



THE VIKING EXPERIENCE: CORE TO CAREER

ST. JOHNS RIVER STATE COLLEGE
QUALITY ENHANCEMENT PLAN
ON-SITE REVIEW: SEPTEMBER 26-28, 2023

Table of Contents

Executive Summary.....	2
Institutional Profile	3
Chapter 1: Topic Exploration, Selection, and Refinement.....	4
Chapter 2: QEP Focus and Outcomes	19
Chapter 3: Literature Review	21
Chapter 4: Implementation Plan: Action Items	37
Chapter 5: Implementation Plan: Timeline.....	42
Chapter 6: Implementation Plan: Organizational Structure.....	47
Chapter 7: Implementation Plan: Budget / Institutional Resources	51
Chapter 8: Assessment Plan.....	55
Conclusion.....	64
References	65
Appendices.....	74

Executive Summary

To further its mission of promoting excellence in teaching and learning, enriching the lives of its students, and strengthening its community, St. Johns River State College (“SJR State” or “the College”) developed a comprehensive Quality Enhancement Plan (QEP). The QEP process involved extensive conversations with a broad range and base of constituencies and a comprehensive review and analysis of data on student learning and success. Through this process, the College community identified *Experiential Learning* as the QEP focus.

The goal of the College’s QEP, ***The Viking Experience: Core to Career***, is to improve student learning and student success in the development of career awareness and career skills by providing to every degree-seeking student access to experiential learning via instruction in Core General Education courses. The objectives of the project include supporting student persistence and completion as well as fostering seamless college to career transitions by:

- Engaging students in high-impact experiential learning opportunities in Core General Education courses.
- Preparing students to utilize digital tools to capture evidence of student learning.
- Increasing students’ career soft-skills competencies.
- Increasing students’ career awareness and exploration.

The purpose of ***The Viking Experience: Core to Career*** is to create opportunities for students to identify and utilize career-related skills via the curriculum required for both an Associate in Arts (AA) and an Associate in Science (AS) degree. To address these objectives, the following student learning outcomes will be achieved:

- SLO 1: Students will develop experience-based knowledge of their Core General Education Courses that will enhance their awareness of the relationship between core curriculum and career competencies.
- SLO 2: Students will engage in reflection of experiential learning activities and demonstrate the ability to critically examine their experiences and create connections between those experiences and Core General Education knowledge.
- SLO 3: Students will demonstrate that learning occurs in context by visibly accumulating evidence of career development accomplishments.
- SLO 4: Students will demonstrate confidence in their ability to achieve career preparation skills.

Two core initiatives form the basis of activities related to achieving the QEP’s goals and outcomes:

- Improve Course Engagement (faculty development in identifying, teaching, and assessing experiential learning)
- Strengthen Student Support (providing designated career awareness/readiness activities and tools to document achievement)

The QEP also supports the goals and objectives of the College’s 2022-2027 Strategic Plan¹, which seeks to implement high-quality academic and career educational programs and student services that enable students to meet their educational and career goals and the area’s workforce needs. The College has identified and committed sufficient resources to initiate, sustain, and complete the QEP. The College has also allocated a sufficient budget to support the human and technological resources required to support the QEP and its full and successful implementation. Key personnel are already in place.

The QEP will be integrated into the College’s strong culture of assessment. The College has developed both a comprehensive plan to assess the QEP using multiple methods of direct and indirect measures, and quantitative and qualitative metrics that will inform its continuous improvement toward maximizing and sustaining student success and program effectiveness.

¹St. Johns River State College Strategic Plan: <https://www.sjrstate.edu/pdfs/strategic-plan-2022-2027.pdf>

Institutional Profile

St. Johns River State College was established as a public institution in 1958 to serve the counties of Clay, Putnam, and St. Johns. It was one of several public junior colleges founded in accordance with legislation enacted by the 1957 session of the Florida Legislature. SJR State continues its comprehensive educational role by expanding its services and programs while continuing its focus on the Associate in Arts (transfer) degree and more than 30 Associate in Science degrees and certificates.

The College was granted approval to offer its first baccalaureate degrees in 2010 by the State Board of Education and the Southern Association of Colleges and Schools Commission on Colleges, moving the College from a Level I to a Level II accredited institution. Classes for two bachelor's degree programs—Early Childhood Education and Organizational Management—began in January 2011.

Following legislation to rename the Florida Community College System to the Florida College System, Florida Statutes then authorized colleges accredited to award four-year degrees to change their names to better reflect their progression. A public name change survey was conducted in 2010, prompting College Trustees to change the institution's name to St. Johns River State College. A new College logo and Viking icon were unveiled when the College officially transitioned to SJR State in January 2011.

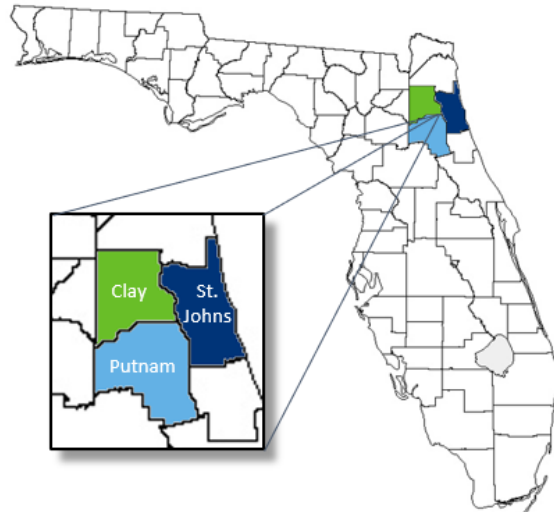


Figure 1—St. Johns River State College (Northeast Florida)

St. Johns River State College, an open-access public institution of higher education in Northeast Florida, promotes excellence in teaching and learning to enrich the lives of its students and strengthen its community. The College offers certificates, associate, and baccalaureate degrees and provides high-quality education, training, and cultural opportunities to encourage scholarly achievement. St. Johns River State College creates a supportive learning environment that includes services and resources to enable students to meet their educational goals.

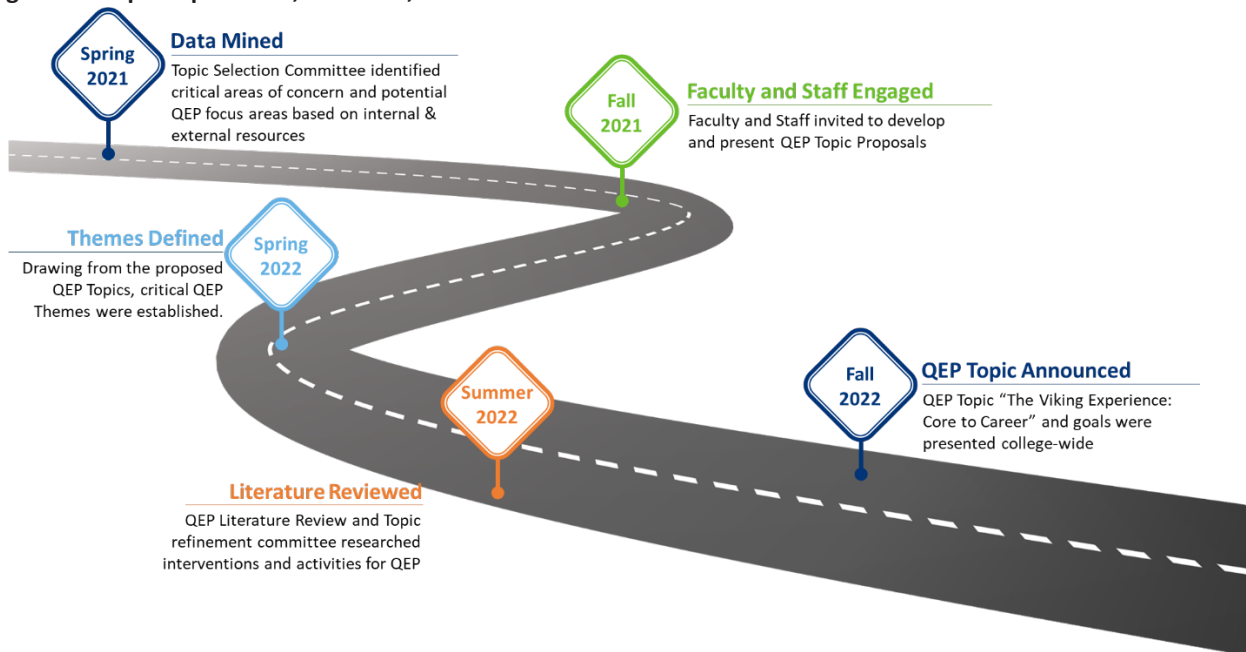
Student Learning and Success Initiatives

SJR State has a long history of working to improve student learning and success. The College's comprehensive planning and evaluation process has resulted in the identification of areas in need of improvement and the development and implementation of strategies for addressing the identified needs through projects such as the College's 2012 - 2013 QEP **Conquer Math**, the 2015 Student Success Campaign, and the 2020 redesign of General Education to include the addition of SLS 1122 Academic Pathways for College Success course. **The Viking Experience: Core to Career** aligns with the College's mission and strategic plan and is a logical next step as it further promotes excellence in teaching and learning to enrich the lives of its students and strengthen its community.

Chapter 1: Topic Exploration, Selection, and Refinement

SJR State’s topic selection and development phases began with an acknowledgment that the College’s planning and strategic mission processes involve all constituents across the institution. The College leadership, in its efforts for continuous improvement, periodically and systematically analyzes its mission with respect to internal and external factors such as policies, regulations, statutes, demographic and economic changes and considerations, technology developments, and students’ and community needs. The foundation of comprehensive planning ensured the Quality Enhancement Plan (QEP) development was broad-based and involved participation and engagement opportunities from all campus communities, internal and external, at different stages in the process.

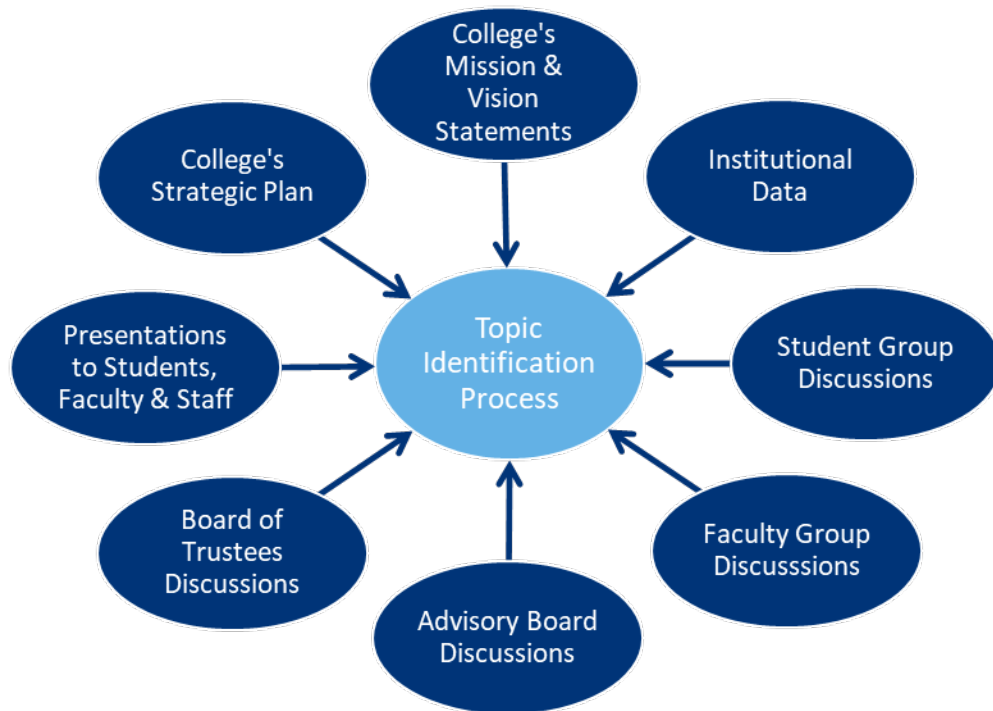
Figure 2—Topic Exploration, Selection, and Refinement Process



The QEP was developed over a multi-phased process designed to include input from all stakeholders within and outside of the College community. In January 2021, President Joe Pickens announced collegewide, via e-mail, that the institution was preparing for the initial steps necessary to satisfy SACSCOC reaccreditation requirements. As a part of this preparation process, the President announced the formation of a QEP Steering Committee consisting of members from the College’s Executive Leadership Team and other critical leaders (Appendix A).

On February 4, 2021, following President Pickens’ announcement of the QEP Steering Committee, the Chair of the committee presented an overview of the QEP process and its potential for impacting change at the collegewide Professional Development Institute (PDI). This presentation reached 100% of the College’s faculty and staff, since PDI attendance is required for all full-time College employees.

In February 2021, the Chair met with the QEP Steering Committee to solicit Topic Proposal Committee membership. The presentation identified the internal and external resources and processes that are important in the topic identification process and demonstrated the connection between the QEP process and the College’s ongoing, comprehensive planning and evaluation processes (Figure 3).

Figure 3—Topic Identification Process

The Chair of the Steering Committee also shared an overview of common themes and general topic categories from peer institutions in recent years and explained that the Topic Exploration Committee would be examining trends in College internal and external data; distinguishing the most prevalent categories; and developing a Request for Proposals (RFP) from members of the College for ideas and projects that addressed issues that were identified by the data. The QEP Steering Committee was tasked with nominating at least two members from their respective departments to participate in the topic exploration process.

By the end of February 2021, the QEP Steering Committee leadership had nominated representatives from the College's instructional, student support, and professional staff areas as members to be on the Topic Exploration Committee (Appendix A).

The Work of the Topic Exploration Committee

Members of the Topic Exploration Committee met with the Steering Committee Chair in March 2021. Utilizing a Canvas course shell to house the College's data sources, the Topic Exploration Committee reviewed and discussed institutional and external documents and reports; the College's Strategic Plan; and the College's Mission and Vision statements to identify trends, gaps, and correlations that existed in the College's student learning data, student success data, and student services data. The team reviewed over 13 data sources, including quantitative and qualitative internal and external sources (Table 1).

Table 1—Data Sources Reviewed for Topic Identification

Data Source	Type	Analysis
The 2016 - 2021 SJR State Strategic Plan Annual Reports	Internal / External	Identified strengths and weaknesses according to the College's targeted goals and indicators
National Community College Benchmark Project (NCCBP) Reports (2017 - 2020)	External	Identified performance compared to national peer institutions in academic performance, retention/persistence, etc. Identified declining success rates in developmental mathematics, writing, and reading
New Student Survey, Spring Student Survey, Graduate Survey (2017 - 2020)	Internal	Identified student perspective on key functions of the College related to teaching and academic support
Florida College System Articulation Report (2014 - 2019)	External	Identified strengths in student performance after transfer to a State University System institution
Florida College System Accountability Reports (2015 - 2020)	External	Analyzed performance compared to equivalent colleges in Florida
General Education Outcomes Competency Maps (2017 - 2020)	Internal / External	Identified the expected student performance and actual student performance for seven General Education competencies
Community College Survey of Student Engagement (CCSSE) (2015, 2018)	External	Identified perceived weaknesses in learning, academic rigor, student effort, support for student learners, and student-faculty interactions, and provided a national benchmark on these factors
Integrated Post-secondary Education Data System (IPEDS) reports (2017 - 2019)	External	Identified patterns of failure and non-completion that need to be addressed
ETS Proficiency Profile (2015 - 2020)	External	Analyzed scores on critical thinking, reading, writing, mathematics, humanities, social sciences, and natural sciences
Student Retention and Persistence Studies (2017 - 2019)	Internal	Identified areas of concern for a specific cohort of students
Student Initiated Withdrawal Report	Internal	Identified patterns of course withdrawal from gatekeeper courses
Grade Distributions (by course) 2018 - 2020	Internal	Reviewed and analyzed course success rates identifying the highest withdrawal rates in courses at all campuses and across modalities
Perkins Grant Comprehensive Local Needs Assessment (2019 - 2020)	Internal / External	Identified student performance in Career and Technical Education (CTE) programs; identified alignment of student needs/opportunities with state, regional, and local economic needs

The members of the Topic Exploration Committee were divided into workgroups and tasked with review of the internal and external documents and data sets so as to determine challenges that could be addressed with a QEP and the transformations the QEP would generate. As a part of the document review, the Topic Exploration Committee also examined the data via the lens of a data review trend survey (Appendix B). The survey required the Committee to:

- Identify the data set they were tasked with reviewing.
- Rank the trends found when observing the data set.
- Identify learning and achievement area(s) the data trend affected or reflected.
- Identify the College division(s) affected or influenced by the data set trend.

