Kent State University Completed and Active Action Projects

Action Project No.	I	II	III
Title	**Public Service Focused Learning Opportunities**	**Research Learning Experience for Undergrads**	**From LER to Kent Core*** *See Appendix A for Versions 2-6*
Created	AY 2006-2007	AY 2006-2007	AY 2009-2010
Updated	AY 2008-2009	AY 2008-2009	AY 2009-2010
Reviewed	9-18-2008	9-29-2008	9-10-2009
Status	Completed	Completed	Versions 1-5 Completed; Version 6 Active
Goal	Increase the opportunities for and number of undergraduate students participating in public service oriented activities such as internships in public sector organizations e.g. city government, service organizations), teaching/tutoring in public health care facilities and public schools that integrate well in the curriculum.	Increase the opportunities for and number of undergraduate students participating in research opportunities and experiences.	Kent State University will develop and implement a new Liberal Education Program for its undergraduate students based on the work of the LER Core Committee with input from the university community
Project Outcomes Accomplished	At Kent State University, public based learning opportunities encompass a wide range of activities including: service learning, internships, co-ops, volunteer and service activities. At the conclusion of AY07-08, each academic and student services unit was asked to self-report the public based learning activities in which students participated. Unit summary reports included: • Number of departments reporting service learning components in courses: 13 (previous year 15) • Number of undergraduate courses reporting service learning components: 46 (previous year 40) It is estimated that approximately 25,000 service hours were provided to the community through the efforts of students, faculty and staff. In order to keep more accurate records, online tracking systems were studied and Service Pro was adopted by the University to be implemented in fall 2008. A new program, the Service Scholar Awards, was	This action project was introduced to the university community during AY06-07. The accomplishments for AY07-08 focused on increasing participation by faculty, students and departments in a wide range of activities including honors theses, independent study, research within coursework and lab, and research with faculty outside the classroom; developing a workable infrastructure that promotes and supports undergraduate research opportunities throughout the university; and developing means of communicating opportunities to faculty and students. At the completion of AY07-08, each academic unit was asked to report the types of research opportunities provided to undergraduates and participation levels. Summary reports indicated the following: • Number of students registered in internships, seminars and research designated courses (Summer 2007, Fall 2007, Spring 2008):	The 21st Century Liberal Education Requirements (LER) Core Committee was charged by Provost Robert Frank in September 2008 to review the LER requirements and make recommendations that would: 1) enhance the quality of the LER program; 2) improve the educational experience for undergraduate students; and, 3) reduce the complexity of the LER requirements in order to help students navigate the system more easily. The committee held its first meeting on October 1, 2008, and met weekly throughout the Fall 2008 semester and the first part of Spring 2009 semester. The Committee began by reviewing problems associated with the themes of complexity and navigability and compiled a list of these problems. With an understanding of the problems associated with the structure and organization of the LERs as currently constructed and the realities of the current educational environment

instituted this year. The Service Scholar Awards gave five grants of $1,000 to faculty who will plan, develop, implement and reflect on academic courses that are designed to incorporate a service-learning component. The program is a way to assist faculty in using service-learning pedagogy to teach courses that already exist. Scholars meet monthly to work through directed readings and to discuss issues related to the classes that they are developing and/or teaching. Throughout the year, three AmeriCorps Volunteers in Service to America worked at Kent State University to promote community engagement and service learning opportunities. They helped to: reconstruct resource pages on the Faculty Professional Development Center (fpdc) web site that are used by faculty who have questions about service learning; organize such programs as: Summer of Service 2007, School Supply Drive for Biloxi, Mississippi, Residency Day of Service, Week of Welcome Community Service Project, Volunteer Fair and Super Service Saturdays; and expand the University's outreach to community partners. The interest by the university in providing students with more opportunities to give back to the community continues to grow. In order to provide the resources to support this growing interest and participation, a more organized and comprehensive structure must be in place. During AY07-08, a group of faculty and staff were charged by the Provost to present a plan on how best to institutionalize civic engagement at Kent State University. A comprehensive report, including recommendations, projected timeline and resource implications, was completed in March. The report recommended that an Office of Service – Learning be instituted at Kent State to support these activities. Current Status: Currently two VISTA workers are employed at Kent State to provide support for both service learning and service opportunities. A faculty associate, working through the fpdc, continues to head the service learning initiative. Joint programs, initiatives and newsletter are being developed with the cooperation of Enrollment

2569 (previous year: 1213)
- Number of departments reporting undergraduate students engaged in research with faculty outside the classroom: 17 (previous year: 12)
- Number of students engaged in research with faculty outside the classroom (Some departments did not supply numbers; only indicated that undergraduates were involved with research) 46 (previous year: 33)
- Number of faculty engaged in research with undergraduates outside the classroom: 44 (previous year: 27)
- Number of departments reporting undergraduate course research projects beyond a "research paper": 20 (previous year: 7).

