mentoring program to compliment faculty advising and career services.			14	37%					14
1,3	Improve reading comprehension & writing skills	12	19%			1	5%			13
1	Interpersonal skills for sense of community (Social, Public Speaking, Sense of Alumni)	12	19%							12
2,4	Campus Life			7	18%			5	17%	12

2,4	Library should be hub of learning & technology access to information relevant to coursework at the university; extend hours			10	26%			2	7%	12
2	Ensure student access – digital textbooks, teaching, assignments for all students books more affordable to access.			11	29%					11
2	Re-evaluation of timing, relevance & effectiveness of developmental coursework			11	29%					11
1,3	Leadership skill development	9	14%			2	10%			11
1	Mentor Program (Freshman, Community Involvement, Incorporate into Freshman seminar (mandate?), focus on citizenship	10	16%							10
1	Better Faculty support - Learning Center for Faculty	10	16%							10
4	Be allowed to take classes out of Barry University (We don't have the best professors for certain departments, Interested in taking classes Barry doesn't offer)							9	30%	9
3	Time management skills course.					9	43%			9
3	Life Skill development Life Skill Development (overall)					9	43%			9
4	24 hour IT support because the internet goes down a lot.							9	30%	9
1,3	Proficiency for all students in resume writing, interviewing skills/marketing oneself; (networking) business etiquette.	4	19%			4	19%			8
2 ,4	Marketing plans for University & Programs			3	8%			5	17%	8
4	More public speakers							7	23%	7
4	Job placement program – post graduate							7	23%	7
1,2	Enhancement of critical thinking skills	2	3%	5	13%					7
1,3	New College Parent skill development	4	6%			3	14%			7
2	Faculty will demonstrate that their knowledge (in their fields) is current & "state of the art"			7	18%					7
1	Integrate Dominican Foundation tradition & Catholic identity into cirriculum	6	9%							6
4	Extend library hours especially the week before finals i.e. 24 hours during finals							6	20	6

								%	
4	More rigorous selection incoming students							6	20%	6
1	UG capstone program to prepare students for real-life experiences	5	8%							5
2	Matriculation pathway for UG ESL international students (pre-entry or concurrent with entry. Assimilation & language support while taking credit courses?			5	13%					5
3	Target low SAT/GPA freshman. Seniors in their major would become academic peer mentors to supplement class work. The senior would receive a grade credit.					5	24%			5
3	More program emphasis on adjusting to college experience/coping mechanism for retention.					5	24%			5
1	Classroom technology improvements	5	8%							5
1	Workplace experimental learning (Capstone courses/Application	5	8%							5
3,4	Website upgrade/access to info & online processes to eliminate paper & wait time					2	10%	3	10%	5
4	Test out for CS 180	5	17%							5
4	Do evaluations of Departments							4	13%	4
3	Teach the concept of a community of philanthropy whereby students, faculty & staff learn to contribute to scholarships to help retain students in financial need. (All for one & one for all)					4	19%			4
3	Ensure comprehensive campus wide, fast Wifi & cell connectivity & dispersed work stations.					4	19%			4
3	Running scripts on Barry TV showing stock market movement (practical experience).					4	19%			4
3	Proficiency for all students in resume writing, interviewing skills/marketing oneself; (networking) business etiquette.					4	19%			4
1	Improving writing skills & reading	4	6%							4
2	Continue the roll out of the 5-year compensation plant to retain and recruit stellar faculty/staff for the benefit of the students.			4	11%					4
2	Address value for cost @ Barry			4	11%					4
1	Enhancement of communication/public speaking skills	3	5%							3
2	Laptop program for Freshman			3	8%					3