- Identify whether the data trends indicated a need for support, collaboration, and/or resources.
- Identify whether a solution to the trend existed in the College.

In addition to the review of internal and external College data, the Topic Exploration Committee reviewed student concerns in their departments, nationwide research on best practices to enhance student success and learning, and quality enhancement plans from peer institutions, including:

- Broward College: Question Every Possibility—Think Critically
- Indian River State College: Math at the Root of Success
- Lake Sumter Community College: Information Literacy
- Mississippi Gulf Coast Community College: Embracing Essential Skills
- Northern Virginia Community College: Writing Ourselves In: Developing Our Voices For Equity & Excellence

In June 2021, the Topic Exploration Committee data set workgroups reported back to the larger committee via Zoom. The workgroups identified the significant trends and themes that emerged from the respective data sets. From that conversation, it was determined there were a few critical concern areas that could potentially be topics leading to a strong QEP, many of which were already identified as priorities in the College's Mission and Strategic Plan. The committee was tasked with reviewing the areas of concern and sharing their initial thoughts related to their familiarity with the concepts, potential for collegewide effect, and consideration of the resources the College had or needed to support efforts in the areas of concern.

- Experiential Learning (**Strategic Plan Goal 2** – Increase Student Achievement and Success)
- Career Services (**Strategic Plan Goal 2** – Increase Student Achievement and Success and **Goal 4** – Invest in Effective Collegewide Operations)
- Faculty/Student Engagement (**Strategic Plan Goal 2** – Increase Student Achievement and Success and **Goal 4** – Invest in Effective Collegewide Operations)
- College Smart Start Programs (**Strategic Plan Goal 1** – Strengthen the Student Experience in Intake and Onboarding)
- Collaborative Learning (**Strategic Plan Goal 2** – Increase Student Achievement and Success)

A consideration in topic selection was increasing success for First Time-In-College and Minority student groups. Committee members were charged with including considerations about how the five theme areas positively and negatively affect those specific student groups. These trends were grouped into “action areas” and reported back to the College’s Executive Leadership Team and Institutional Planning Committee (IPC).

At the beginning of the Fall 2021 academic term, the QEP topic themes identified by the Topic Exploration Committee were presented at the Fall Faculty Convocation. Each topic theme was defined, with examples of the positive effects it could have on student learning and success, and discussion took place in small groups. The presentation and discussions served as the introduction to the College community to the call for proposals and provided a framework for the project.

In August 2021, the College Council convened to start the 2021-2022 academic school year. The College Council includes administrative and instructional personnel from every function and department of the College. The goals of the QEP Topic Exploration Committee’s work were described, and the progress of

the Committee was shared, specifically the actions and activities required of the Committee as the process moved forward. The themes that emerged from the Topic Exploration Committee's data set reviews were discussed in a small group activity that required the participants to evaluate each initiative based on a list of criteria:

- The theme most critical to improvement in the next 5 years
- Barriers to addressing the theme
- Their department's contribution to improvement strategies
- Learning outcomes and/or success measures the themes could impact
- Important themes missing from the list

Each small group reported its thoughts and comments about the themes and their significance to the larger assembly. The observations were reported and collected for analysis and reflection, with the goal that the College Council's observations could assist the Committee in determining a project proposal.

- Of the 14 small groups established and participating, 6 groups ranked Careers Services as the most critical theme; 4 groups ranked Faculty-Student Engagement; 2 groups ranked Experiential Learning; 2 groups ranked Collaborative Learning; and 0 groups ranked Smart Start Programs.
- Over three-quarters of the small groups believed "measuring/assessing" would be a barrier or challenge related to the selection and determination of an effective project topic. Scope of services, faculty mindset, staffing/personnel, and physical space were identified as challenges.
- While instructional services and student services would be critical to any theme or combination of the themes, several of the small groups identified marketing, visibility, and exposure as fundamental strategies necessary for the success of any effort. Public Relations, Information Technology (IT), and Recruitment will be involved in addressing these strategies.
- Completion, retention, and employment were mentioned as "typical" outcome measures that could be impacted. However, several small groups identified "micro-outcomes" that could be affected, like improved critical thinking; persistence; soft-skill attainment; time-to-degree efficiency; employment connections; and reduced loan default rates.
- Two small groups mentioned an additional theme, writing and writing skills, which was not a part of the Committee's list.

Encouraged by the feedback received from the Fall 2021 Faculty Convocation and College Council meetings, the QEP Steering Committee developed a request for proposals and solicited topic proposals via an online form from across the College community (Appendix C).

In September 2021, the request for proposals process was initiated, and in October 2021, all faculty and staff were invited to submit a proposal. The College community was encouraged to participate and were given specific criteria to address in the proposals. In addition to linking the proposal to one or more of the Topic Exploration Committee themes, correlating the proposals to the College's Strategic Plan, mission, or vision was also required. The proposals' authors were tasked with describing how the proposed project would be transformative in terms of impact on student learning and student success.

Proposal submissions were reviewed in late October with recommendations shared with the QEP Steering Committee, Executive Leadership Team, and Institutional Planning Committee (IPC). Proposal submissions are detailed in Table 2 below.

Table 2—QEP Proposal Submissions

Proposal	Submitted by
Adopt-a-Business	Dr. Mimi Kawwaff
Developing Soft Skills Through Collaborative Learning	Dr. Mary Ann Kester
We're Here For You: Encouraging Student Success and Persistence Through Instructor Presence	Jack Hall
Faculty Center for Excellence	Dr. Summer Garrett
Vikings Thrive: Addressing Student Wellness to Improve Retention and Success	Dr. Christina Will & Dr. Brittnee Fisher
Guided Pathways with a Focus on On-boarding	Dr. Melissa Perry
Computer and Digital Literacy Initiative	Michael Ramey
Experiential Learning Across the Curriculum	Jonathan Blair, Dr. Summer Garrett, and Walter Lara

The proposals fell into three focus areas with opportunities for overlap and collaboration:

- Instructor Growth and Development
- Student Support
- Career Development and Experiences

Broad-Based Support of Institutional Constituencies

On November 19, 2021, the topic proposals were presented by their authors in a Virtual Topic Proposal Forum. The faculty and staff observations about the proposals were captured via a forum feedback survey.

In January 2022, a Topic Proposal Advisory Board Forum was conducted through Zoom to gather additional feedback on the proposals. Over 200 Advisory Board members representing the College's departments of Criminal Justice, Nursing, Allied Health, Computers, Business, Organizational Management, Florida School of the Arts, and Adult Education were invited to the forum. Invitees were given the opportunity to provide feedback on the QEP themes and the proposals. The Advisory Board's observations were captured with meeting minutes and via a forum feedback survey. Significant observations among the Advisory Board discussions points are listed in Table 3 below.

Table 3—Topic Proposal Advisory Board Observations

Valued the concept of getting students involved in a local business to have real world experience.
Valued hands-on experience in the real world and support a community-based approach by helping a local business that otherwise would not have the funds for such consultation.
Believed that collaborative learning is necessary for developing soft skills.
Believed soft skills were rare and they are important components of success in a student's career trajectory.
Believed that instructor presence is leadership 101.
Believed that developing a center of excellence could help with new educators who are in their first five years of teaching.
Believed that caring leadership retains students and employees.

At the College's annual Professional Development Institute (PDI) in February 2022, a QEP topic proposal process update was presented to all College employees with feedback gathered from the faculty and staff forum. Each of the submitted proposals was briefly reviewed, and, in each case, a timeline of the steps and processes needed to move the project forward was included.

Similar to the College’s Advisory Boards, a Topic Proposal Student Forum was conducted through Zoom in February 2022. Student leaders from the College’s recognized clubs and organizations were invited to hear about the proposals submitted and to give feedback on the subjects they believed would have the greatest impact on them personally and on the entire College student body. The student viewpoints were captured with meeting minutes and via a forum feedback survey.

Significant observations among the student leadership discussions points are listed in Table 4 below.

Table 4—Topic Proposal Student Forum Observations

Student Support / Career Development & Experiences would have the greatest impact on student success.
Digital Literacy would have the greatest impact on student learning.
Soft Skills / Collaborative Learning and Experiential Learning had common/similar themes and would have similar impacts.
Experiential Learning / Soft Skills touches on the most relevant student need for success.
Adopt-a-Business would have the least impact on student success.
Digital Literacy / Experiential Learning would require the greatest College investment.
Interactive instruction with more professor interaction was needed.
Increased student participation in the learning process was needed.
Better preparation for incoming freshman with managing college expectations was needed.
Students expressed issues navigating resources and live online courses.
Developing mental health strategies, solutions, and supports for the classroom were needed.
Students need more assistance with developing academic / guided pathways.

Members of the QEP Topic Exploration Committee met in March 2022 to review the feedback from all the QEP forums, to share their thoughts about the proposals, and to select one or two proposal ideas they believed should be recommended to the QEP Steering Committee. Committee members were presented with the following questions for discussion:

- Which category of projects would have the greatest impact on student success?
 - Instructor Growth and Development
 - Student Support
 - Career Development and Experiences
- Which proposal has the most impact on student learning?
- Which proposals have similarities and can be combined?
- Which proposal is the most relevant proposal for student success?
- Which proposals have a nominal impact on student success?
- Which proposal would require the greatest College investment?

The Committee members shared justifications for their support of specific projects, noting that of the three categories, there is a strong link between instructor growth and student support in facilitating student success. With respect to student learning, the Committee members noted that Digital Literacy and Instructor Persistence and Presence would have the greatest impact on students’ abilities to demonstrate learning gains. There was near consensus that Digital Literacy and Instructor Persistence & Presence could be combined, with some members noting that Experiential Learning, Adopt-a-Business, and Guided Pathways could also be combined. The Committee was split in their opinions about which project would be the most relevant for student success, with the Digital Literacy and Guided Pathways proposals standing out as the preferred options. The Committee believed that Experiential Learning and Digital Literacy would require significant College investment and commitments with respect to time,

training, and infrastructure. Summing up their ideas on the proposals for recommendation to the QEP Steering Committee, the Topic Exploration Committee recommended two combinations of projects:

- Digital Literacy and Instructor Persistence & Presence
- Guided Pathways and Experiential Learning

Organizational change occurred during the 2021-2022 academic year. In March 2022, several members of the QEP Steering Committee assumed new roles, new members were added, and two members transitioned off the Committee. A significant change with this reorganization was the addition of Student Affairs to the Academic Affairs department, consolidating the leadership and creating clearer channels of communication and collaboration related to student learning and success efforts.

In May 2022, the Topic Proposal Forum survey results for the College and Staff, Advisory Board, and Student forums were presented to the QEP Steering Committee (Figure 4, Figure 5, and Figure 6, respectively). In addition, the recommendations of the QEP Topic Exploration Committee were shared.

Figure 4—Results from Faculty and Staff Topic Proposal Forum

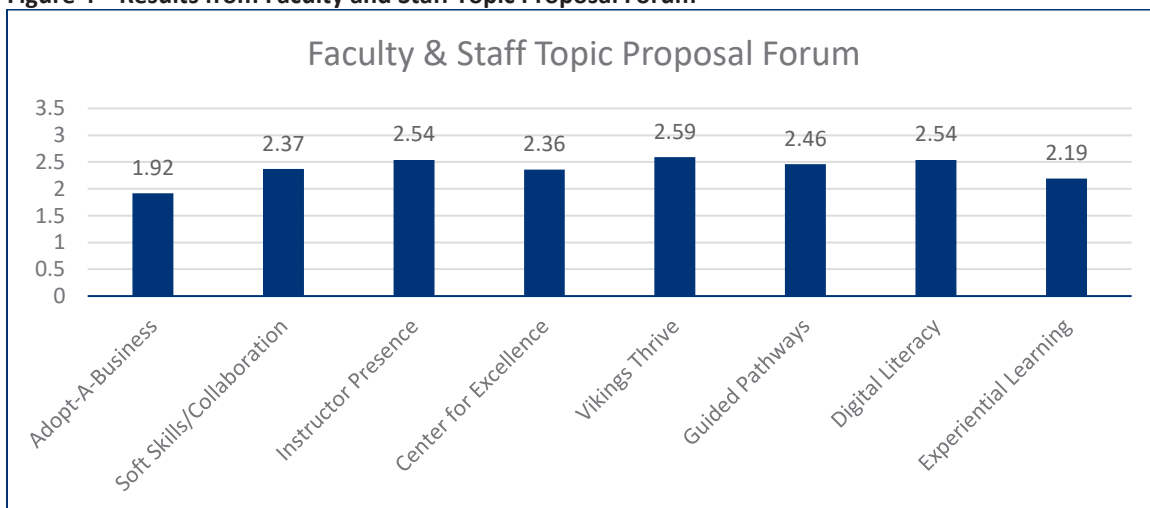


Figure 5—Results from Advisory Board Topic Proposal Forum

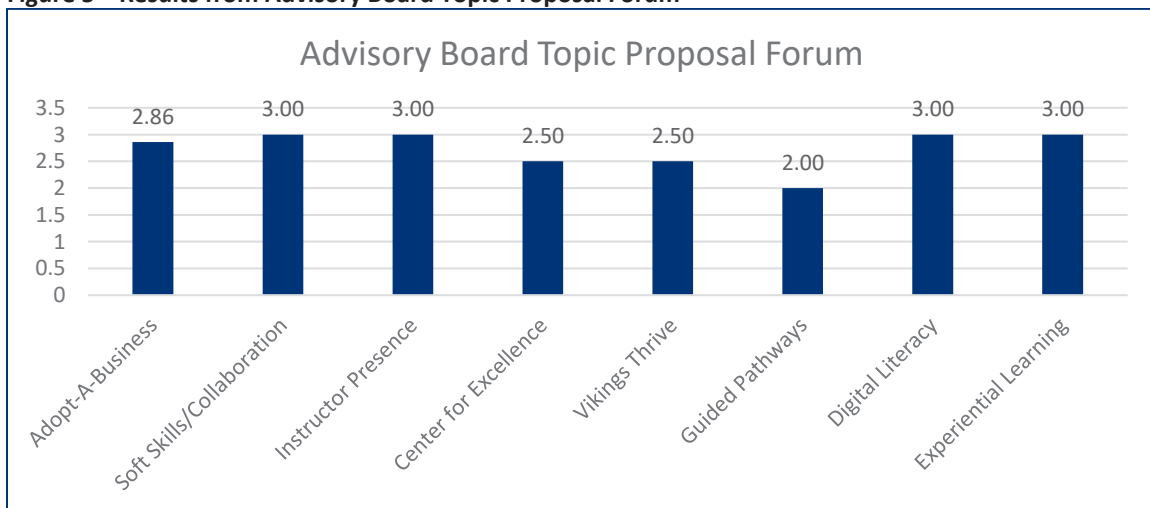
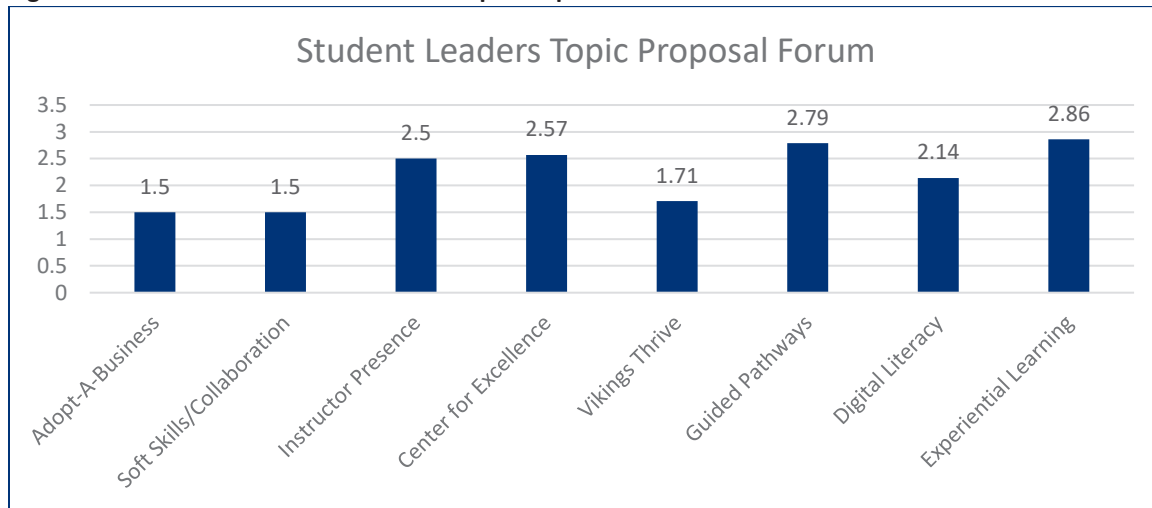


Figure 6—Results from Student Leaders Topic Proposal Forum

Topic Selection

After review and discussion of the forum updates, the QEP Steering Committee selected the topic of Experiential Learning to serve as the basis for the QEP. Experiential Learning (EL) combines several elements of many of the project proposals submitted and allows for a strategy design that will include initiatives and strengths to be identified by the Topic Exploration Committee in the critical areas they recommended as needing to be addressed. The QEP Steering Committee noted that efforts to engage faculty in improving instruction were fundamental to incorporating EL activities into course subject matter and outcomes. The QEP Steering Committee also noted that early interventions with these types of strategies could have a significant impact on the student's academic pathways and could introduce students to support services at the College. The QEP Steering Committee reflected on the feedback from members of the Fall College Council meeting who ranked Career Services, Faculty-Student Engagement, and Experiential Learning (EL) as the most critical themes the College could address in improving student success outcomes.