The Undergraduate Research Scholars Program, funded by Research and Graduate Studies (RAGS) and implemented by the University Research Council has a current budget of $10,000 to be awarded in $500.00 increments to undergraduate scholars. Twenty-seven students applied for grants during AY07-08. Several of these students participated in the Celebration of Scholarship (features research of faculty and students). An $8.2 million Choose Ohio First Scholarship proposal to support undergraduate scholarships at KSU and partners in northeast Ohio was submitted and funded. Undergraduate research will be an important part of this program. Significant effort focused on communicating the benefits to faculty and students of having undergraduates participate in research the undergraduates participating in research along with the opportunities available. These efforts were multi-faceted and included:
- Participation in the New Faculty Institute
- Presentations to chairs and directors
- Interviews in the campus newspaper, Kent State Magazine and E-Inside
- Meetings with Honors College Policy Committee, Undergraduate Senate and Faculty Senate.

Professional development opportunities were provided for interested faculty. These included

clearly in mind, the committee thus focused its efforts on: 1) linking the LERs to the university's 21st century philosophy for undergraduate education; and, 2) enhancing the educational experience provided by the LERs for undergraduate students. In order to address these two goals, the Committee gathered data from a number of sources. Searching for models of best practice, committee members reviewed materials from more than 30 institutions from across the U.S., encompassing a broad range of LER programs. Student focus groups were conducted and URCC reports and surveys were reviewed. The Committee also returned to the materials and programs that had framed the basis for the development of the 21st century philosophy statement, in order to ensure that a revised LER system would be fully aligned with the objectives outlined in that document. On the basis of these reviews, the Committee formulated an approach to revising the LERs that was premised on the need to foster a learning-centered approach to education. The Committee determined that such an approach needed to be embedded in a positive learning environment, and fostered by learning outcomes centered around the four principles of Kent State's 21st century undergraduate philosophy: Knowledge, Insight, Engagement, and Responsibility. The Committee spent a great deal of time developing programmatic learning outcomes for each of the four elements of the 21st century education model, namely: Engagement, Knowledge, Insight and Responsibility. Within each of these categories, the Committee developed a set of developmentally and hierarchically-ordered program learning outcomes. Each of these program learning outcomes provides the basis for the development of appropriate learning outcomes for individual LER courses, and offers a clear guide as to the expectations for those outcomes. Recommendations in the report included: 1) Form an Implementation Task Force. 2) Require all courses to be re-submitted for review by URCC in order to be eligible for continuing LER status. 3) Support robust faculty

Management and Student Affairs and the Faculty Professional Development Center. The website continues to be upgraded. Workshops are being developed that can be taken to departments that are interested in bringing service learning into their curriculum. A survey of community partners is underway with several community partners requesting visits from Kent State representatives to discuss possible partnering opportunities.

the Excellence In Honors workshop series and a CUR webcast on developing a culture of undergraduate research. In order to sustain and improve upon Kent State's efforts in providing increased opportunities for undergraduates to participate in research, the Undergraduate Research Committee authored and submitted a report to the Provost that provided specific recommendations on how to institutionalize these efforts. Among the recommendations were: development of an Office of Undergraduate Research; funding for participation by faculty, students and administrators in conferences on undergraduate research; focus groups at the college level to identify bottlenecks that may be limiting the university's capacity for undergraduate research; capitalize on learning communities as resources to support undergraduate research; and encourage undergraduate student research awards.

professional development efforts. 4) Require that all units carefully consider which courses align with the learning outcomes. 5) Promote opportunities for co-registration in LER courses 6) Encourage all units to submit all LER courses for approval within Ohio's Transfer Module Requirement. 7) Encourage and provide support for interdisciplinary course development 8) Provide incentives for the creation of quality learning experiences within the LERs. 9) Provide students with a capstone experience. 10) Encourage more university-wide participation in the LEAP projects of AAC&U. A team made up of faculty and administrators was charged in May 2009 and worked throughout the summer to develop an implementation plan. The curricular proposal developed follows closely the spirit of the material presented in the LER Core Committee report. The main benefit of adopting this proposal is to begin a shift from the "teaching" paradigm to a "learning" paradigm at Kent State University. The Kent Core Requirements consist of three broad components: Literacy, Knowledge, and Cultural Awareness. Students will be required to complete at least 36 credit hours of courses that will have been approved for inclusion in the Kent Core. It is recommended that the Literacy Component be completed within the student's first 60 hours of coursework at Kent State, while the other components may be completed throughout the undergraduate program. All Kent Core courses may be used in any major or program, and students may use the Kent Core courses to fulfill program/major/minor requirements. None of the courses in the Kent Core may be taken pass/fail. Students in AA and AS degree programs will be deemed to have met Kent Core requirements if they complete requirements for the Transfer Module. Associate degree recipients wishing to complete baccalaureate degrees will be required to fulfill all Kent Core requirements. The Cultural Awareness component of the Kent Core shall be satisfied by taking one domestic and one global diversity course, from a list of approved diversity courses. At least one of the courses