		C1	%	C2	%	C3	%	C4	%	Total
2	Social Media Orientation Initiative (Supplement orientation with new material, New engagement before arrival; Event student database system online)			3	8%					3
1	Celebrity diversity	3	5%							3
1	Community mentoring	3	5%							3
1	Focus on needs of non-traditional students	3	5%							3
1	First generation issues - (Include parents & family)	3	5%							3
1	Homeless students & foster care program	3	5%							3
1	Incentives for professional development as "class room faculty"	3	5%							3
1	Identify different learning styles that are generation specific	3	5%							3
1	Integration of Dominican Foundations, Core principles	2	3%							2
1	Undergrad course to improve writing skills	2	3%							2
1	Increase numerical literacy	2	3%							2
2	Students will be more active learners			2	5%					2
3	Prepare for life after undergraduate program (graduate/employment).					2	10%			2
4	Making classes more career centered							2	7%	2
1	Explore opportunities for expanding on-line offerings	2	3%							2
1	Student mentoring program	2	3%							2
1	On-campus employment/training	2	3%							2
1	Faculty discussions/speaker series for students to model and disagree/discuss issues facing society today	2	3%							2
1	Endowed chair program	2	3%							2
1	Increase funding for student research	2	3%							2
1	Faculty mentoring of students	2	3%							2
1	Assistance to Students with disabilities (Affordable testing)	2	3%							2
1	Heighten the relevance of curriculum	2	3%							2
4	Student organization online listserv							1	3%	1
1	Benchmark successful programs at other institutions (QEP Plans)	1	2%							1
1	Include student input	1	2%							1
1	Textbooks	1	2%							1

1	College preparatory education/bridge program	**1**	2%									**1**
1	Set up a program for seniors to discuss out-placement of students; Perform exit interview? Could use to follow students and encourage alumni activity	**1**	2%									**1**
1	Service learning project - how to do it well? Get the most out of the experience	**1**	2%									**1**
1	"Premier" = Elite (Don't lose Diversity, 1st Generation, etc.)	**1**	2%									**1**
1	Learning for "Special" populations (Culture changes to enhance)	**1**	2%									**1**
1	Clearinghouse for student accomplishments (study abroad, research, internships, etc.)	**1**	2%									**1**
1	Parent/Family program in the admission/orientation process & the whole academic experience	**1**	2%									**1**
1	Quality of University Life - Activities ("Nothing to do")	**1**	2%									**1**
1	Online Courses to grant flexibility	**1**	2%									**1**
4	Get more support from Barry for the undergraduate community									**1**	3%	**1**
4	Thompson lawn for events (movie night)									**1**	3%	**1**
4	Post Freshman experience (e.g. Provide activities for busier/stressful times such as SGA trivia night, End of the year formal, Golf Cart race between commuters & residents)									**1**	3%	**1**
4	Provide trips to other parts of South Florida (e.g. Miami Beach, Lincoln Rd,.									**1**	3%	**1**
4	Collaboration amongst different departments									**1**	3%	**1**
4	Upgrade classroom furniture									**1**	3%	**1**

Appendix 4: AAC&U Essential Learning Outcomes

The Essential Learning Outcomes
Knowledge of Human Cultures and the Physical and Natural World
- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring
Intellectual and Practical Skills, including
- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively**,** across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance
Personal and Social Responsibility, including
- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges
Integrative Learning, including
- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems
Source: National Leadership Council for Liberal Education and America's Promise (2007), p. 3.

Appendix 5: Course Proposal Format

Quality Enhancement Plan:
Fostering Personal and Social Responsibility through Experiential Learning
Course Designation Criteria/Application

I.   **SLO Selection: Place an X in the box to left of one outcome addressed by your course.**

ER: Ethical and moral reasoning	EP: Engaging diverse perspectives	CEC: Community engagement & collaboration
Students take responsibility for their own learning and development, acting ethically to achieve their goals and aspirations.	Students gather, analyze, and thoughtfully use evidence and multiple perspectives to support their own ideas.	Students apply and explore the impact of the concepts, theories, and skills learned in class on issues affecting local and global communities.
Students examine the views and values that influence their own decision-making processes.	Students recognize the extent to which cultural standards, institutional practices, and values oppress, marginalize, alienate, or create/enhance privilege and power.	Students take informed and responsible action, working collaboratively with others through a social justice framework, to address issues faced by the community.