The Work of the Literature Review Committee

In July 2022, the QEP Literature Review and Topic Refinement Committee (Literature Review Committee) was formed based on personnel recommendations by leadership from departments across the College and was tasked with defining EL. The Literature Review Committee researched interventions and activities that institutions have implemented to create opportunities for students to engage in learning "beyond the book." The Literature Review Committee had a responsibility to define how students could document what the engagement meant to them and how the College could assess the effect of the experiences. During the initial committee conversations and based on reviews of assigned foundational readings on experiential learning theory and assessment, the Literature Review Committee discussions focused on two questions:

- What would you consider the top 4 - 5 learning outcomes students participating in experiential learning should be able to demonstrate?

- What would you consider the best methods for assessing learning outcomes in experiential learning activities?

The feedback from the Literature Review Committee’s foundational research indicated the following general categories were the most prevailing areas where students could show change:

- *Student Ability to Demonstrate Ownership of and Confidence in the Learning Process*
- *Student Ability to Apply Theoretical Knowledge to Real-World Scenarios*
- *Student Ability to Demonstrate Effective Communication Skills*

The Literature Review Committee’s foundational reading discussions identified assessment strategies proven effective for EL.

- **Reflection**—Students will engage with new materials, experience them, and gain an understanding of the experiences through performing them and moving toward independent motivation to further apply and learn the material.
- **Rubrics**—Students need to focus on growth rather than achievement. Building on a skill or new concept incrementally and assessing that incremental progress creates a positive learning environment and motivates them to continue working on the skill. Give clear expectations and feedback on the participant’s level of competency based on those expectations.
- **Time and Depth of Activity**—Students need to work at their own pace and repeat new skills to improve. Scheduling the EL project or activity to be long enough in duration allows for meaningful connections with what they are doing and the opportunity to deeply reflect on and grow from the experience.

The Literature Review Committee noted from the foundational readings that Kolb and Kolb (2005) believed there is a disconnect between academic courses and experiential activities, so bridging that gap became a focus of the Literature Review Committee’s next steps. In addition to the gap, the Literature Review Committee was apprised of the Florida Legislature’s development of statutory language that directed the State College System to develop and distribute a digital badge for Core General Education courses (Table 5). With an additional requirement that the AA and AS degrees would now require students to satisfy one course from each Core General Education area, the Literature Review Committee realized an opportunity to infuse EL across the curriculum.

Table 5—Core General Education Courses by Area

Core General Education Areas					
Communications	Humanities	Math*	Science		Social Science
ENC 1101	ARH 1000	MAC 1105	AST 1002	ESC 1000	ECO 2013
	HUM 2020	MAC 2311	BSC 1005	EVR 1001C	POS 1041
	LIT 2000	MGF 1106	BSC 2010	PHY 1020	AMH 2020
	MUL 1010	MGF 1107	BSC 2085	PHY 1053	ANT 2000
	PHI 2010	STA 2023	CHM 1020	PHY 2048	PSY 2012
	THE 1000		CHM 1045		SYG 1000

* Or any mathematics course for which one of the Core General Education course options in mathematics is an immediate prerequisite.

The Literature Review Committee's initial discussions were followed up with conversations about High-Impact Practices (HIPs) that would provide opportunities for EL to be demonstrated. The Literature

Review Committee was divided into literature review subgroups to research “best practice” literature on:

- First-Year Seminars (FYS) and Experiences
- Experiential Learning (EL) Activities
- ePortfolios/Digital Credentials
- Career Awareness/Development and Academic Success

The Literature Review Committee was challenged with determining a working definition for EL. After reviewing options and taking into consideration the different perspectives found in the literature review process, the Literature Review Committee members indicated a preference for the following working definition:

Experiential learning enhances traditional education by providing opportunities for students to actively engage with their learning, reflect on how and what they have learned, and to apply their learning, inside and outside of the in-person and virtual classroom. Experiential learning empowers students to maximize their education with hands-on learning paired with reflection to cultivate a growth mindset, which can improve students’ soft skills, create career connections, and inspire lifelong learning.

The Literature Review Committee determined that “there were steps institutions can take to create a more career-focused environment to foster student success” (Clayton et al., 2019, p. 434). Efforts need to be made to reduce negative career thoughts and give students the skills and confidence to make their own vocational decisions (Osborn et al., 2007). Instructors need to engage students in a process where they discover and internalize their interests, personalities, and career goals (Lopez, 2014). Kuh (2008) identified EL-based techniques as HIPs that enhance student retention and engagement and provide students an opportunity to become more independent learners by allowing them authority over their learning process and responsibility. Students connect with the materials presented in a more advanced way than just memorization, where they learn to evaluate and utilize the knowledge gained through interactions to plan for and meet future interactions. This learning becomes self-perpetuating and will continue into real-world situations (Zelechowski et al., 2017).

General Education courses are the foundation to academic success for students while in college and for developing career-related skills. By outlining what students will learn outside of specific subject matter, students will have a better understanding of the technical knowledge and soft skills they are learning and mastering for future employment (Indeed, 2022).

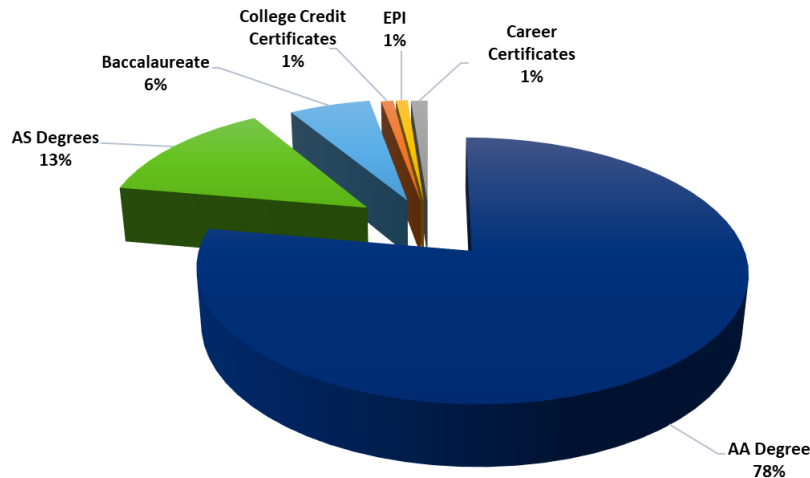
Utilization of tools like ePortfolios provides students with the ability to document and see the various skills and competencies they have acquired through their educational journey. Requiring First Year Seminar (FYS) courses will help students develop their own sense of self-efficacy, which will lead them towards academic success and to developing career skills that carry forward beyond college (Wright et al., 2012). Assisting students with developing career goals fosters a greater understanding of the role academics plays in that development, which aids in the likelihood of academic persistence (Chambliss & Takacs, 2014).

Providing faculty best practices in EL that are coordinated from an institutional approach and are supported by committed administration provides the synergy necessary for successful organizational and curriculum changes (Katula & Threnhauser, 1999; Kolb & Kolb, 2005).

Refinement of the Topic

A discussion by the Literature Review Committee focused on current areas of the College where their recommendations would have College implementation support and would affect the greatest number of students. Since every degree-seeking student is required to complete a minimum of one General Education course from each of the five state-mandated core curricular areas, the Literature Review Committee members were optimistic in supporting the integration of EL in the Core General Education courses, creating a “culture of experiential learning” across the College (Figure 7).

Figure 7—Student Headcount Enrollment by Primary Degree (3 Year Average)



Source: 2020, 2021 & 2022 SJR State Fact Book

Students could have five distinct experiential learning opportunities in courses across the degree curriculum during their first year of college. Those experiences would have a positive effect on the academic and career choices that student would make. The Literature Review Committee recommended capitalizing on the first-year student experiences taught in the College’s SLS 1122 Academic Pathways for College Success course, which was recently redesigned and included in the College’s General Education requirements in the 2019-2020 catalog year to focus the learning outcomes on academic and career planning. An in-depth analysis of the efficacy skills students could acquire from the activities required in the course provided an intervention and assessment opportunity supported by the best practices identified in the literature review. The two strategies would introduce students to the concept of EL at the start of their college journey and provide them with additional experiences while in school.

To familiarize faculty and College leadership with the concept of EL, during the Fall Faculty Convocation in August 2022, the QEP Steering Committee Chair presented a General Education and Career Clusters workshop and group collaborative activity (Appendix D), which challenged the faculty and other attendees to:

- Identify skills of value that students acquire in the General Education areas that relate to jobs in specific Career Clusters.
- Identify instructional practices that promote the acquisition of these skills.
- Articulate how and why these practices prepare students for these job fields.

Results of the activity highlighted the need for cross-disciplinary discussions to assist in career skill recognition and the need for faculty development focused on instructional techniques and strategies to

foster the awareness and development of these skills. With a focus of embedding EL in courses that all degree-seeking students were required to take, on October 11, 2022, the Chair of the QEP Steering Committee recommended to the College's Executive Leadership Team, the project proposal titled "**The Viking Experience: Core to Career.**" The proposal identified the goals of supporting student persistence, retention, and completion and fostering seamless college-to-career transitions. These goals are listed below.

- Increasing SJR State student career awareness and exploration.
- Integrating high-impact experiential learning into Core General Education courses.
- Preparing SJR State students to utilize digital tools to capture evidence of student learning over time.
- Increasing SJR State Students' career soft-skills competencies.

Also at this meeting, Dr. Summer Garrett and Anastacia Hohrath were nominated for the Co-Director positions of the QEP and were unanimously endorsed to assume those responsibilities.

Approval to move forward with the project design was granted in December 2022 and the Planning, Implementation and Assessment Committee was created to develop a plan. The members of the Topic Selection Committee and the Literature Review Committee were invited to remain a part of the process and additional recommended members were invited based on their expertise and interest in developing the project.

An update to the QEP development process was presented to the College's Board of Trustees in January 2023. The QEP Leadership Team introduced the QEP's Co-Directors to the Board. This presentation was followed by another visit with the College family at the annual collegewide PDI. In addition, faculty and staff were provided with an in-depth review of the project during the College's monthly Tuesday Topics Zoom presentation. At the end of the presentation, attendees were presented with project marketing logo options and surveyed for their preferred choice. In March 2023, **The Viking Experience: Core to Career** was presented to College student leadership groups via Zoom, and the students were given the opportunity to vote on their preferred logo choice.

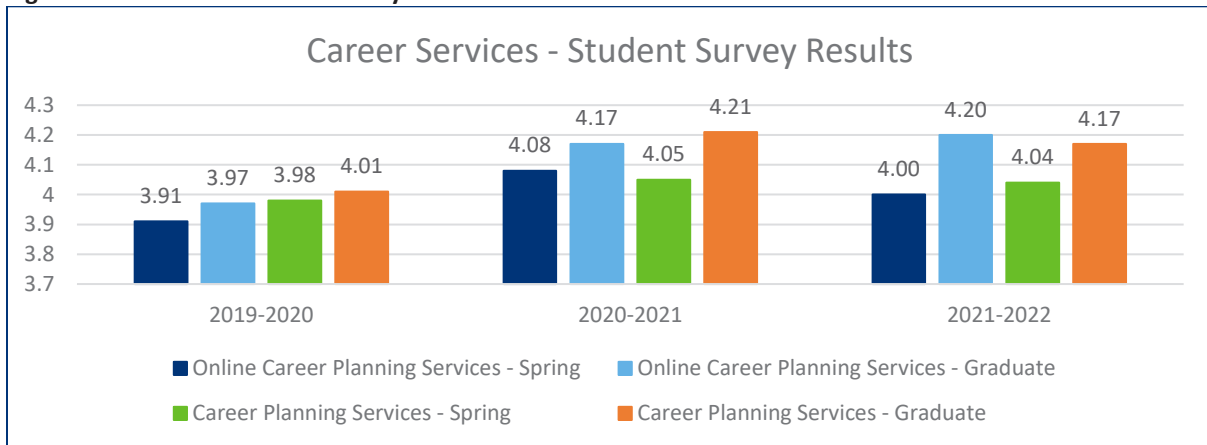
Development of the Action Plan

The Planning, Implementation and Assessment Committee was tasked with defining the learning outcomes, creating an action plan, developing a timeline for implementation, developing a plan for assessing success, creating a marketing strategy, and developing a budget. The Committee began working on an implementation plan that would involve all faculty and would affect the students in all associate degree programs and disciplines. The Committee was divided into sub-committees with each sub-committee focusing on one Literature Review Committee recommendation:

- Faculty Training
- Assessments and Surveys
- Student Success SLS Course Review
- Marketing
- Data Maintenance
- Budget

The sub-committees assessed the current state of career services at the College to connect the skills and concepts students learn in their Core General Education courses to the skills and competencies needed for employment. Identifying that the College had no formal office of career services and only one staff position tasked with providing career awareness and development activities across three campuses and online, the Planning Committee acknowledged the value of teaching the skills and services to the students through the coursework required for the degree (Figure 8). The Faculty Training Sub-Committee recognized the importance of creating an experiential learning curriculum and the need for professional development for faculty interested in incorporating elements of the concept into their courses. The QEP incorporates an in-house designed professional development opportunity, which is supported by best practices identified in the literature review.

Figure 8—Results of Student Survey about Career Services



To identify skills taught in the SLS 1122 Academic Pathways for College Success course, the SLS Course Review Sub-Committee engaged with department faculty to assess the value of strategies already incorporated and to gauge the feasibility of additional skill-building activities being added to the curriculum. The Assessments/Surveys Sub-Committee worked closely with the Data Maintenance and Faculty Training Sub-Committees to identify the appropriate best-practice assessments for the desired learning outcomes; the data collection needs, strategies and timelines for effectiveness and efficiency; and the criteria for student and College success. Working closely with members from the Faculty Training Sub-Committee, the SLS Course Review Sub-Committee and the College’s Institutional Research and Effectiveness office, the Assessments and Survey Sub-Committee identified the appropriate rubrics for reflection and digital credential assessment; the appropriate instruments for internal and external career awareness measurement; and the appropriate program effectiveness outcomes that indicate success for students and for the College.

The Marketing Sub-Committee determined the College needed an official logo for the plan to promote and market the project. The sub-committee, working with members of the College’s Strategic Communications department, developed several logo prototypes and conducted surveys with College staff, faculty, and students to select the final logo. Once the logo was chosen, the sub-committee purchased banners and materials containing the logo. The Planning Committee, working with the QEP Leadership Team, developed a timeline and a budget consistent with the goal of involving faculty in utilizing EL and promoting career awareness. Position, area, and department responsibilities were

developed for key personnel, sub-committees, and divisions that would be responsible for implementation, execution, and reporting. The QEP Leadership Team was charged with writing the QEP document with assistance from the College's Arts and Sciences Communications Department, Organizational Management Department, Learning Resources Department, and Strategic Communications Department.

Chapter 2: QEP Focus and Outcomes

Through *The Viking Experience: Core to Career*, the College will initiate an institutional shift in the culture of learning and engagement by utilizing experiential learning strategies in General Education courses to increase student career awareness across all degree programs. The goal is to engage students in intentional career awareness and career skill building activities so that they recognize a stronger career connection between their interests and abilities and the career ready skills that they acquire in their General Education academic studies.

Supporting the College's Mission and Strategic Plan and building on other recent collegewide student-focused initiatives, such as the College's 2012-2013 QEP *Conquer Math*, the 2015 Student Success Campaign, and the 2020 redesign of General Education to include the addition of SLS 1122 Academic Pathways for College Success course, this QEP further promotes excellence in teaching and learning to enrich the lives of its students and strengthen its community. This is done by implementing high-quality academic and career educational programs and student services to enable students to meet their educational and career goals and the area's workforce needs. The QEP will serve as the institution's centralized focal point for the promotion, development, training, participation, monitoring, and assessment of student and faculty participation in experiential learning activities.