must also be from the list of Kent Core courses. The task force values highly the benefit of a laboratory experience for students, and proposes that a lab be required of all students. Appropriate fiscal resources must be provided for the departments to be able to offer these labs. Other policies In addition to the above student requirements, the following policies at the unit (department, school) or program level were proposed: 1. Since fulfilling the Kent Core program is a university requirement, no college, unit, program, major or minor may specify Kent Core requirements beyond those required by the University. Departments may elect to include specific Kent Core courses in their major requirements, however. Colleges may continue to specify college-wide requirements in addition to the Kent Core and major/minor requirements. 2. Academic programs that require specific Kent Core courses to meet accreditation/licensure requirements may mandate those courses IF the program can provide evidence that: a) the content in those particular courses is specified by the accrediting/licensing agency; and b) without this degree of program autonomy a student's time to graduation would be prolonged. Clear and specific evidence of such accrediting/licensing requirements must be supplied for programs to be allowed to prescribe Kent Core courses. The Undergraduate Requirements Curriculum Committee (URCC) approved this curricular proposal on September 4, 2009.

Action Project No.	IV	V	VI
Title	**Office of Experiential Education and Civic Engagement I** *See Appendix B for Versions 2-5*	**Team Building Through Pride Building**	**Assessment Communication**
Created	AY 2009-2010	AY 2010-2011	AY 2013-2014
Updated	AY 2009-2010	AY 2013-2014	NA
Reviewed	9-16-2009	10-7-2013	NA
Status	Completed	Completed	Active
Goal	The Office of Experiential Education and Civic Engagement seeks to create, promote, expand and publicize the experiential learning and civic engagement opportunities available to Kent State University undergraduates. The Coordinator of this office will identify existing experiential education opportunities, facilitate the creation of new opportunities and help to communicate valuable information about experiential education and civic engagement to students and faculty. Office personnel will also help departments and to integrate experiential learning opportunities into their major requirements and their course offerings.	This project, supplemental to an inclusive strategic planning effort, seeks to develop and enhance a university-wide leadership system that fosters job, team, individual, and organizational pride. All Kent State University personnel participate in decisions and processes that accomplish institutional vision, values, and goals. This project focuses on forging transparency, cooperation, and partnerships across divisions. Key elements include: establishing a shared vision and identifying resources and tools to support and value every employee's contributions. This project is incremental, beginning with a pilot to serve as a model for other units striving to intensify the pride felt by each member of their teams.	The Assessment Subcommittee of the Advisory Committee on Academic Assessment (ACAA) has been assembled to examine the University's current academic assessment process, focusing on all student learning and faculty/student engagement surveys administered through the Office of Provost and the Office of Research, Planning and Institutional Effectiveness (RPIE). The group will determine whether data collected is sufficient to assess student learning and faculty/student engagement and if data is being distributed and communicated to the relevant parties throughout the university for practical utilization of the data. The subcommittee will also generate an annual assessment report, organized to reflect the goals of the new academic affairs strategic plan.
Project Outcomes Accomplished	In fall 2008, the Provost accepted the recommendation that an office be established that would provide oversight for service learning, undergraduate research, community-based research, etc. Planning began immediately and on February 6, 2009, a Coordinator for the Office of Experiential Education and Civic Engagement (OEECE) was named. The Office is located in Moulton Hall, also the home of the Faculty Professional Development Center and the Associate Provost for Quality Initiatives and Curriculum (provides supervisory role). Work began to develop the Office's mission, vision, and strategic plan. The discussion below represents the strategic plan that has been established by the Coordinator of OEECE and members of the OEECE Advisory Committee. Strategic goals for the academic year are listed followed by strategic objectives, projected dates for completion, and an actual date for which the objective was completed. Mission: To cultivate	The action project was piloted by the College of Communication and Information (CCI). Within the CCI, the focus of the pilot study was to provide an improved, more collaborative and integrative college curricula and research focus. The collaborative approach will result from grassroots efforts on the part of faculty rather than top-down impositions from the dean. Overall, the project aims to improve pride in the college, as a result of inclusive, collaborative work. Based off of work from the 2012-2013 academic year, the following accomplishments were noted: a) The faculty committees established a social media committee of faculty from all four CCI schools that worked throughout the Spring 2012 semester. This work is continuing into Fall 2013. The continued collaborative work will focus on determining the feasibility of an online Master's in Social	NA