II.   **Correspondence Statement: (Explain the connection between the course content and the SLO(s) selected above):**

Course Prefix, Number, Title:	
Course Catalog Description:	
QEP SLO (verbatim from the chart above):	
Brief rationale Provide a brief explanation as to how the SLO selected is related to the overall purpose and philosophy of this course. How is the course material related to students' ability to conceptualize and/or practice personal and social responsibility?	
Assignment (exam questions, research paper, reflection paper, analytical papers, journal entries,	

oral presentation, etc.) Provide a description of the assignment specifically related to the selected SLO and an explanation as to how the assignment components require demonstration of learning related to personal and social responsibility.	
Reading Assignments Cite samples of the assigned reading related directly to the selected SLO. Provide brief explanations of how the content is related to social and personal responsibility.	
Specific lecture topics (These topics should be listed in the Daily/Weekly schedule on the syllabus) Provide a sample of the topics covered in the course which are related directly to the selected SLO.)	
Active Teaching & Learning Strategies List a sample of the active pedagogies used particularly in regard to the content related to the selected SLO. Briefly explain the intended learning associated with each strategy.	
Experiential Component Identify the experiential activity (service-learning, internship, study abroad, research, field experience, practicum), which must be approved by the CCSI. Describe how the activity is related to the academic content of the course or program. Explain the process by which the on-site supervisor will be apprised of the learning outcomes and provide students with feedback and guidance. Describe the continuous critical reflection process which will require students to engage in application of course/problem	

material, problem-solving, evaluation, etc.	
Evaluation criteria Attach a rubric designed to evaluate the selected SLO as demonstrated via the specified assignment.	

Appendix 6: Co-Curricular Activities Format

Quality Enhancement Plan:
Fostering Personal and Social Responsibility (PSR) through Experiential Learning
PSR Designation Criteria for Co-Curricular Activities

The QEP requires students to engage in activities, other than coursework, that enhance their knowledge, skills, and attitudes/views related to social and personal responsibility. Students must attend/complete at least two such activities each Fall and Spring semester. In order for an activity to qualify as meeting the QEP requirement, the "PSR" designation must be granted in advance.

III.   Basic Information (provide information for the main contact for the event/activity):

Name:	Title:	
Phone:	Division/Office/College/School/ Department	
E-mail:		

IV.   SLO Selection: Place an X in the box to left of each outcome addressed by the proposed activity. Documentation of demonstrated learning is not required for co-curricular activities, however, the design and content must correspond directly with the key components of one or more of the SLOs listed below.

ER: Ethical and moral reasoning	EP: Engaging diverse perspectives	CEC: Community engagement & collaboration
Students take responsibility for their own learning and development, acting ethically to achieve their goals and aspirations.	Students gather, analyze, and thoughtfully use evidence and multiple perspectives to support their own ideas.	Students apply and explore the impact of the concepts, theories, and skills learned in class on issues affecting local and global communities.
Students examine the views and values that influence their own decision-making processes.	Students recognize the extent to which cultural standards, institutional practices, and values oppress, marginalize, alienate, or create/enhance privilege and power.	Students take informed and responsible action, working collaboratively with others through a social justice framework, to address issues faced by the community.

V. **Correspondence Statement: (Explain the connection between the event/activity and the SLO(s) selected above):**

Event/Activity Title	Planned Date/Time (if known):
Organizers (List individuals/committees involved):	
Description: (Provide a concise description of the event or activity. Include details regarding purpose as well as specific involvement required of students. Be sure to list any interactive components.):	

List the key components (identify the specific aspect of the SLO addressed)	Provide an example of how this component is addressed as part of the event/activity	Explain how the example cited is linked to knowledge, skills, or values related directly to personal-social responsibility

Appendix 7: Ethical Reasoning Value Rubric

ETHICAL REASONING VALUE RUBRIC
for more information, please contact value@aacu.org

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The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition
Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Framing Language
This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education should be to help students turn what they've learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/Concepts. Students' Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Core Beliefs: Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.
- Ethical Perspectives/concepts: The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).
- Complex, multi-layered (gray) context: The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/problem/context/for student's identification.
- Cross-relationships among the issues: Obvious or subtle connections between/among the sub-parts or situational conditions of the issues present in a scenario (e.g., relationship of production of corn as part of climate change issue).

ETHICAL REASONING VALUE RUBRIC

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Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.