Program Objective—Support student persistence, retention, and completion and foster seamless college to career transitions by

- Engaging students in high-impact experiential learning opportunities in Core General Education courses
- Preparing students to utilize digital tools to capture evidence of student learning
- Increasing students' career soft-skills competencies
- Increasing students' career awareness and exploration

Student Learning Outcomes (SLOs)

The QEP is designed to accomplish several student learning outcomes. The outcomes are intended to be realized at multiple stages throughout a student's educational journey. This will allow students the opportunity to experience career awareness across disciplinary divisions, which would allow the student to develop experience-based knowledge and demonstrate the ability to apply theories and concepts to varieties of practical problems. This will create more student knowledge about what it takes to enter a field of work, thus allowing students to make more informed choices when planning academic and career related steps.

SLO 1: Students will develop experience-based knowledge of their Core General Education Courses that will enhance their awareness of the relationship between core curriculum and career competencies.

Students will have the opportunity to engage in learning opportunities in courses that have been designed and approved to support the learning cycle of experiential learning theory. Participation in the courses will allow the students to recognize, understand, and practice transferable career competencies and skills.

SLO 2: Students will engage in reflection of experiential learning activities and demonstrate the ability to critically examine their experiences and create connections between those experiences and Core General Education knowledge.

Students will have the opportunity to reflect on and to consider what they are working with in relation to their academic or career goals. The aim is that what the student experiences is solidified by the meaning they developed through participation in the experience.

SLO 3: Students will demonstrate that learning occurs in context by visibly accumulating evidence of career development accomplishments.

Students will develop ePortfolios that will document the accomplishments made by their participation in multiple career awareness projects and activities. Students will participate in the SLS 1122 Academic Pathways for College Success course. Students will complete career assessments, develop NACE recognized soft skills, and pursue digital credentials reflecting skills acquired while pursuing their degree.

SLO 4: Students will demonstrate confidence in their ability to achieve career preparation skills.

Students will participate in career awareness and career development activities that assist them in gaining confidence with tasks related to career decisions, in participating in career planning activities more often, and with developing persistence needed for accomplishing academic goals.

Chapter 3: Literature Review

Through *The Viking Experience: Core to Career*, the College will initiate an institutional shift in the culture of learning and engagement by utilizing experiential learning strategies in General Education courses to increase student career awareness across all degree programs. The purpose is to engage students in intentional career awareness and career skill building activities so that they recognize a stronger career connection between their interest and abilities and the career ready skills they acquire in their General Education studies. The research that follows guided the QEP Leadership to identify the theories, strategies, and practices for engaging students with developing career awareness habits and skills. The research highlights the benefits of integrating HIPs in General Education courses regarding scope and scale, creating opportunities to positively affect students.

Career Awareness

A foundational concept the College is employing in this QEP is career awareness. This concept is one's understanding of what they want to achieve with a college education and to "discover and internalize their interests, personalities, and career goals" (Clayton et al., 2019, p. 430). The National Association of Colleges and Employers (NACE, 2021) provided competencies on career readiness that supported the concept of career awareness. The first competency, Career and Self-Development, aligns with the career awareness ideas discussed in Clayton et al. (2019). NACE stated that there is a need for students to "Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and outside one's organization" (2021, p. 2). As students develop a career goal, they foster a greater understanding of the role academics play in their career goal development, which promotes academic persistence (Chambliss & Takacs, 2014). The concept of understanding that career goal development is needed in higher education is not new. Astin (1975) indicated one way that institutions can increase a student's probability of persisting is by encouraging them to clearly identify career goals. Tinto (1975) identified six factors that help students develop persistence, one of which was vocational identity; the student's aims and hopes for the use of their college degree. Clayton et al. (2019) asserted that helping students explore career paths and planning the career path assists the students in developing their vocational identities.

One way to provide students with career awareness is through using a career intervention program. Holland et al. (1981) provided five essential components to be considered for an effective career intervention program: (1) easily accessible and well-organized occupational information; (2) tools to help an individual gain insight into themselves and how that insight can be applied to occupations; (3) activities (individual or group) that provide real-world situations for the individual to practice; (4) social support; and (5) access to tools that can provide further insight into personality traits and additional occupational possibilities as alternatives. Students who actively participate in a career development curriculum have a higher success rate of completing college in four years than students who do not participate (Osborn et al., 2007; Reardon et al., 2015). Damminger et al. (2009) found that 82.6% of students reported they were confident they would complete their degree after finishing a career intervention course in their first year. There is evidence that participants in career intervention programs graduate one semester earlier on average than those who do not participate (Folsom et al., 2002).

Clayton et al. (2019) described a program at Indiana University called KEY Careers. This program was used to evaluate if there was an influence that can be statistically measured on one-year retention rates for participants. The study sought to examine this influence on all students, regardless of gender or race. The outcome provided a positive one-year retention rate from the first year (freshman) to the second year (sophomore) of college. There was a direct correlation between participation in the KEY Careers program, and students who participated had a higher persistence rate than students who did not participate in the program (Clayton, et al., 2019).

Self-Efficacy

Part of building career awareness for students is developing a sense of self-efficacy. Self-efficacy is a part of self-concept. Self-concept is how one sees themselves. There are two components that comprise self-concept: self-esteem and self-efficacy. Self-esteem is how an individual sees themselves or regards themselves (Frank, 2011). Self-efficacy is like self-esteem but is targeted to an individual's understanding of their own capacity to undertake and execute behaviors related to a task or set of tasks (Bandura, 1997). This can be seen as confidence in an individual's control of their motivation, behavior, and social environment. Self-efficacy reflects NACE's (2021) Career and Self-Development competency. Self-efficacy can include whether a student believes in his or her ability to successfully accomplish academic tasks, which is known as academic self-efficacy (Chemers et al., 2001; Gore, 2006). Since the college environment provides more than academics, academic self-efficacy can be considered college self-efficacy (Gore, 2006). Solberg et al. (1993) defined college self-efficacy as the level of confidence one needs to successfully achieve responsibilities related to college success.

Persistence is related to college self-efficacy (Barry & Finney, 2009), which leads to accomplishing academic goals (Zimmerman et al., 1992). Persistence is the student's ability to continue from semester to semester, so it is linked to academic performance (Multon et al., 1991). Students who persist semester to semester from year to year, exhibit successful academic performance, which results in academic achievement (Gore, 2006) and the fulfillment of academic goals (Zimmerman et al., 1992). Once academic goals are accomplished, students begin to realize their career development. This realization leads to another aspect of self-efficacy, career decision self-efficacy. Taylor and Betz (1983) defined career decision self-efficacy as the extent a person believes they can effectively accomplish tasks for substantial career decisions. This understanding of career decision self-efficacy relates to Holland et al.'s (1981) first two components for an effective career intervention program: (1) easily accessible and well-organized occupational information and (2) tools to help an individual gain insight into themselves and how that insight can be applied to occupations. Career decision-making self-efficacy begins with the basic idea of self-efficacy and progresses to the individual gaining confidence on tasks related to career decisions (Betz & Hackett, 1981). Career decision-making self-efficacy affects young people's occupation interests and career commitment, especially the career decisions they believe consistent with their selection of a major (Chen et al., 2021; Lent & Hackett, 1987) and serves as a prognosticator for career exploration (Chen et al., 2021).

Yang (2021) defined career preparation behavior as "the inclusion of all the activities for their future jobs such as acquiring licenses, collection of job information, preparation of tools needed in achieving career goals, and other activities they invest time and efforts to achieve career goals" (p. 1270). Through participating in career preparation behavior, students can learn what a career will require, obtain an

idea of what is entailed in pursuing a field of study, and the steps needed to realize this goal. The more a student knows about a field of work, the better prepared they are to decide if they want to pursue it or not. Lee et al. (2022) discussed a study of college student career preparation behavior in which connections were observed between career decision-making self-efficacy, career preparation behavior, and career decision difficulties. Encouraging student connections between career preparation behavior and career decision-making self-efficacy, where more students were actively pursuing requirements to work in a specific field, their self-efficacy in that field improved. Students with an understanding of job requirements and confidence in their ability to make career decisions often participate in career discovery or planning activities more often and experience fewer career decision-making obstacles (Lee et al., 2022).

Experiential Learning

Experiential Learning (EL) is an academic technique where students learn by doing. Active learning is used to introduce students to real-world experiences where they practice working with the knowledge of the experiences that provides context. Students engage with course material and realize how these experiences apply to the course and the experience in relation to applications beyond the classroom (Boggu & Sundarsingh, 2019). EL is a method of instruction that lets students learn to “Do, Reflect, and Think and Apply” (Butler et al., 2019, p. 12). Through the concept of learning by experience, EL creates an environment where students can develop career awareness and strengthen the internal understandings for self-efficacy (Garcia, 2006; Toombs et al., 2022).

Learning through experience is a long-recognized concept that John Dewey explored in the 1930s and David Kolb added substantially to the research in the 1980s (Walker & Rocconi, 2021). Dewey (1938) posited that student learning was limited when constrained to only working with theoretical knowledge and not being allowed to explore education in a direct, experiential way. Theoretical knowledge, in Dewey’s view, lacks the advantage of application. Kolb (1984) coined the term EL and formulated the steps required for successful EL to occur. Kolb’s theory is based on two foundational principles that incorporate a series of steps that are cyclical in nature. Kolb’s process is a recurring cycle where the learner engages with an experience and then reflects on the outcome of the experience before continuing to reengage for more learning or building upon one experience and using it as a basis of how to approach the next. This is doing. The student needs to review the outcomes “of doing” the experience, concluding how the experience went (was it successful, could there be improvement, etc.), and planning for the next experience. These four steps make up the two core components of experiencing and reflection. The later three steps (reviewing, concluding, and planning) are a formal reflection. Reflection involves actively exploring and writing about an experience. Korgan et al. (2013) indicated a correlation between reflection and self-efficacy. It “[helps] students remember their learning capabilities and resiliency by facilitating discussion and/or a journal exercise about the importance of remembering and analyzing their past ‘proud learning moments’ as map to enhance academic self-efficacy” (p. 30). Kolb (1984) used the first step, “the doing,” as the cornerstone of the experience. Through interaction, the student experiences what the task involves. The reflection portion of the experience enables the student to learn what worked and what did not and then plan and implement changes for future experiences. The cycle is iterative and self-evolving.

Kuh (2008) identified EL-based techniques as HIPs, which have been demonstrated through research to enhance student retention and engagement. The EL environment provides students an opportunity to become more independent learners by allowing them authority over their process and responsibility. Through the cycle, students become engaged with the tasks and the process of moving forward in the learning environment. This engagement allows students to be flexible in how they approach tasks, work through implementation, review, and plan for the future. This helps develop the student's approach to future tasks and meta-learning abilities (Kolb & Kolb, 2017). Within EL, the learners gain ownership of the tasks experienced, which encourages a deeper connection to the course materials being explored within a realistic context (Salas et al., 2009). This connection heightens the student's motivation to learn. The idea of teacher as a knowledge provider morphs into the role of mediator. The instructor is not a gatekeeper of understanding, providing strictly theory-based frameworks but a guide helping students engage with tasks on a meaningful level (Anwar & Qadir, 2017). This learning environment allows instructors to confer and refine feedback to students to help analyze how a task was approached. The role of guide provides the opportunity to steer learners through the process and ensure they have the tools to successfully review, plan, and reapply this knowledge in new contexts (Kong, 2021). Through these interactions, students connect with the course materials rather than memorize, and they learn to evaluate, utilize the knowledge, and plan future experiences. This learning becomes self-perpetuating and will continue into real-world situations (Zelechowski et al., 2017).

Beyond the theoretical implications of EL, it has a positive effect on learners. Finley and McNair (2013) reported that the Association of American Colleges and Universities completed a study of EL data from the National Survey of Student Engagement and determined that students who engaged with EL-based programs benefited in areas such as deep learning, General Education, practical competence, and personal and social development. The results were less evident in students who did not engage in EL-based programs. The programs included undergraduate research, study abroad, internships, and service learning. Students in EL courses who experience relevant tasks benefit from higher levels of motivation to learn (Helle et al., 2007). This increased motivation is enhanced by institutions employing more EL opportunities that are aligned with student needs (Coker & Porter, 2015). By positioning these opportunities to student needs, the students' perceptions of the program align their motivation to learn with the program outcomes (Raman & Pashupati, 2002). The motivation to learn is important in a student's personal involvement with lifelong learning. EL aids in the development of the drive to engage with lifelong learning by providing the student with real-world experiences (Sibthorp et al., 2011). These real-world experiences provide a bridge between undergraduate education and professional experience (Earnest et al., 2016).

Reflection is an important component of the EL environment. Having students reflect on course material fosters self-awareness and a willingness to ask for help (Stevens, 2007). This is how reflection can provide an engaged learning atmosphere where the student is encouraged to consider what they are working with in relation to their goals. A student's experiences are solidified with the meaning they developed through the experience (Denton, 2011). This meaning is derived from the formal process that is evidence-based, systematic, consolidative, and capacity-building. The outcome of this process allows students to expand, critique, and document their learning through the experience. These reflection skills help the student's academic and life-long learning (Schön, 1983) and generate academic self-efficacy and career decision-making self-efficacy.

There are useful models that incorporate reflection. One model is Borton's (1970) straight-forward idea of *What? So What? Now What?* Borton described a system where the student first describes the nature of an event, including observations and reactions. Then the student considers *So What*. This allows the student to place the event into context and apply meaning to it. Last, the student considers *Now What*, where they take their insights, apply meaning to the outcomes and incorporate these thoughts and ideas into future events. Another set of criteria developed by Kember et al. (2008) offered a framework to evaluate reflection. The criteria are based on four categories: habitual action, understanding, reflection, and critical reflection. These criteria show the actions taken in a reflection exercise from a basic reaction to the task (habitual action) to the most complex understanding of the experience earned while completing the task (critical reflection). Kember et al. reorganized these criteria into a scalable grade-based format using critical reflection, reflection, understanding, and non-reflection. The Center for Pedagogical Innovation (2023a) at Brock University created the Critical Reflection Rubric based on Kember et al.'s criteria. Ash and Clayton (2009) established the DEAL model for critical reflection that consists of:

1. Description of experiences in an objective and detailed manner;
2. Examination of those experiences considering specific learning goals or objectives; and
3. Articulation of Learning, including goals for future actions that can be taken forward into the next experience for improved practice and further refinement of learning (Ash & Clayton, 2009).

Because of DEAL, EL is a repeated process with students participating in an experience, going through stages of reporting, critical reflection, and goal setting. The Ideas, Connection, and Extensions (ICE) model created by Fostaty Young and Wilson (2000), presented a progressive framework of learning development where a student progresses from beginner to gaining experience to expertise. For "Idea," students identify the facts of an experience. For "Connections," students connect what they identify through the "Idea" phase with course concepts and prior understandings. For "Extensions," students take the knowledge gained from the first two phases and apply it to new situations (Fostaty Young & Wilson, 2000). Ryan's (2013) framework for reflection is a scaffolded approach that is referred to as the four Rs: reporting and responding, relating, reasoning, and restructuring. The most basic is reporting and responding, where students notice or form an opinion about a topic or event. The next level relates the issue or event in terms of how it fits the context of the assignment. This allows the student to relate their own understanding of the experience in this context. The third level is reasoning, where the student analyzes the event(s) and applies subject knowledge to consider solutions. The last R is reconstruction, where students take their analysis and determine new ways to approach the event or experience.

Brock University, located in Ontario, Canada, incorporated reflective practice into its courses. On the Center for Pedagogical Innovation website, there are diagrams and charts explaining the process of reflection: why to reflect, when to reflect, what to reflect, and how to evaluate reflection. Further, the website states "At Brock and across Ontario, a graded reflection-based assessment is necessary for all courses with experience education as it supports students in making meaning of experiences and our understanding of the learning that took place" (Center for Pedagogical Innovation, 2023b, p. 3).

Brock University provided solid synopses of the content provided in the works by Borton (1970), Kember et al. (2008), Ash and Clayton (2009), and Fostaty Young and Wilson (2000). These frameworks can assist students and educators with the evolution of their reflective practice. Brock University suggested that

“Reflection is not a superficial process of introspection. Rather, it is an evidence-based, integrative, analytical, capacity-building process that serves to generate, deepen, critique, and document learning” (Center for Pedagogical Innovation, 2023b, p. 4).