academic excellence through the venue of sustained, experiential education that bridges academic theory with service activities designed to respond to community needs. Strategic Plan Goals Strategic Plan Objectives Projected Dates for Completion Date Completed Goal 1 - Create an effective and sustainable office and program infrastructure. Strategies - Focus on definitions of experiential education and strategic planning; Develop an advisory committee to: Establish office bylaws, vision, mission, and goals; Develop 1-year strategic plan; Assess start-up budget for funding staff, program, and resource development; Plan and develop advisory committee retreat; Increase the director's skill and capacity through conference participation. April - July 2009 Ongoing process of attending trainings, institutes, workshops and to present at conferences (Ohio Campus Compact)– June & July, 2009; Community Partner Conference, March, 2009, Campus Community Partnership for Health, July, 2009; UTC – Presentation, Oct. 2009; Lilly Conference, Nov. 2009 Goal 2 Build a network of support for experiential education. Strategies – Obtain institutional support; Plan, develop, and implement an experiential learning symposium; Keep campus leaders informed of experiential education initiatives and successes; Actively support and conduct university-wide events that focus on experiential learning and civic engagement; Focus on Kent Core course development; Develop subcommittees for: Awards/recognition, faculty development, strategic planning; Develop strategies to institutionalize and retain experiential learning as a valued pedagogy - On-going; On-going attendance and presentations during academic and advisory committee meetings; Volunteer Fair, September 9; On-Tap Fair, August, 2009, UTC Conference, October, 2009, Celebration of Service, April, 2010. On-going update of committee progress - October, 2009. Offer funding incentives and awards for engaged scholarship Conduct meetings with EMSA, International Affairs, Career Services, and the College of Business to explore corporate

Media. Once the report is finalized, the faculty committee will present their report to the college's dean and school faculty.

b) Four faculty members, two from Visual Communications and Design (VSD) and two from User Experience Design (UXD) are working collaboratively to find commonalities between the two curricula. They are particularly looking at ways of encouraging students from the two programs to take shared online courses.

c) A team of faculty from Advertising and Public Relations are working on a strategic communication proposal. In the Fall 2013 semester, they will fold Communication Studies faculty into the discussion.

d) Regarding the establishment of two committees to eliminate duplicate courses in research methods and communication/information law, the committee on information law met throughout the 2013 summer and submitted a preliminary report to the dean. The dean reviewed the report and asked the committee to reconvene to consider some options that would involve online-classroom modules with online modules for some areas of law. They will continue to meet in the Fall 2013 semester and produce a final report.

involvement and support for service learning opportunities for KSU students. October 2009 - On-going. Goal 3 Build faculty support for experiential education. Strategies – Promote faculty awareness and support; Collaborate with Faculty Professional Development Center to: Promote experiential education and civic engagement during summer Exploratorium; Promote experiential education and civic engagement during new faculty orientation; Conduct workshop series on experiential education and civic engagement; Serve on the OEECE Advisory Committee; Develop a clearinghouse for service learning pedagogy and support services; Develop system of support for experiential courses and projects; Develop strategies to evaluate the quality of experiential learning and relative scholarship. August 2009 - On-going; On-going development of faculty and community resources; resources accessible through OEECE website by August 31, 2009; Work with Faculty Associate to establish schedule for support services and to re-establish Service Learning –Learning Community; Service Connect data management system available July, 2009, (promotion of faculty usage is on-going); establish Advocates for Civic Engagement (ACE) (November, 2009) Establish a Committee on Engaged Scholarship - May 2010. Goal 4 Maintain communication with community partners. Strategies – Promote community partner awareness; Obtain community partner representative on OEECE Advisory Committee; Collaborate with EMSA to track community service needs; Develop resource guides, newsletter, and clearinghouse for civic engagement opportunities; Promote access to the website; September 2009 - On-going; On-going work with Office of Student Involvement conducting site visits, developing international service agenda; On-going resource development with VISTA and Faculty Associate, website availability; Ongoing public awareness of the site; OEECE brochures developed, plan is in place to create a link to OEECE website from other unit webpages (beginning with those

serving on the advisory committee); PR plan to promote the office during the fall semester. Other activities for Goal 4: Collaborate with Enrollment Management and Student Affairs (EMSA) to conduct site visits to potential community partners: more than a dozen new partnerships have been formulated that are external to the university. The organization directors discuss their service needs with us and we contact faculty who may be able to meet these needs through service projects. Among the organizations are Big Brothers/Big sisters, Habitat for Humanity, Goodwill Industries, Hattie Larlham, the County Clothing Center, Happy Day School for children with special needs, Hammer and Nails, Freedom House, Happy Trails Animal Sanctuary, Family and Community Services, Kent Social Services, etc. We have also formulated a collaborative with the University of Akron to promote experiential learning. June – August 2009. Goal 5 Increase the integration of experiential education into the curriculum. Strategies – Align efforts with institutional mission and educational reform; Incorporate experiential education pedagogy into the curriculum; Provide direct support to faculty who want to transform courses; Create outreach materials for faculty; Provide consultation to faculty on best practices and national models; On-going Promote clear understanding of experiential learning (UTC conference presentation October 2009); NFI, Summer Exploratorium, On-Tap; On-going work with faculty associate to develop and schedule workshops and one-on-one assistance for the transformation of course syllabi; We have also formulated a collaborative with the University of Akron to promote experiential learning. Have identified service learning opportunities for faculty from the College of Arts and Sciences, Education, Health and Human Services and the School of Fashion - On-going.

Action Project No.	VII	VIII
Title	**Closing the Loop**	**Exploring Academic Data Management Systems**
Created	AY 2012-2013	AY 2013-2014
Updated	NA	NA
Reviewed	NA	NA
Status	Active	Active
Goal	This project extends a previous action project (Closing the Loop) which was a pilot assessment evaluating how academic units assess student learning outcomes. One of the key findings of the pilot was that many units were doing very well, while some reported a need for assistance in crafting unit assessment plans. The goal of this action project is to identify assessment processes already in place across the university which faculty believe are effective or exemplar practices which could be used as an example for other units.	The Data Management Subcommittee of the Advisory Committee on Academic Assessment (ACAA), together with the Office of the Provost and the Office of Accreditation, Assessment and Learning, will explore and identify an alternative* data management system for learning assessment. The subcommittee will host focus groups and distribute follow-up surveys to faculty and staff to solicit feedback and insight to inform the selection of the system. This Action Project aims to increase faculty and staff satisfaction with and investment in the assessment process. *The current data management system will also be evaluated, given recent system upgrades, along with three others that emerge from our focus group/survey findings with university stakeholders.
Project Outcomes Accomplished	NA	NA

Appendix A: Action Project III (From LER to Kent Core), Versions 2-6

Version No.	Version 2	Version 3	Version 4	Version 5	Version 6
Title	Kent Core Course Assessment I	Kent Core Course Assessment II (Assessment Criteria)	Kent Core Course Assessment III (Application)	Assessing the Kent Core (Phase One)	Assessing the Kent Core (Phase Two)
Created	AY 2009-2010	AY 2009-2010	AY 2009-2010	AY 2009-2010	AY 2009-2010
Updated	AY 2010-2011	AY 2011-2012	AY 2012-2013	AY 2013-2014	NA
Reviewed	10-25-2010	10-12-2011	10-1-2012	10-13-2013	NA
Status	Completed (Version 2)	Completed (Version 3)	Completed (Version 4)	Completed (Version 5)	Active
Project Outcomes Accomplished / Goal	**Project Outcomes Accomplished:** In December 2009, the Faculty Senate approved a proposal that established that Kent Core courses would be required to assess learning outcomes, and charged the University Requirements Curriculum Committee (URCC) with developing outcomes assessment templates and an approval process. In addressing the charge from the Faculty Senate, a subcommittee of the URCC adopted four primary objectives: 1) keep the process as simple as possible, 2) allow for considerable flexibility in definitions of learning outcomes and methods and reporting of assessment, 3) align with the learning objectives from the former LER requirements, and 4) acknowledge that the responsibility for monitoring the quality of outcomes and assessment and for continuous improvement in outcomes and assessment lies with the faculty at the	**Project Outcomes Accomplished:** The University Requirements Curriculum Committee (URCC) completed its work in developing the criteria by which all courses wishing to be a part of the new Kent Core by Fall 2013 will be evaluated. The criteria was approved by the Faculty Senate in spring 2011 and distributed to all departments, schools, colleges and campuses. The submission forms with instructions was placed on the KSU Curriculum Services website and the Faculty Professional Development website. Department chairs and school directors were asked to hold a curriculum workday on August 23, 2011, to address this issue or work on other curriculum needs.	**Project Outcomes Accomplished:** During AY11-12, the University Requirements Curriculum Committee (URCC) developed the application form that units must submit in order to have a course approved for Kent Core status. In the application, units must address which of the Kent Core student learning outcomes are being addressed in the course, how the outcome are being assessed and how the issues of consistency across sections and campuses is being managed. The application was discussed and approved by Faculty Senate during the fall semester. The application was distributed to departments/schools/campuses and deadlines set for submission. Approximately 20 courses had been approved for Kent Core designation by the end of the academic year. Academic units need to submit applications during AY12-13 in order for the courses to be designated in the 2013 undergraduate catalog. Also during this year, the URCC will be working on an	**Project Outcomes Accomplished:** In the last update for this Action Project, a next step for the 2012-2013 academic year was to have courses approved as Kent Core courses to submit learning outcomes and methods of assessment to the Education Policy Committee (EPC) as a part of the approval process. In January 2013, all of the Kent Core course learning outcomes and assessment plans were submitted and approved by the University Requirements Curriculum Committee (URCC) and the Associate Provost's Office of Quality Initiatives and Curriculum. During February 2013, the Kent Core subcommittee analyzed the collected data to ascertain the most used learning objectives in the individual course learning outcome assessment plans of approved Kent Core courses. This was also viewed as a way to determine a method of assessment for the courses in aggregate. During the	**Goal:** This action project is a continuation of a previous action project and represents the next phase of Assessing the Kent Core, our university's general education curriculum. The goal of this project is to use the submitted individual course assessment to evaluate each Kent Core course. These evaluations will be the basis of improving each of our Kent Core courses and will lead to our assessment of how the Kent Core curriculum is addressing the general education goals and learning outcomes described by the university.

department or school level. The proposed process is that any unit wanting to maintain Kent Core status for an existing Kent Core (formerly LER) course, or wanting to propose a new Kent Core course, will be required to complete the Outcomes Assessment Plan form. Those units proposing a new course will also be required to submit the Kent Core Information Form and sample syllabus. All proposals will be reviewed at the appropriate departmental/school and/or College levels before being submitted to the URCC and Educational Policies Council (EPC) for final approval.