When considering adaptable structures for the implementation of reflection as an EL tool, it is worth examining a theory by Harvey et al. (2016), who stated a reflective practice is “widely adopted across the field of experience-based learning subjects in higher education, including practicums, work-integrated learning, internships, service learning, and community participation” (p. 2). Harvey et al. posited that the topic of reflective practice is “theory poor” (p. 4) in higher education. To remedy this, the authors propose a framework describing the various types of reflection. It is based on proposals that resulted in 11 assumptions supporting the theory of an ecology of reflection. The assumptions below that support the theory of an ecology of reflection are from the research of Harvey et. al. (2016).

1. Reflection supports learning.
2. Reflection is a process.
3. Reflection may be engaged with at different levels, for different purposes, and from different perspectives.
4. Not all reflection is critical.
5. Critical or deep reflection may lead to multiple learnings including transformative learning.
6. There is a relationship between critical reflection and the higher-order cognitive processes of self-regulation and metacognition.
7. Reflection may engage multiple ways of knowing.
8. There are many contexts and applications for reflection in learning and teaching.
9. Reflective thinking and practice may be taught.
10. Reflective skills may be developed through strategic interventions and scaffolding.
11. Reflection on experience provides a link to praxis. (p. 6)

This framework links the reflective models discussed on the Center for Pedagogical Innovation’s (2023b) website and presents a solid foundation for a robust EL platform on which to build. It provides theory and real-world examples that add value to reflection and reflective practices.

ePortfolios

An ePortfolio is a tool that can be implemented across multiple courses and provides students with the ability to collect evidence of meaningful skills (Tomasson Goodwin & Lithgow, 2018). ePortfolios and EL have been identified as HIPs by Kuh et al. (2017). ePortfolios are an electronic compilation of media that exhibits an individual’s competencies and skills developed over time (Frunzeanu, 2014). In an educational setting, students create them and include evidence of skills they have developed in courses and experiences throughout their academic career. Students include artifacts demonstrating proficiency of abilities they believe relate to their career paths (Chye et al., 2013). ePortfolios are a tool for students to emphasize career and program standards. Though students control the content, they need guidance on which artifacts to include on a given career track (Frunzeanu, 2014). Working with tools like ePortfolios, students can demonstrate various NACE (2021) competencies, such as career and self-development, communication, critical thinking, leadership, teamwork, and technology.

Competency-based artifacts provide insight into the student’s development and skill set. They lead to a self-structured recognition where students display the variety of tasks accomplished (Cambridge, 2008).

As students develop ePortfolios, the choices they make on what to include and how to display them generate a sense of ownership of the process and the skills developed, which enhances the student's reflective processes as they self-assess (Kahn, 2014; Ring, 2015). Improving student reflective practice, enhanced capabilities to self-assess and motivation to engage in life-long learning (Chye et al., 2013) align with NACE's (2021) description for the career and self-development competency and career awareness. Quality ePortfolios have artifacts demonstrating competencies developed through coursework and recognition of learning opportunities in the academic environment (Yancey, 2015). Artifacts based on coursework should have a connection between base discipline principles and program-specific courses (Holt et al., 2016). Discipline-specific skills exhibited in an ePortfolio establish student identity in the context of academic achievement and potential professional achievement (Abd-Wahab et al., 2016). Kahn (2014) indicated benefits from using ePortfolios are learning gains, such as increased student achievement, higher graduation rates, more involved learning, and improved choices of artifacts that show proficiency.

ePortfolios provide a flexible environment for students to organize a visual representation of earned skills. This representation is convenient for faculty, potential graduate programs, and perspective employers (Karami et al., 2019). Students benefit from seeing the skills and competencies they have acquired through their educational journey. Students learn from the level of autonomy they experience in determining what to include and exclude and how to present the information (Wang & Jeffrey, 2017). The faculty will teach students about the quality and value of ePortfolios. Faculty become facilitators or guides, providing an approach that helps the students understand the best practice in presentation, while also providing a consistent platform for assessment (Denton & Wicks, 2013). When faculty take the role of guide, students become the center of the effort and it becomes student driven (Wang & Jeffrey, 2017).

If implemented correctly, ePortfolios provide a co-curricular bridge and can enhance the pedagogical environment by providing integrative, holistic, student-centered learning. Student learning identity can be developed through a robust and consistent application of ePortfolios when evidence-based artifacts are included. Additionally, digital badging and personal domains provide the students with immediate, personalized credentials that foster ownership (Keho & Goudzwaard, 2015).

Digital Badges

Digital badges can be included in ePortfolios. Digital badges are graphic indicators that verify a student's success in areas that may be less obvious on a transcript or resume (Bowen & Thomas, 2014; Fanfarelli & McDaniel, 2017). Digital badges provide potential employers or college admissions personnel both the ability to view and explore an individual's achievements or skills and an indication of quality of work, which may be hard to convey with a traditional format (Fanfarelli & McDaniel, 2017). Bixler and Layng (2012) explained, "A digital badge is a clickable graphic that contains an online record of an achievement, the work required for the achievement, and information about the organization, individual, or other entity who issued the badge" (para. 7). The digital badges are displayed as compact points of focus that can be expanded to be viewed more clearly. This method reduces the amount of space needed and allows for multiple badges to be displayed in an organized manner. Mehta et al. (2013) indicated that badges can provide a targeted or granular view of specific skills. This communicates an individual's mastery of content and provides an accurate reflection of the gained skills

and knowledge (Mehta et al., 2013). Badges are “a common currency to denote learning outcomes and give employers a visual representation and evidence of an applicant’s skills” (Bowen & Thomas, 2014, p, 22).

Integrating digital badges in courses provides students the ability to realize personal goals while also gaining acknowledgment of targeted skills and knowledge that can be applied to future career and academic paths. This creates deeper engagement and motivation as students connect with goal setting (Abramovich et al., 2013). Part of this engagement is developing a learning environment where the badges enlist instructional reaction and mastery learning methodologies (Besser & Newby, 2020). In leveraging these potential student-centric motivators, various NACE (2021) competencies can be targeted to help develop students’ self-efficacy and career awareness. Badges related to competencies like critical thinking and leadership (NACE, 2021) can be developed and made available to students in various courses, allowing students to select a path to build their ePortfolio. Artifacts like digital badges were recently developed and allow students a flexible way to pursue and communicate career-related abilities to potential employers. Displaying mastery of targeted abilities helps students feel empowered and engaged with their educational journey (Besser & Newby, 2020).

An example of a successful digital badge program is run by Dartmouth’s Center for Professional Development (CPD). This department acts as Dartmouth’s career services office for students to connect with employers. In Summer 2014, the CPD offered a Summer Challenge to show how digital initiatives can be implemented across subjects, departments, and collegiate divisions. This challenge provided students the chance to integrate their learning track with the Center’s opportunity to attain a digital credential. After successful completion of the 2014 Summer Challenge, the students earned a digital badge that demonstrated “a willingness to learn and commitment to taking charge of their own professional Development” (Dartmouth Summer Challenge, 2014, para. 1, as cited in Keho & Goudzwaard, 2015). The badge shows success across different disciplines and co-curricular environments, illustrates how the students formed an integrated identity, and provides the basis for an evidence-based profile (Dartmouth Summer Challenge, 2014, para. 1, as cited in Keho & Goudzwaard, 2015).

During the 2021 Florida Legislative Session, House Bill 1507 amended section § 1007.25, Florida Statutes (F.S.), requiring public postsecondary institutions to award students a nationally recognized digital badge upon completion of General Education core courses that demonstrates career readiness, beginning with students who entered a postsecondary institution in Fall 2022 for the 2022-2023 academic year. The first digital badge titled “Fundamentals of Written Communication” was available for students beginning in Fall (General Education Courses; Common Prerequisites; Other Degree Requirements, 2002/2022; Florida Department of Education, 2023). This badge relates to the NACE (2021) competency communication. This competency is defined as “Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization” (NACE, 2021, p. 3).

Soft Skills

Soft skills are important skills for prospective employees to have before entering the workplace. Other terms for soft skills include 21st Century Skills, Key Skills, Core Skills, Adaptive Skills, Life Skills, Interpersonal Skills, Essential Skills, People Skills, Employability Skills, Survival Skills, Transferable Skills, and Behavioral Skills (Bargach, et al., 2021; Hadiyanto et al., 2021; Jardim et al., 2022; Price & Magy,

2021; Smith et al., 2021). To define soft skills, Jardim et al. (2022) recommended creating a soft skills inventory. Incorporating soft skills into EL experiences comes from some of the basic tenets established in the learning styles. Kolb and Kolb (2005) established learning skills based on EL environments. These skills do not correlate to the agreed set of soft skills index; there is a correlation between these experientially founded skills and soft skills. The skills presented in Kolb and Kolb are leadership, relationship, help, sensemaking, information gathering, information analysis, theory building, quantitative analysis, technology, goal setting, action, and initiative. Jardim et al. (2022) defined the inventory based on specific skills and then divided them into six categories. The skills are self-determination; self-regulation and self-confidence; engaging in productive, cooperative and friendly relationships with others; autonomy, initiative, responsibility, and persistence; willingness to be exposed to and cope with new and diversified experiences. These skills were separated into the categories self-determination, resilience, empathy, assertiveness, social support, and teamwork. Price and Magy (2021) similarly defined soft skills as oral communication, written communication, teamwork, and critical thinking. Hadiyanto et al. (2021) defined soft skills as communication, IT, numeracy, learning, problem solving, and teamwork. Smith et al. (2021) defined soft skills as communication, teamwork, decision making, organization, critical thinking, obtaining and processing information, personal habits, leadership, emotional empathy, flexibility or adaptability, entrepreneurship, and responsibility. Riley and Nicewicz (2022) provided a specific set of soft skills that supported interpersonal communication and team building including active listening, networking, text and email etiquette, emotional intelligence, and methods for addressing colleagues.

Table 6—Student Soft Skills by Source

Source	Student Soft Skills
Kolb and Kolb (2005)	Leadership, Relationship, Help, Sensemaking, Information Gathering, Information Analysis, Theory Building, Quantitative Analysis, Technology, Goal Setting, Action, and Initiative.
Price and Magy (2021)	Oral Communication, Written Communication, Teamwork, and Critical Thinking.
Hadiyanto et al. (2021)	Communication, IT, Numeracy, Learning, Problem Solving, and Teamwork.
Smith et al. (2021)	Communication, Teamwork, Decision Making, Organization, Critical Thinking, Obtaining and Processing Information, Personal Habits, Leadership, Emotional Empathy, Flexibility/Adaptability, Entrepreneurship, and Responsibility.
Riley and Nicewicz (2022)	Active Listening, Networking, Text and Email Etiquette, Emotional Intelligence, and even methods for addressing colleagues.
Jardim et al. (2022)	Self-Determination, Resilience, Empathy, Assertiveness, Social Support, and Teamwork.

Some soft skills presented in Table 6 above are duplicated or aligned and can be grouped based on the NACE (2021) Career Readiness Competencies. This will result in a set of soft skills for the College. It is important to examine the skills and determine why they are considered essential for new employees to possess and the relevance they have in the modern-day workplace. There are skills reflected in the NACE (2021) competencies including oral and written communication, teamwork, and critical thinking, which provide students with the tools to be successful in the workplace (Price & Magy, 2021). Price and Magy (2021) contended that these skills can be taught in any lesson or subject, in any modality, and do not need to have workplace-related context to be transferable. Riley and Nicewicz (2022) discussed the importance of teaching students active-listening, networking, attention to detail, communication etiquette, and emotional intelligence. The authors discussed the need for Gen Z students, who are adept at digital communication and multitasking, to learn and focus on direct interpersonal skills (Riley &

Nicewicz, 2022). These soft skills align with the NACE (2021) competencies Communication, Equity & Inclusion, Leadership, Professionalism, and Teamwork. Morin and Wilcox (2022) contended there is a need to integrate the use of soft skills into classroom environments because there is an inconsistency on how to implement them in programs, even at the college level. Morin and Wilcox determined the need for feedback from local businesses that the university serves. The skills they identified at their department level were teamwork, creativity and innovation, oral and written communication, professionalism, qualitative and quantitative problem-solving, and leadership. Morin and Wilcox measured the effectiveness of the study through computer-based assessments and student surveys. Working with a similar model may provide a consistent method that provides an equitable student experience. The NACE (2021) competencies that align with Morin and Wilcox are Career & Self-Development, Communication, Critical Thinking, Leadership, Professionalism, and Teamwork.

General Education

It is important to define and implement the career value of General Education courses. According to Seymour (2014), employers are willing to train new employees in the technical aspects of the job, but new employees need to have several soft skills mastered before starting work. These soft skills include critical thinking, reading, writing, math, problem-solving, and situation analysis. Employers believe these soft skills need to be taught in an academic setting to set the student up for success in the workplace. Most employers believe new employees are struggling with soft skills that should be taught in General Education courses (Seymour, 2014).

General Education courses are the foundation of academic success in college and for developing career-related skills. There are benefits to these classes outside of learning the subject matter, including gathering general knowledge, learning new skills to prepare for higher level classes, introducing students to college-level courses, giving insight into possible degree or subject interest, and ensuring a basic understanding of a variety of subjects (Indeed, 2023). Course benefits for success in the workplace are building and practicing soft skills, improving skills that assist with education such as writing and teamwork, creating a resume with desirable skills, developing skills for interviewing, mastering lifelong learning skills, and fostering a new perspective on diversity and the world. These skills should be explained and explored in General Education courses to inform students about their real-world practicality. By outlining what students will learn outside of subject matter, students will have a better understanding of the soft skills they are learning and mastering for future employment (Indeed, 2022). Whitehall et al. (2016) asserted the development of the same life skills that provide students with tools to succeed in their transition to college with persistence to a degree also carry forward into a career. Whitehall et al. (2016) proposed the use of General Education courses as a solid platform accessed by all students, regardless of program track, to develop soft skills. General Education curriculum is based on § 1007.25, F.S., wherein the General Education courses and the number of credits required are determined. According to The §1007.25 F.S., General Education core course requirements are a maximum of five courses in each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences, and each student pursuing an AA, AS, or baccalaureate degree must complete at least one identified core course in each subject area. An AA degree shall require no more than 60 semester hours of college credit and include 36 semester hours of General Education coursework. A baccalaureate degree program shall require no more than 120 semester hours of college credit and include 36 semester hours of General Education coursework (General Education Courses;

Common Prerequisites; Other Degree Requirements, 2002/2022; Florida Department of Education, 2023). Providing development of soft skills in the mandatory General Education courses ensures all students will have access.

According to Rainie and Anderson (2017), “employment is much higher among jobs that require an average or above average level of preparation” (p. 3). The preparation comes from soft skills acquired in General Education courses including interpersonal, management and communication skills, higher levels of analytical skills, critical thinking, and computer skills. Rainie and Anderson noted that students learn skills from online learning that are transferrable to the workplace. Experts believe there will be a shift in education and training options, and artificial intelligence will be used in education and the workplace. It is important that students learn skills that are unique human talents such as creativity, collaborative activity, abstract thinking, complex communication, ability to thrive in diverse environments, social and emotional intelligence, proactiveness, leadership, design thinking, and conflict resolution (Rainie & Anderson, 2017). These skills can be taught in General Education courses face-to-face and through online learning.

It is clear that General Education courses provide more than learning subject matter and academic success, but students must be informed of the skills they are learning. General Education course instructors teach pivotal skills that help students obtain employment and thrive in the workplace (Succi & Canovi, 2020). The workplace is competitive and automated, and students need to learn soft skills and unique human talents to succeed (Rainie & Anderson, 2017). Employers are looking for new employees who have mastered soft skills taught in General Education courses (Succi & Canovi, 2020). The student may not be aware of these skills and how they can help them find employment and succeed in the workplace.

Faculty Training and Development

An area that is integral to the success of SJR State’s QEP is the implementation of faculty training and development of the aspects laid out in this plan. Faculty will structure, disseminate, record, and collect information on the student learning outcomes the College will use to evaluate the progress of the program. For faculty to be successful, they will need to understand the components being leveraged, and how they work together to fulfill the program (Kolb & Kolb, 2005). Without a solid understanding of the program, Kolb and Kolb (2005) suggested that faculty participation will lack the synergy needed to actualize the greater goal. The College’s QEP is complex and will incorporate many EL based structures. Not all faculty are familiar with EL, so to understand what is being implemented, the training and development will be most effective if provided over time (Estep, 2012; Kolb & Kolb, 2005; Sullivan & Haller, 2018; Tomasson Goodwin & Lithgow, 2018). Donovan et al. (2010) suggested that working with faculty to develop the training will create a supportive environment since they have the knowledge of how to structure a learning environment and will implement the strategies in the classroom. Faculty who already have experience with EL can train other faculty to put the concepts into perspective (Coward, 2010). Faculty training should focus on meeting the student learning outcomes (Donovan et al., 2010). When developing the training program, it is important to consider the modality. Different learners have unique learning styles so building a program that takes this into account will be robust and effective for more people than expecting faculty to work within a narrow frame (Johnson & Stevens, 2008). Johnson and Stevens (2008) suggested that part-time faculty (adjuncts) need to be involved with

the training if they are to be expected to participate in the program. This point is reaffirmed by Lancaster and Lundberg (2019) who determined that students at community colleges who have more full-time instructors do better in their coursework and are more persistent than students who engage more with adjuncts. Lancaster and Lundberg posited that the increased student success is due to full-time faculty having teaching experience, so providing adjuncts with more training will improve their teaching skills.