The minimum requirement for approval of the assessment plan for a Kent Core course is that there is at least one Kent Core Learning Objective addressed in the course, with at least one appropriately defined learning outcome and its corresponding method of assessment and reporting. The academic unit must assure that the faculty members who teach the course have agreed to: the objective(s) to be addressed, complete an annual review and reporting of the assessment results to the URCC, and use the assessment and

assessment plan for the Kent Core.

analysis, the subcommittee had difficulty in deciding an assessment approach to assess the Kent Core as a whole. The group decided to seek guidance regarding next steps from the Provost Office. However, the data analyzed by the Kent Core Subcommittee from the Kent Core learning assessment plans did exhibit that three Kent Core learning objectives were used more commonly. The top three most used learning objectives were: a) discipline concepts, meaning understanding basic concepts of the academic discipline, which was associated with 28 Kent core courses; b) critical thinking, meaning acquiring critical thinking and problem solving skills, which was associated with 26 Kent core courses; and c) diversity, meaning improving their understanding of issues and behaviors concerning inclusion, community, and tolerance, which was associated with 18 Kent core courses.

evaluation results to review the course and/or assessment plans. The process, as described above, is on the Faculty Senate's September 13, 2010 agenda.

Appendix B: Action Project IV (Office of Experiential Education and Civic Engagement), Versions 2-5

Version No.	Version 2	Version 3	Version 4	Version 5
Title	**Office of Experiential Education and Civic Engagement II**	**Office of Experiential Education and Civic Engagement III**	**Office of Experiential Education and Civic Engagement IV**	**Office of Experiential Education and Civic Engagement V**
Created	AY 2009-2010	AY 2009-2010	AY 2009-2010	AY 2009-2010
Updated	AY 2010-2011	AY 2011-2012	AY 2012-2013	AY 2013-2014
Reviewed	10-6-2010	10-3-2011	10-10-2012	10-08-2013
Status	Completed	Completed	Completed	Completed
Project Outcomes Accomplished / Goal	**Project Outcomes** **Accomplished:** The Office of Experiential Education and Civic Engagement (OECCE) officially opened in September 2009. Initially three goals were established for OEECE: create an effective and sustainable office and program infrastructure; build a network of faculty and administrative support for experiential education; and increase the integration of experiential education into the curriculum by fall 2010. The OEECE is staffed by a coordinator, faculty associate, AmeriCorps Vista employee and a graduate assistant. The coordinator reports to the Associate Provost for Quality Initiatives and Curriculum. An OEECE advisory committee was formed and by-laws developed. Start-up funding was provided by the Office of the Provost. During its first year of operation, the OEECE developed promotional materials for faculty, students and community partners defining experiential education, highlighting the benefits of experiential education and indicating services/support available to those interested in experiential education. The Office developed its website	**Project Outcomes** **Accomplished:** The Office of Experiential Education and Civic Engagement (OEECE) worked to make its presence and mission known throughout the university community. With the passage of the ELR (experiential learning requirement), the OEECE focused much of its time in developing materials and holding workshops on developing a quality ELR course. The criteria for designating a course ELR was developed, with the help of the Coordinator for OEECE, by the URCC. The criteria were passed by the EPC and Faculty Senate during fall 2010. ***See table below on pg. 17** Office Infrastructure: • Increased the diversity of the OEECE Advisory Committee with added representation of 2 deans, a graduate student, and additional coordinators from Enrollment Management and Student Affairs. • Developed an online database of experiential learning courses that currently includes 55 courses. • Served on the Curriculum Implementation Task Force who helped facilitate the passage of the Experiential	**Project Outcomes** **Accomplished:** Kent State University was recognized on the President's Honor Roll because we were able to demonstrate relevant and meaningful service and achieve measurable impacts in the community. We were required to submit three exemplary projects and those included initiatives in Community Impact Projects in Obesity, Literacy, and Hunger. KSU hosted and supervised two Americorps Vista employees during summer 2012 to provide nutrition outreach programs at the Kent Community Farmers' Market. The Americorps employees worked with nutrition students from the university in developing and delivering the programming. **Obesity** – More than 400 faculty and students are engaged in community participatory research with vulnerable populations. Highlights: Dr. Natalie Caine Bish along with service learning participants, interns, and a student organization work on 7 collaborative nutrition initiatives with local school districts, summer camps, families, and partner organizations. They reached more than 2,652 individuals with direct education and countless others secondarily. Professor Derick	**Project Outcome:** In January 2013, the administrative home of the Office of Experiential Education and Civic Engagement (OEECE) was transferred from Quality Initiatives and Assessment within the Provost's Office to the Division of Undergraduate Studies. This transfer better align resources and opportunities to influence the development and sustainability of the OEECE goals. It also helps institutionalize the resources of the OEECE for long-term success. The decision for implementing this change was based on the role of OEECE in the formation and implementation of policy, curricular initiatives, and the emphasis on early engagement of undergraduate students. The OEECE set four overarching goals for the 2012-2013 academic year, which fall in line with the strategic initiatives developed through Academic Affairs. The priority areas focused on the office infrastructure, campus and community outreach, assessment and evaluation, and sustainability. Below is a summary of accomplishments representing each priority area: Curricular • Implementation of the Experiential Learning (ELR)

(www.kent.edu/experiential/) and recently collaborated with other units (Career Services, International Affairs, Undergraduate Research, Office of Community Service, Learning and Volunteerism) on campus who provide elements of experiential education to launch an inclusive Experiential Education website (www.kent.edu/provost/experiential-learning.cfm). A clearinghouse of on-line materials is under development.

To help determine the level of faculty awareness about and interest in this topic, the Coordinator held "Conversations with Colleagues" during spring 2010. These eight conversations brought to the OEECE's attention faculty resource needs and concerns, particularly in relation to tenure and promotion. To address this particular concern, an "Advancing Engaged Scholarship Institute" was conducted by colleagues from the Community-Campus Partnerships for Health (CCPH). The institute centered on best practices for advancing community engaged scholarship at Kent State University. During the Institute, the Provost invited chairs/directors and chairs of the various tenure and promotion committees to join him for lunch to engage in conversations regarding institutional readiness, capacity and support for advancing community-engaged scholarship.

The OEECE collaborated with the Faculty Professional Development Center (fpdc) on the New Faculty Institute and conducted a workshop

Learning Requirement.
• Published volume 1, issues 1 and 2 issues of the OEECE – Engaging Leadership Newsletter (http://www.kent.edu/experiential/publications/elnewsletter.cfm)

Campus and Community Outreach:
• Launched the Experiential Learning – Plus – 1 Credit in which more than 30 students have enrolled.
• Increased the number of campus and community partnerships by 25 and have reached more than 2000 students.
• Developed 1 global learning course – Ghana Study Abroad.
• Implemented the Future Advocates of Civic Engagement (FACE) Fellowship Program in which 8 first generation and low income students will be awarded a $1,200 educational award upon completing 300 hours of community service over the year.
• Developed the Engaged Experiences Lead at Kent State (EELKS) Certificate Program.
• Sponsored the OEECE Showcase of Excellence in Action to increase university awareness of faculty scholarship in teaching and research.

Assessment and Evaluation:
• Collected course impact data from students, faculty, and community partners involved with experiential learning courses.

Kenne, working with Upward Bound students developed PSAs around body image and obesity for H.S. youth. As part of an Innovative Curriculum grant funded by the university, Community Health Nursing integrated undergrad students surveying and mapping national, state and local health assessment to plan, implement and evaluate obesity intervention in local schools. Prof. Rose, from our E. Liverpool campus and students started the Moving Youth2Youth project CHOW (Community, Health, Options, Wellness) Rally at a regional middle school. Parents were invited to bring their children to the event, where they learned the importance of making healthy choices through a variety of experiences.

Literacy – Dr. Janice Kroeger works with ProjectGrad Akron and Akron public schools using grants (Title I, and Federal Work Study) to provide a Bridge to Kindergarten program with relevant literacy, numeracy, and social learning experiences to ease transition to kindergarten. Parents also participate in information meetings and programs to increase enrollment in pre-school by other siblings and increase engagement in transition to school by all and on-going parent involvement. Professor Neiderman worked with students in evaluating the need for more Ohio Benefit Bank (OBB) sites throughout northeast Ohio. Students assessed poverty, joblessness, and accessibility of BB sites. Professor Caswell engaged students in organization strategies,

Policy and received ELR designation for the Plus-1 Credit Course.
• A total of 234 ELR courses were approved by the University Requirements Curriculum Committee (URCC) for ELR designation.
• Identified approximately 90 courses (non-internship) and 60-faculty teaching ELR designated courses.
• Assisted in the development/refinement of nine experiential learning courses across eight departments.
• Increased web presence of ELR policies, procedures, resources, workshop materials, and faculty resources.
• The URCC via consultation with the OEECE has adopted an ELR designation rubric. The rubric is to be used as a self-assessment tool for academic units. Additionally, a rubric was approved for assessment of student learning in relation to the ELR Plus-1 Credit Course.