Due to the breadth of this QEP, training will need to be developed on all areas explored in this Literature Review. Faculty involved at any stage of the program will need to understand the elements of career awareness, self-efficacy, Experiential Learning, ePortfolios, digital badges, and soft skills. The faculty who participate in the FYS course(s) will need further training to determine how these elements are utilized in that context. When considering the FYS components, the faculty involved with these efforts will provide a better experience to the students when the learning outcomes are standard across the College and not left to faculty interpretation (Sullivan & Haller, 2018). Using this approach for specific outcomes, the College will have similar components for comparison instead of dissimilar, out-of-step components. The College utilizes a hard structure for the SLS 1122 Academic Pathways for College Success course for this reason. When incorporating outcomes into other courses where SLS 1122 does not fit the program needs, outcome uniformity is necessary. Training and development on this concept will help faculty build a community which will foster understanding and successful implementation (Sullivan & Haller, 2018). Within the FYS structure, soft skills will be introduced, but these skills can be implemented across the curriculum. Soft skills will require understanding shared between the administration's needs and the faculty to be effectively incorporated into the various courses (Morin & Willcox, 2022). This understanding will be part of the development efforts by the College to ensure a uniform concept and awareness of the NACE (2021) competencies. These competencies are used with career awareness and self-efficacy.

A component that will correlate student learning outcomes to multiple courses is the use of ePortfolio artifacts. ePortfolio artifacts can be incorporated into any course, and these artifacts can support career awareness and the NACE (2021) competencies. Providing faculty with an understanding of how ePortfolios work and how they correlate is important in implementation (Keho & Goudzwaard, 2015; Tomasson Goodwin & Lithgow, 2018). The more faculty are exposed to these ideas and allowed to explore implementing artifacts into the curriculum of their courses, the better they will grasp the purpose the artifacts serve in an ePortfolio. This understanding is integral to the implementation of ePortfolios (Buyarski & Landis, 2014). Buyarski and Landis (2014) suggested that when using ePortfolios in a course, it should be piloted to develop a scaffolded approach for implementation. Allowing each artifact to build on the previous one is a logical structure. Courses with only a single artifact need to align its incorporation to the ePortfolio's construction over a student's entire learning track. Having faculty work toward integration of artifacts to the main ePortfolio across the curriculum fosters authentic faculty engagement, which helps with development (Keho & Goudzwaard, 2015). Faculty need to understand the usage and attainment of digital badges. Badges can correlate with a course by administration, such as the "Fundamentals of Written Communication" badge, where faculty participate by teaching the course without any change in syllabus or procedure. Digital badges can be artifacts in a course structure or through or in conjunction with an activity. This approach allows students to select badges to pursue, which provides authentic student engagement while still requiring understanding and development for faculty to support the path (Keho & Goudzwaard, 2015).

When building a training academy for faculty to learn the components of the College's QEP, the academy structure must affect the success of this initiative. Training over time is more effective for faculty learning than a single workshop-type training. The College is planning on training over time. The criteria considered when building the training academy are from literature. Garet et al. (2001) provided six areas for consideration, the initial three being: (1) the form of the activity (is it like a course, a workshop, a study, or network group); (2) the duration of the activity (how long does the session last, how many parts, and the number of contact hours); and (3) the degree to which the collective participants work together and whether they are grouped by department, discipline, or mixed. The fourth through sixth areas are the core features of the activities: (4) the amount of content focus the activity provides; (5) the extent the activity provides active learning; and (6) the amount of coherence the activity promotes while aligning it with the intended outcomes and encouraging professional communication among attendees. These areas provide a starting point. Lawler and King (2000) indicated that when working with faculty, they should be approached as adult learners. To engage adult learners successfully, Lawler and King provided six principles: (1) create a climate of respect; (2) encourage active participation; (3) build on experience; (4) employ collaborative inquiry; (5) learn for action; and (6) empower participants (pp. 21-22). Garet et al. (2001) and Lawler and King (2000) provided principles to structure the foundation of the training academy. A sound foundation will promote engagement, which increases student engagement and learning in the classroom (Lancaster & Lundberg, 2019).

Lancaster and Lundberg (2019) shared that faculty with more experience in teaching should mentor faculty who are less versed. Tisdell and Shekhawat (2019) promoted the idea of mentoring faculty in an EL structure. The faculty engaged with learning about EL mechanisms are using those mechanisms to develop their understanding. Tisdell and Shekhawat provided a model for faculty development based on Kolb's Experiential Learning Cycle called Discuss, Archive, Reflect, and Prepare (DARP). A takeaway from this form of mentoring is the archive aspect. Tisdell and Shekhawat explained that in every mentor interaction, there should be a recording of what is discussed between the mentor and mentee(s). In doing so, every aspect of the interaction is saved for later reflection and review. The mentee(s) are not reliant on their memory or note taking ability to re-access every detail. Nothing is lost from the interaction. This is easily done with available technology like Zoom. All meetings, whether conducted in a classroom, office, or online, can leverage this type of technology, and an archive of transactions can be accessed by future mentees, and the original message would not be lost or misunderstood. At the beginning of the training academy, there will be a few mentors but as the first mentees engage with the QEP program, they can become mentors, expanding the learning base in each iteration while accessing a common knowledge that is consistent and can build on itself.

Estep et al. (2012) provided a framework for faculty development based on EL principles focusing on planning, delivery, and evaluation utilizing field experiences, reflection, and peer observation. This aligns with Tisdell and Shekhawat (2019), where peer observation is similar to mentoring. Part of the foundation put forth by Estep et al. were the six principles of adult learning as suggested by Lawler and King (2000). Estep et al. then added four elements including preplanning, planning, delivery, and follow-up, which align with the DARP model. Estep et al. used three strategies in the delivery stage to improve faculty learning: (1) field experiences using different teaching strategies; (2) reflection on field experiences; and (3) peer observation of the field experiences. Examples of the second strategy of reflection were "reflection journals, self-reported evaluation based on video self-observation of teaching, and group discussions about the effectiveness of certain instructional methods" (Estep et al.,

2012, pp. 83-84). Organizers could develop guided questions to prompt faculty about specific aspects and allow them to add thoughts or ideas outside the guided questions. The implementation of peer observations can be useful for three reasons: (1) they create a sense of a team; (2) the observer may find aspects in their peer's presentation they want to use to improve their own courses; and (3) they may see ideas they want to incorporate into their presentations (Estepp et al., 2012). In the last stage, evaluation, Estepp et al. provided three points: (1) provides justification for program; (2) shows a need for future faculty development; and (3) shows the effectiveness of the program along with suggestions for improvement.

The last area to consider with faculty training on this QEP is transparency in the data collected through the student learning outcomes. Faculty will be engaged with an EL program that requires multiple facets, such as our QEP, if they can participate in the efforts while seeing where and how the information is being collected and used (Walker, 2022). Removing silos will aid in this transparency. Faculty from programs across the College need to understand what is being achieved by the effort they are asked to contribute to this program. Walker (2022) explained how the University of Tennessee, Knoxville, implemented an EL program for their QEP, and ensured that the faculty were working in partnership with administration in a transparent manner on the efforts. Walker explained the following concepts.

- Building connections: Experiential Learning is widespread across the university and exists in every college and many offices with no connection to each other outside of their goal of enhancing student learning.
- Establishing rapport: At the formation of the groups, Experiential Learning was new on campus and was comprised entirely of newly hired staff. Staff members did not have strong interdepartmental relationships, which created skepticism from faculty not familiar with the initiative. These relationships would be the most difficult to build but, in some cases, they are the most important partnerships
- Avoiding past failures: The last campuswide continuous improvement initiative failed to include all relevant partners; therefore, many offices were reluctant to participate.
- Overexertion of (human) resources: The amount of work to collect the needed information was extensive and cumbersome. Some relevant data was not routinely captured in any capacity, which made retroactive collection difficult. Management and organization of EL information became challenging with an abundant number of data points and partners involved (pp. 8-9).

Though the College is not as large as a university, it is complex enough to have separate program divisions that need to be included in the process to have meaningful outcomes that reflect on all students who attend the College. In order to facilitate a successful implementation, faculty involvement will not only be important in promoting student success but also in developing a program that faculty members believe engages with students.

First Year Seminar Courses

The use of FYS courses in higher education in the United States is a well-established tool that has a long history. The concept of using special seminars to aid students in transitioning academically or socially dates to the 18th century (Barefoot et al., 2012). Kuh et al. (2017) indicated that FYS courses need to be a component of HIPs. Reasons that institutions develop FYS courses include keeping new students

engaged with the institution so they will continue past five years or to meet state-mandated budgetary performance indicators, using first-year retention rate for annual college rankings, using retention rate numbers in marketing of institutional quality, and meeting mission goals for the institution. The factors relate to persistence rates, which are the crux of what FYS courses are intended to enhance (Porter & Swing, 2006). There have been changes in the FYS structures since their inception, but Porter and Swing (2016) indicated the FYS courses fall into one of four themes: (1) college success and transition, (2) special academic, (3) themes connected to academic or professional disciplines, or (4) remedial. A fifth theme of mixed format was added when “less than 75% of the sections were of the same form” (Porter & Swing, 2006, p. 94). The most common format is the transitional theme, “courses focused on topics that ease the transition into college, develop skills needed for academic success, and encourage student engagement in the full range of educational opportunities” (p. 94), Porter and Swing (2006) noted, “These definitions were developed by Randy Swing, Betsy Barefoot, John Gardner, and Joe Pica. They are an adaptation of definitions used by Betsy Barefoot in the 1991 Survey of First-Year Seminars conducted by the National Resource Center on The First-Year Experience and Students in Transition” (p. 94).

There are ways to approach the concept of the college success and transition theme. This theme describes the course SLS 1122 Academic Pathways for College Success, which the College currently requires of all AA degree-seeking students. FYS courses are structured to include or exclude any of the following components: student development such as intellectual (study skills, presentation skills, oral-presentation skills note-taking skills, test-taking skills, and research skills), personal (time management skills, organizational skills, and health education), and professional development (resume building, job search skills, career awareness); campus resources; college policies; academic planning; promoting engagement; and connection with peers (Hatch-Tocaimaza et al., 2019; Jenkins-Guarnieri et al., 2015; Porter & Swing, 2006). One focus already described in this review is the development of college self-efficacy. The components of FYS courses help students develop their own sense of self-efficacy (Wright et al., 2012). Wright et al. (2012) provided encouraging information on the correlation of the development of college self-efficacy and persistence through examining the data reported through an FYS course. The correlation led to academic success and helped students develop career skills that carry forward beyond college. Wright et al. drew a direct significance with the role of developed self-efficacy and work-related performance. FYS courses can provide a positive effect on First Time in College Students’ persistence rates (Pickenpaugh et al., 2022).

While the College’s use of SLS 1122 Academic Pathways for College Success course provides the FYS environment for our AA students, it would be difficult to include the same course in the College’s AS degree and certificate programs. To meet the special academic theme for the AS students, portions of existing courses should be adopted instead. Porter and Swing (2006) defined this theme as: “These courses focus on interdisciplinary themes other than college transition. While college adjustment and study skills may be included in the course, most assignments and course time is spent exploring a selected topic” (p. 94). Using targeted, specific outcomes in established courses to meet the FYS experience expectations can be a tactic to provide measurable, consistent markers without adjusting the program’s requirements. Special academic-themed courses are more specified to meet the needs of the course topic, while still providing the specified skills the institution chooses to highlight (Jenkins - Guarnieri et al., 2015; Zerr & Bjerke, 2015).

One aspect of the College's SLS 1122 Academic Pathways for College Success course is that the structure is consistent. All sections of the course cover the same content, assignments, and measurement tools. This provides consistent components to all students who take the course (Jenkins-Guarnieri et al., 2015; Sullivan & Haller, 2018). Using a similar approach to select special-academic themed components to embed in foundational AS and certificate course will ensure equitable access to all students.

Portions of the FYS course components lend themselves to EL practices. Oral presentations, promoting engagement, and creating a resume are examples of potential project-based activities that can be applied as EL practices. Another area already explored in this review is the use of ePortfolios, which Kuh et al. (2017) identified as HIPs. The use of ePortfolios in FYS courses is being examined in the literature. Buyarski and Landis (2014) provided a detailed account of the implementation of an ePortfolio in a FYS course at two of Indiana University's locations. The findings concluded that a well-worded and thought-out rubric can provide meaningful insight into the components selected to include in an ePortfolio. Reflection is an EL practice and is a core concept along with metacognitive skills (Getman-Eraso & Culkin, 2018). Getman-Eraso and Culkin (2018) described a robust system of incorporating ePortfolios into FYS courses to improve student success on the principles of inquiry, reflection, and integration by helping students develop metacognition, sense of self, and a commitment to education. Getman-Eraso and Culkin indicated that faculty training in the implementation of ePortfolio is important to the successful implementation of the tool. ePortfolios can help to develop employability skills, or soft skills (Tomasson Goodwin & Lithgow, 2018). Tomasson, Goodwin, and Lithgow (2018) do not directly address FYS courses, but instead examine how an ePortfolio structure can be included in any course, which can be applied to an FYS environment. NACE (2021) suggested soft skill elements and behaviors can be applied to the ePortfolio structure.

Chapter 4: Implementation Plan: Action Items

To achieve *The Viking Experience: Core to Career* goals and student learning outcomes, the QEP Planning, Implementation and Assessment Committee has been organized into the following sub-committees: Assessments/Surveys, Budget, Data Maintenance, Faculty Training, Marketing, and SLS Course Review. The QEP Action Plan was developed from the contributions of the respective sub-committees, utilizing best practices gleaned from the literature review for developing students' career-related skills and implementing experiential learning to provide hands-on opportunities for students to hone their career skills. The QEP Action Plan (Table 7) is structured by student activity, related organizational actions to support student activity, and person or group responsible for action items.

Table 7—QEP Action Plan

Student Activity	Organizational Action (Internal)	Responsibility
1. Students will participate in high-impact Experiential Learning in their Core General Education courses.	<ul style="list-style-type: none"> Build the Experiential Learning Academy (ELA) for EL Faculty Leads. 	<ul style="list-style-type: none"> QEP Co-Directors with feedback from Faculty Training and Assessments/Surveys Sub-Committees.
	<ul style="list-style-type: none"> Identify and Train Experiential Learning (EL) Faculty Leads. 	<ul style="list-style-type: none"> QEP Chair and Co-Directors. QEP Co-Directors train the inaugural group of EL Faculty Leads in the ELA. Certified EL Faculty Leads train future faculty to become Leads.
	<ul style="list-style-type: none"> Develop and Administer Core Course-to-Career pre-test and post-test quizzes in EL Certified Core General Education courses. 	<ul style="list-style-type: none"> QEP Chair, Co-Directors, & Faculty Training and Assessments/Surveys Sub-Committees develop questions. QEP Chair, Co-Directors, Data Maintenance Sub-Committee, IT department and Distance Learning department ensure data collection tools are designed to effectively capture student pre-test and post-test results.
2. Students will complete critical thinking self-reflection of EL Activity.	<ul style="list-style-type: none"> Create EL Activity student self-reflection assignment. 	<ul style="list-style-type: none"> QEP Co-Directors with input from the Faculty Training and Assessments/ Surveys Sub-Committees.
	<ul style="list-style-type: none"> Train EL Faculty Leads on grading of EL Activity student self-reflection assignment. 	<ul style="list-style-type: none"> QEP Co-Directors with guidance from QEP Chair and Associate Vice President (AVP) of Academic Affairs.
	<ul style="list-style-type: none"> Administer and grade the EL Activity student self-reflection assignment in EL Certified Core General Education courses. 	<ul style="list-style-type: none"> QEP Co-Directors and EL Faculty Leads.
3. Students will increase their career awareness, exploration, self-efficacy, and career	<ul style="list-style-type: none"> Redesign SLS 1122 course to enhance career development component and include digital tools to capture evidence of 	<ul style="list-style-type: none"> QEP Chair & Co-Directors in tandem with SLS 1122 faculty and Distance Learning for Canvas integration. QEP Chair & Co-Director with Workforce Deans and Directors.

preparation soft skills and competencies.	student learning. Subsequent update to incorporate career unit and digital tools in AS courses as well.	
	<ul style="list-style-type: none"> Collaborate with Advising to develop SLS 1122 enrollment strategies. 	<ul style="list-style-type: none"> QEP Chair, Co-Directors, Dean of Advising and advisors.
	<ul style="list-style-type: none"> Hire and Collaborate with Career Services Coordinator. 	<ul style="list-style-type: none"> QEP Leadership Team hires Career Services Coordinator. QEP Co-Directors collaborate with Career Services Coordinator.