Campus and Community Outreach
• Increased the visibility of Kent State University's community engagement efforts via the 2012 President's Higher Education Community Service Honor Roll recognition.
• Reached more than 1,000 KSU faculty and staff through face-to-face contact.
• Published Volume 2 of the OEECE – Engaging Leadership newsletter, and maintained the Discover Experiential Learning listserv.

for non-tenure track faculty during the "learning community" kick-off. Workshops and presentations were conducted that reached approximately 350 faculty and staff. The Office contributed to the development of 19 experiential learning courses reaching 380 students. More than a dozen student presentations were conducted reaching over 400 students. In collaboration with the College of Arts and Sciences and the Office of Diversity, Equity and Inclusion, a Ghana Study Abroad program was developed and will be offered summer 2011. A one-hour add on service learning course was reinstituted and marketed for fall 2010.

Grant funding helped to move the experiential education agenda forward. The OEECE was awarded $10,000 from the Pay-It-Forward: Strengthening Communities Through Student Led Philanthropy grant. Funded through the Corporation for National and Community Service, the grant aims to develop a new generation of philanthropists through courses that allow students to serve community nonprofit agencies in need of assistance. Two courses were granted funding through the grant. The students in these courses selected four agencies to share $9000.00 (amounts determined by the students). The Provost's Office provided funding for Faculty Civic Engagement Research grants. The grant serves as an incentive to provide faculty the opportunity to address social issues through service-learning and research. Four grants were awarded.

OEECE Sustainability:
- Serve as Regional Chair – National Society of Experiential Education
- Received to 2 grant support for the development and implementation of 4 engaged service-learning courses and provided $20,000 of philanthropic funds to support the mission of local nonprofit organizations.
- Serve on Comprehensive Transition and Postsecondary Program (CTPP) for Secondary Students with Intellectual Disabilities Proposal Committee (in which The Center for Innovation in Transition and Employment (CTPP) was awarded $385,000) and currently serve on the Research and Academic Committees for the CTPP.

The Office of Community Service and Learning, housed in Enrollment Management and Student Affairs, as moved to the Office of Quality Initiatives and Curriculum. This office oversees OEECE.

and needs analysis to develop a proposal for a campus-based OBB site. Professor Lee and his students collaborated with local financial institutions to offer an all-day Economic Survival Workshop. Professor Joanne Caniglia sponsors financial literacy programs and family math nights in Akron Primary schools.

Hunger - Kent State University is one of 29 schools across the nation and the only Ohio school participating in the Campus Kitchen Project (CKP). The CKP has serve over 8,000 meals to those in need in our county over the last year and offered nutritional education programs to clients of two social service agencies. A total of 18 academic classes have participated in the CKP and a variety of hunger issues in the community. Assessments indicate students are more aware of hunger issues, services provided, causes of poverty and the impact of poverty on food choices and nutrition. Nutrition and Dietetic students under the direction of Natalie Caine Bish provided education programs that increased client understanding of the Food Plate, low cost nutritious foods, and nutritious meal preparation. Students served regional food banks, conducted food drives, and prepared and served meals through a faith-based program and recovered 14,000 pounds of food. Professor Denise Harrison – used Pay it Forward philanthropic funds to engage 60 students with community partners serving those with food insecurity. They served more than 900 hours and dispersed $5,000 in grant funds

- Increased the number of community partnerships by seven (over 200 community partners).
- Conducted nine campus-based information sessions/workshops, implemented three campus-based events and attended/presented at four conferences.
- Conducted eight campus-based visits with Deans/Directors and developed 13 new partnerships and seven community-based partnerships.

Assessment and Evaluation
- Increase sample of the Experiential Learning End of Course Survey. A total of 191 students completed the assessment.
- Created full-time assessment position to aid in assessment.

OEECE Sustainability
- Secured $36,000 for pre-internship immersion program.
- Office placement in the Division of Undergraduate Studies.

to stock food pantries, and replace broken equipment.

Process Achievements:
- Completed and distributed/posted forms necessary to apply for Experiential Learning Requirement (ELR) designation for courses and sections of courses
- Completed and distributed/posted forms necessary to approve a noncourse based activity for ELR completion
- Worked with Registrar's Office to implement ELR designation on transcript
- Updated OEECE website
- Produced new brochures regarding the ELR and OEECE
- Made presentations to all first year students during Destination Kent State about the new ELR
- Met with all college advisors to update them on ways to fulfill the ELR
- Hosted Volunteer Fair to bring organizations with needs to the attention of faculty and students
- Hosted workshops on developing service learning components within courses
- Developed EELKS program which will provide student assistants to aid faculty who are implementing service learning in their courses
- Began review process of applications submitted by faculty for courses to be designated as fulfilling the ELR.

This project is ongoing as we ascertain the impact of the ELR on the OEECE, faculty and community partners.

*Experiential Learning Courses						
Academic Year	Faculty	Experiential Learning Courses	Students	Hours	Internships	Community Agencies
2010-2011	42	55	2195	32775	18	57
2009-2010	26	36	461	6915	18	29
Total	68	91	2656	39690	36	86

Other activities that signaled the Office was beyond the implementation stage are noted below.