With support and collaboration across numerous College departments, implementation actions will serve to ensure success of the QEP in its multi-year execution and beyond. Though some actions will naturally evolve as the QEP implementation progresses, the institutional action items described in this Chapter are the foundational elements to support the three primary student activities:

1. Student Activity: Students will participate in high-impact Experiential Learning in their Core General Education courses.

The Core General Education course experiential learning activities will focus on increasing students' career awareness, career exploration, and career soft skills and competencies. Students will also complete a Core Course-to-Career assessment as a pre-test prior to participation in the EL Activity and as a post-test after they have participated in the EL Activity; the results will be analyzed by QEP Leadership to determine if the intended effect of participation in the EL Activity enhanced students' awareness of the relationship between curriculum in their Core General Education courses and career competencies. This student activity is aligned with QEP Student Learning Outcome 1.

Organizational Action: The development of high-impact Experiential Learning in Core General Education courses requires a strong internal foundation. The following information details these foundational activities and processes that support the implementation of the QEP.

- Build the Experiential Learning Academy (ELA) for Experiential Learning (EL) Faculty Leads.
- Identify and Train EL Faculty Leads.
- Develop and Administer Core Course-to-Career pre-test and post-test quizzes in EL Certified Core General Education courses.

The Experiential Learning Academy (ELA) has been created internally by the QEP Co-Directors with input from the QEP Faculty Training Sub-Committee. The Experiential Learning Academy includes resources and assignments in the Canvas Learning Management System (LMS) along with a series of training workshops held in-person and synchronously online. The ELA has been designed to ensure that EL Faculty Leads are trained to meet the following EL Faculty Leads Learning Outcomes.

Upon completion of the Experiential Learning Academy, EL Faculty Leads should be prepared to:

- a) Communicate the purpose and goals of the College's Quality Enhancement Plan (QEP).

- b) Define experiential learning, self-efficacy, and growth mindset, and be able to communicate the definitions and connections to other faculty members.
- c) Demonstrate understanding of the experiential learning cycle, significance of student reflection in the experiential learning cycle and mastery of grading required student reflections using a standardized rubric.
- d) Demonstrate understanding of the connection between Core General Education courses and student career competencies.
- e) Evaluate and provide feedback on other faculty members' experiential learning applications.

In addition to achieving the above outcomes of the ELA, the EL Faculty Leads must submit their own EL Application and draft Core General Education course syllabus for review and approval by the Co-Directors. The EL Application and draft course syllabus will explain the experiential learning activity in detail, along with pertinent planning information to ensure that the EL Activity is relevant to the course; connected to students' career awareness or career readiness by development of students' soft skills career competencies; and is accessible for all students in the course (e.g., logistics planning for outside-of-class EL activities and addresses online or hybrid course formats in addition to in-person format). Due dates for the EL Application and course syllabus are aligned with the state rule requiring all Core General Education course syllabi to be published no more than 45 days prior to the start of each semester.

By submitting their EL Application and draft course syllabus as an assignment in the Experiential Learning Academy, the EL Faculty Leads gain feedback on their EL Activity plan, Application, and draft course syllabus information. If necessary, the QEP Co-Directors will provide required modifications or recommended improvements to the EL Application and draft course syllabus. Upon completion of the Experiential Learning Academy and upon final approval of both items, their EL Application and Core General Education course syllabus, the EL Faculty Lead's course will be designated as "EL Certified."

The inaugural EL Faculty Leads will implement the high-impact experiential learning activity in their Core General Education course in the Planning Year (Year 0) of the QEP. During this time, the EL Faculty Leads will collect baseline data and provide additional feedback to the QEP Co-Directors on the integration of the EL Activity compared to their approved plan. This feedback will help the QEP Co-Directors make any necessary adjustments to the EL Application, its review process, and other related processes.

The inaugural EL Faculty Leads will serve a two-year commitment; in their second year of service (Year 1), they will become the first group of faculty to initiate the "train the trainer" model of the QEP. As such, the inaugural EL Faculty Leads will later support the QEP Co-Directors in facilitating the next Experiential Learning Academy and training the next group of EL Faculty Leads. It is intended that this model will continue through the duration of the QEP to provide ongoing training and support for faculty members implementing high-impact experiential learning activities in their courses.

2. Student Activity: Students will complete critical thinking self-reflection of EL Activity.

The self-reflection is a written assignment that requires students to critically reflect on the EL Activity, its connection to Core General Education course curriculum and their academic knowledge, any growth they experienced because of the activity, and the effect of the activity on their educational and career planning. This student activity is aligned with QEP Student Learning Outcome 2.

Organizational Action: The QEP Co-Directors are collaborating with the Faculty Training Sub-Committee and Assessments/Surveys Sub-Committee to design and complete the related action items listed below. Additionally, College of Coastal Georgia and Valdosta State University provided insight and guidance on creating the student self-reflection question prompts and grading rubric. The EL Faculty Leads are integral to seeing these action items come to fruition in their Core General Education courses.

- Create EL Activity student self-reflection assignment.
- Train EL Faculty Leads on grading of EL Activity student self-reflection assignment.
- Administer the EL Activity student self-reflection assignment in EL Certified Core General Education courses.

The Experiential Learning Academy (ELA) will include training for the EL Faculty Leads to ensure inter-rater reliability is achieved for consistent grading of the student self-reflection assignments. Additionally, after implementation of their first EL activities and collection of student self-reflection assignments, the inaugural EL Faculty Leads will meet with the QEP Co-Directors and the AVP of Academic Affairs for in-person review and discussion of the grading of the self-reflection assignments. The intention of this process is to first introduce the inaugural EL Faculty Leads to the concept of inter-rater reliability in the ELA and then have them complete in-person collaboration to apply inter-rater reliability. After the guidelines have been established and agreed upon for consistent grading of the self-reflections, the inaugural EL Faculty Leads will grade subsequent assignments accordingly in Year 0 and Year 1 of the QEP. The inaugural EL Faculty Leads will also support the QEP Co-Directors in training the next group of EL Faculty Leads to achieve inter-rater reliability in their grading of the student self-reflection assignments. The QEP Co-Directors will collect the results of the student self-reflection assignments and the QEP Leadership Team will analyze the results to determine if QEP outcomes were achieved.

3. Student Activity: Students will increase their career awareness, exploration, self-efficacy, and career preparation soft skills and competencies.

In the SLS 1122 Academic Pathways for College Success course, students will complete a career awareness assignment to provide recommended careers and pathway options that align with each student's aptitudes. Utilizing the results of the career awareness assignment, students will create a career research project and presentation. Students in the course will also create an ePortfolio as a required course assignment, where they will upload their resume and earned digital credentials to date (with future credentials to be added later as well). To assist students in honing their soft skills career preparation and competencies, students will complete the Florida Ready to Work Soft Skills training and assessment; upon completion of the assessment, students will add the state-certified credential to their ePortfolio. This student activity is aligned with QEP Student Learning Outcomes 3 and 4.

Organizational Action: The QEP Leadership Team has developed the following action items to improve career development curriculum and services, to prepare students to utilize digital tools to capture evidence of student learning, and to prepare students to gain confidence in their ability to achieve career preparation skills.

- Redesign SLS 1122 course to enhance students' career awareness and exploration, career self-efficacy, and career preparation soft skills and competencies. Subsequent update to incorporate career unit and digital tools in AS courses as well.
- Collaborate with Advising to assist in SLS 1122 enrollment strategies.

- Hire and Collaborate with Career Services Coordinator.

The QEP Co-Directors are collaborating with the SLS 1122 Academic Pathways for College Success Course Review Sub-Committee to redesign the course to include a revised career awareness assignment that connects to students' career research project and presentation, improved resume assignment, creation of the ePortfolio assignment, and completion of the Florida Ready to Work Soft Skills training and assessment. Additionally, early in the SLS 1122 Academic Pathways for College Success course, students will complete a Career Decision Self-Efficacy Scale (CDSE) assignment. The first assessment of the CDSE in SLS 1122 will measure students' self-efficacy related to their career decision making. At the end of the semester, after completing all required coursework, students will again complete the CDSE assignment. The intended effect is that students' self-efficacy related to their career decision making will increase from the start of the course pre-test of the CDSE and end of the course post-test of the CDSE.

The revised SLS 1122 course will utilize the following software: Big Interview (resume creation), Folio (ePortfolio in Canvas LMS), Badgr (badging), and Florida Ready to Work (employability skills training and assessment). With the addition of new software requirements in the course, the QEP Co-Directors are working in conjunction with the College Distance Learning team, IT department, and Florida Ready to Work office to ensure correct implementation in Canvas LMS and that the software technical requirements are supported.

Though the SLS 1122 course is completed by AA degree-seeking students at the College, as it is not a required first-year course, the QEP Chair and QEP Co-Directors plan to meet with the Dean of Advising and all advisors to discuss strategies to drive course enrollment in students' first year of college. The goal of enrolling students in the SLS 1122 course in their first year of college is to benefit students in their career awareness and exploration and to help them find their career aptitudes and path earlier instead of closer to graduation. As an AA-transferable course, SLS 1122 may be completed as an elective for other students as well. After implementation of the revised SLS 1122 course, the QEP Chair and QEP Co-Directors will collaborate with Workforce Deans and Directors to implement the career components and digital tools in AS courses as well (Year 2).

To support all students in their career awareness, exploration, and soft skills development, the QEP Co-Directors will collaborate with the newly hired Career Services Coordinator. The Career Services Coordinator will serve students at all three campuses, as well as establish a strong online presence with virtual resources and opportunities. Career Services resources for students will include career fairs, mock interviews, resume review, internship development, and career transition planning. College faculty will be apprised of the Career Services offerings so they can promote the opportunities to students as well.

Chapter 5: Implementation Plan: Timeline

SJR State has devised a comprehensive strategy to establish and execute the College's QEP in compliance with Standard 7.2 of the SACSCOC Resource Manual for *The Principles of Accreditation*. The plan encompasses six academic years and outlines the tactics and resources to be utilized in accomplishing all stages of creating and executing the SJR State QEP, *The Viking Experience: Core to Career* (Table 8).

Table 8—QEP Implementation Timeline

Area	Tasks
Prior to Year 0 – Spring 2023	
QEP Chair & Co-Directors	<ul style="list-style-type: none"> Identify inaugural Experiential Learning (EL) Faculty Leads.
Faculty Training Sub-Committee	<ul style="list-style-type: none"> Build Experiential Learning Academy (ELA) for EL Faculty Leads. Develop Experiential Learning Workshop(s) for General Education (Gen. Ed.) Faculty.
SLS Course Review Sub-Committee	<ul style="list-style-type: none"> Begin redesign of SLS 1122 Academic Pathways for College Success course.
Marketing Sub-Committee	<ul style="list-style-type: none"> Develop marketing plan to introduce <i>The Viking Experience: Core to Career</i> to College community.
QEP Co-Directors, IT, and Data Maintenance Sub-Committee	<ul style="list-style-type: none"> Identify and develop tools to collect QEP data.
Prior to Year 0 – Summer 2023	
QEP Co-Directors	<ul style="list-style-type: none"> Launch ELA pilot with inaugural Faculty Leads.
EL Faculty Leads	<ul style="list-style-type: none"> Complete ELA training.
SLS Course Review Sub-Committee	<ul style="list-style-type: none"> Continue redesign of SLS 1122 Academic Pathways for College Success course.
QEP Leadership Team	<ul style="list-style-type: none"> Hire Career Services Coordinator. Hire Learning Culture Office Specialist.
Year 0 – Fall 2023	
EL Faculty Leads	<ul style="list-style-type: none"> Attend Fall Conferences/Workshops on Experiential Learning. Update Spring 2024 syllabus with EL content.
Career Services Coordinator	<ul style="list-style-type: none"> Organize and manage Career Services resources for SJR State. Collaborate with QEP Co-Directors & College Leadership to implement internship opportunities, host career fairs, and organize career events.
QEP Co-Directors	<ul style="list-style-type: none"> Finalize Experiential Learning Workshop(s) for Gen. Ed. Faculty.
Marketing Sub-Committee	<ul style="list-style-type: none"> Launch marketing plan to introduce <i>The Viking Experience: Core to Career</i> to College community.
All Full-time Faculty	<ul style="list-style-type: none"> Attend annual Faculty Convocation focused on Experiential Learning. Hold cross-curricular discussions on career-related skills taught in courses.
SLS 1122 Faculty	<ul style="list-style-type: none"> Pilot redesigned SLS 1122 Academic Pathways for College Success course.
QEP Chair & Co-Directors	<ul style="list-style-type: none"> Explore Artificial Intelligence tools for self-reflection assignment grading. Collect baseline data for selected assessment measures.
Year 0 – Spring 2024	
SLS 1122 Faculty	<ul style="list-style-type: none"> Pilot redesigned SLS 1122 Academic Pathways for College Success course.
QEP Co-Directors	<ul style="list-style-type: none"> Pilot Artificial Intelligence tool to grade student self-reflection assignments. Open application window for new group of EL Faculty Leads.
Core Gen. Ed. Faculty (EL Applicants)	<ul style="list-style-type: none"> Attend Experiential Learning Workshop(s). Submit EL Applications for 2024/25 academic year.
EL Faculty Leads	<ul style="list-style-type: none"> Pilot Core Gen. Ed. courses with EL content and assessments.

	<ul style="list-style-type: none"> Attend Spring Conferences/Workshops on Experiential Learning. Review EL Applications for 2024/25 academic year.
Student Onboarding, Engagement, and Success Coordinators	<ul style="list-style-type: none"> Ongoing direct marketing of QEP to SJR State students.
All Faculty	<ul style="list-style-type: none"> Hold cross-curricular discussions on career-related skills taught in courses.
Year 0 – Summer 2024	
SLS 1122 Faculty	<ul style="list-style-type: none"> Pilot redesigned SLS 1122 Academic Pathways for College Success course.
Core Gen. Ed. Faculty	<ul style="list-style-type: none"> Update syllabi with approved EL course content for 2024/25 academic year.
Year 1 – Fall 2024	
Core Gen. Ed. Faculty (EL Certified)	<ul style="list-style-type: none"> Implement approved EL content in Core Gen. Ed. courses.
SLS 1122 Faculty	<ul style="list-style-type: none"> Launch redesigned SLS 1122 Academic Pathways for College Success course.
QEP Co-Directors and Workforce Deans and Faculty	<ul style="list-style-type: none"> Identify AS courses for inclusion of SLS 1122 content: <ul style="list-style-type: none"> Resume ePortfolio FL Ready to Work soft skills training & assessment Alternative career assessment Badging
EL Faculty Leads	<ul style="list-style-type: none"> Attend Fall Conferences/Workshops on Experiential Learning. Review and grade Student EL Reflections.
QEP Leadership Team	<ul style="list-style-type: none"> Hire Instructional Innovation Director.
Instructional Innovation Director	<ul style="list-style-type: none"> Coordinate ongoing faculty professional development.
All Faculty	<ul style="list-style-type: none"> Hold cross-curricular discussions on career-related skills taught in courses.
Learning Culture Office Specialist	<ul style="list-style-type: none"> Gather and review data for selected assessment measures.
Year 1 – Spring 2025	
Core Gen. Ed. Faculty (EL Certified)	<ul style="list-style-type: none"> Implement approved EL content in Core Gen. Ed. courses.
QEP Co-Directors	<ul style="list-style-type: none"> Open application window for new group of EL Faculty Leads.
Core Gen. Ed. Faculty (EL Applicants)	<ul style="list-style-type: none"> Attend Experiential Learning Workshop(s). Submit EL Applications for 2025/26 academic year.
EL Faculty Leads	<ul style="list-style-type: none"> Review EL Applications for 2025/26 academic year. Attend Spring Conferences/Workshops on Experiential Learning. Review and grade Student EL Reflections.
Student Onboarding, Engagement, and Success Coordinators	<ul style="list-style-type: none"> Ongoing direct marketing of QEP to SJR State students.
All Faculty	<ul style="list-style-type: none"> Hold cross-curricular discussions on career-related skills taught in courses.
Learning Culture Office Specialist	<ul style="list-style-type: none"> Gather and review data for selected assessment measures.
Year 1 – Summer 2025	
Core Gen. Ed. Faculty	<ul style="list-style-type: none"> Update syllabi with approved EL course content for 2025/26 academic year.
EL Faculty Leads	<ul style="list-style-type: none"> Inaugural (Year 0) Faculty Leads two-year term expires.
Year 2 – Fall 2025	
Core Gen. Ed. Faculty (EL Certified)	<ul style="list-style-type: none"> Implement approved EL content in Core Gen. Ed. courses.
QEP Co-Directors and	<ul style="list-style-type: none"> Implement SLS 1122 content in AS courses:

Workforce Deans and Faculty	<ul style="list-style-type: none"> ○ Resume ○ ePortfolio ○ FL Ready to Work Soft Skills training & assessment ○ Alternative career assessment ○ Badging
QEP Co-Directors, Advising, Workforce Outreach and Student Success Coordinators	<ul style="list-style-type: none"> ● Collaborate to encourage all first-year students to complete the SLS 1122 course in their first year of college. ● Collaborate to include Advising and Workforce Outreach and Student Success Coordinators to provide career support for students.
EL Faculty Leads	<ul style="list-style-type: none"> ● Attend Fall Conferences/Workshops on Experiential Learning. ● Review and grade Student EL Reflections.
All Faculty	<ul style="list-style-type: none"> ● Hold cross-curricular discussions on career-related skills taught in courses.
Learning Culture Office Specialist	<ul style="list-style-type: none"> ● Gather and review data for selected assessment measures.
Year 2 – Spring 2026	
Core Gen. Ed. Faculty (EL Certified)	<ul style="list-style-type: none"> ● Implement approved EL content in Core Gen. Ed. courses.
QEP Co-Directors	<ul style="list-style-type: none"> ● Open application window for new group of EL Faculty Leads.
Core Gen. Ed. Faculty (EL Applicants)	<ul style="list-style-type: none"> ● Attend Experiential Learning Workshop(s). ● Submit EL Applications for 2026/27 academic year.
EL Faculty Leads	<ul style="list-style-type: none"> ● Review EL Applications for 2026/27 academic year. ● Attend Spring Conferences/Workshops on Experiential Learning. ● Review and grade Student EL Reflections.
Student Onboarding, Engagement, and Success Coordinators	<ul style="list-style-type: none"> ● Ongoing direct marketing of QEP to SJR State students.
All Faculty	<ul style="list-style-type: none"> ● Hold cross-curricular discussions on career-related skills taught in courses.
Learning Culture Office Specialist	<ul style="list-style-type: none"> ● Gather and review data for selected assessment measures.
Year 2 – Summer 2026	
Core Gen. Ed. Faculty	<ul style="list-style-type: none"> ● Update syllabi with approved EL course content for 2026/27 academic year.
EL Faculty Leads	<ul style="list-style-type: none"> ● Year 1 Faculty Leads two-year term expires.
Year 3 – Fall 2026	
Core Gen. Ed. Faculty (EL Certified)	<ul style="list-style-type: none"> ● Implement approved EL content in Core Gen. Ed. courses.
SLS 1122 Faculty	<ul style="list-style-type: none"> ● Explore digital credentials coordinated with social media platforms.
EL Faculty Leads	<ul style="list-style-type: none"> ● Attend Fall Conferences/Workshops on Experiential Learning. ● Review and grade Student EL Reflections.
All Faculty	<ul style="list-style-type: none"> ● Hold cross-curricular discussions on career-related skills taught in courses.
Learning Culture Office Specialist	<ul style="list-style-type: none"> ● Gather and review data for selected assessment measures.
Year 3 – Spring 2027	
Core Gen. Ed. Faculty (EL Certified)	<ul style="list-style-type: none"> ● Implement approved EL content in Core Gen. Ed. courses.
QEP Co-Directors	<ul style="list-style-type: none"> ● Open application window for new group of EL Faculty Leads.
Core Gen. Ed. Faculty (EL Applicants)	<ul style="list-style-type: none"> ● Attend Experiential Learning Workshop(s). ● Submit EL Applications for 2027/28 academic year.
EL Faculty Leads	<ul style="list-style-type: none"> ● Review EL Applications for 2027/28 academic year. ● Attend Spring Conferences/Workshops on Experiential Learning. ● Review and grade Student EL Reflections.

Student Onboarding, Engagement, and Success Coordinators	<ul style="list-style-type: none"> Ongoing direct marketing of QEP to SJR State students.
All Faculty	<ul style="list-style-type: none"> Hold cross-curricular discussions on career-related skills taught in courses.
Learning Culture Office Specialist	<ul style="list-style-type: none"> Gather and review data for selected assessment measures.
Year 3 – Summer 2027	
Core Gen. Ed. Faculty	<ul style="list-style-type: none"> Update syllabi with approved EL course content for 2027/28 academic year.
EL Faculty Leads	<ul style="list-style-type: none"> Year 2 Faculty Leads two-year term expires.
Year 4 – Fall 2027	
Core Gen. Ed. Faculty (EL Certified)	<ul style="list-style-type: none"> Implement approved EL content in Core Gen. Ed. courses.
EL Faculty Leads	<ul style="list-style-type: none"> Attend Fall Conferences/Workshops on Experiential Learning. Review and grade Student EL Reflections.
All Faculty	<ul style="list-style-type: none"> Hold cross-curricular discussions on career-related skills taught in courses.
Learning Culture Office Specialist	<ul style="list-style-type: none"> Gather and review data for selected assessment measures.
Year 4 – Spring 2028	
Core Gen. Ed. Faculty (EL Certified)	<ul style="list-style-type: none"> Implement approved EL content in Core Gen. Ed. courses.
QEP Co-Directors	<ul style="list-style-type: none"> Open application window for new group of EL Faculty Leads. Begin writing the QEP Impact Report.
Core Gen. Ed. Faculty (EL Applicants)	<ul style="list-style-type: none"> Attend Experiential Learning Workshop(s). Submit EL Applications for 2028/29 academic year.
EL Faculty Leads	<ul style="list-style-type: none"> Review EL Applications for 2028/29 academic year. Attend Spring Conferences/Workshops on Experiential Learning. Review and grade Student EL Reflections.
Student Onboarding, Engagement, and Success Coordinators	<ul style="list-style-type: none"> Ongoing direct marketing of QEP to SJR State students.
All Faculty	<ul style="list-style-type: none"> Hold cross-curricular discussions on career-related skills taught in courses.
Learning Culture Office Specialist	<ul style="list-style-type: none"> Gather and review data for selected assessment measures.
Year 4 – Summer 2028	
Core Gen. Ed. Faculty	<ul style="list-style-type: none"> Update syllabi with approved EL course content for 2028/29 academic year.
EL Faculty Leads	<ul style="list-style-type: none"> Year 3 Faculty Leads two-year term expires.
Year 5 – Fall 2028	
Core Gen. Ed. Faculty (EL Certified)	<ul style="list-style-type: none"> Implement approved EL content in Core Gen. Ed. courses.
QEP Co-Directors	<ul style="list-style-type: none"> Submit the QEP Impact Report to SACSCOC.
EL Faculty Leads	<ul style="list-style-type: none"> Attend Fall Conferences/Workshops on Experiential Learning. Review and grade Student EL Reflections.
All Faculty	<ul style="list-style-type: none"> Hold cross-curricular discussions on career-related skills taught in courses.
Learning Culture Office Specialist	<ul style="list-style-type: none"> Gather and review data for selected assessment measures.
Year 5 – Spring 2029	
Core Gen. Ed. Faculty (EL Certified)	<ul style="list-style-type: none"> Implement approved EL content in Core Gen. Ed. courses.
All Faculty	<ul style="list-style-type: none"> Hold cross-curricular discussions on career-related skills taught in courses.

Core Gen. Ed. Faculty (EL Applicants)	<ul style="list-style-type: none"> • Attend Experiential Learning Workshop(s). • Submit EL Applications for 2029/30 academic year.
EL Faculty Leads	<ul style="list-style-type: none"> • Review EL Applications for 2029/30 academic year. • Attend Spring Conferences/Workshops on Experiential Learning. • Review and grade Student EL Reflections.
Learning Culture Office Specialist	<ul style="list-style-type: none"> • Gather and review data for selected assessment measures.

Chapter 6: Implementation Plan: Organizational Structure

St. Johns River State College's QEP, *The Viking Experience: Core to Career*, will encompass six academic years (including Planning Year, Year 0), and the College has committed to providing appropriate resources and personnel throughout each phase of the project. In determining the resources necessary to support the different stages of the QEP development and implementation process, the QEP Leadership Team established two distinct organizational charts: one is focused on the design of the QEP and the other on the execution of the QEP.

QEP Design Organizational Chart

The QEP Steering Committee guides the direction and design of the QEP. The QEP Leadership Team ensures the project aligns with the College's mission, strategic plan, and operational goals. The QEP Leadership Team was originally comprised of the College's Senior Vice President/Chief Academic Officer (CAO), Vice President of Academic and Student Affairs, and Vice President for Assessment, Research and Technology. After naming the QEP Co-Directors, the QEP Leadership Team increased to include five College employees (Appendix A). The QEP Design Organizational Chart and QEP Execution Organizational Chart indicate separation between the QEP Leadership Team and QEP Co-Directors to allow for areas of responsibility that are under the purview of the QEP Co-Directors.

The QEP Topic Exploration Committee; Planning, Implementation and Assessment Committee; and QEP Literature Review and Topic Refinement Committee each contributed meaningful input and feedback based on their respective roles at the College. As previously described in Chapter 4, the Planning, Implementation and Assessment Committee was organized into six sub-committees: SLS 1122 Course Review Sub-Committee, Assessments/Surveys Sub-Committee, Faculty Training Sub-Committee, Marketing Sub-Committee, Data Maintenance Sub-Committee, and the Budget Sub-Committee.

As shown on the QEP Design Organizational Chart, Figure 9, the QEP Co-Directors lead the efforts of the sub-committees. To ensure all aspects of the QEP are addressed and to garner broad-based institutional support, the QEP committees and related sub-committees are comprised of the following College personnel: Advising, Learning Resources, SLS 1122 full-time faculty, General Education and Florida School of the Arts (FloArts) faculty, Workforce faculty, Business Office, Institutional Research and Effectiveness, and Information Technology (IT). The dotted lines on the organizational chart denote collaborative relationships among the committees and sub-committees.

Appendix A documents the specific members, along with the College department and the campus represented, in the QEP committees and six sub-committees of the Planning, Implementation and Assessment Committee. Further, as indicated in Appendix A, several College employees have served on multiple QEP committees, as their area of expertise and knowledge benefits more than one aspect of the design of the QEP.

QEP Execution Organizational Chart

Execution of the College's QEP is a collegewide endeavor. Therefore, all areas and respective departments are involved in the operationalization of the QEP in some manner. The QEP Execution Organizational Chart,

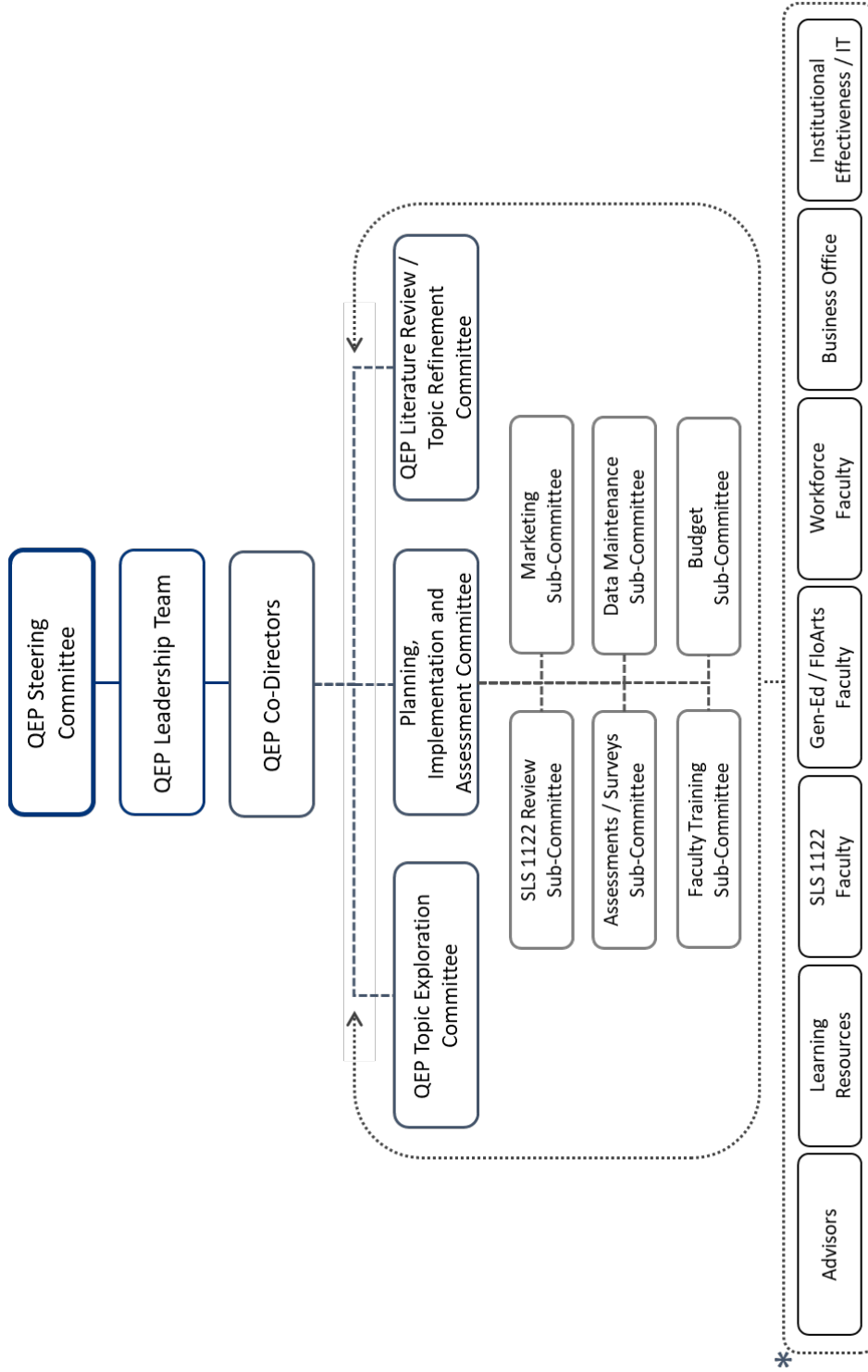
Figure 10, focuses on the departments and roles most critical to ensuring the effective implementation of the QEP.

The QEP Co-Directors guide the Experiential Learning (EL) Faculty Leads. As described in Chapter 4, the EL Faculty Leads are the faculty champions for EL in their departments and at the College. The EL Faculty Leads will complete the Experiential Learning Academy (ELA), attend workshops and conferences on EL, earn approval for at least one of their courses to be designated as EL Certified, grade EL student self-reflection assignments, assist the QEP Co-Directors in their duties, and facilitate future sessions of the ELA (train the trainer model). As such, the EL Faculty Leads will be full-time faculty members who vary in membership throughout the execution of the QEP. For example, the inaugural EL Faculty Leads will serve two years to first implement EL in their courses and collect baseline data. In the EL Faculty Leads' second year of service, they will train the next group of EL Faculty Leads. With approximately ten full-time faculty members serving in each group of EL Faculty Leads, over the six-year span of the QEP execution, more faculty members will be trained in the ELA and implement EL activities in their courses. In their role as EL Faculty Leads, they will report to the QEP Co-Directors and serve as liaisons between their respective departments and other institutional departments, expanding the culture of EL at the College.

The Learning Culture Office Specialist, in coordination with the AVP for Learning Culture and Resources, will assist the co-directors' work across the QEP. Specific job functions of the position will include scheduling and event planning related to the QEP, as well as supporting data management such as collection, extraction, and review of outcomes assessment for the QEP. Additionally, the position of Director of Instructional Innovation is budgeted and will be hired in Year 1 of the QEP implementation timeline. The Director of Instructional Innovation will enhance the professional development offerings and opportunities for the College faculty and provide cross-disciplinary collaboration and training to support academic innovation in instruction.

Student Life Skills (SLS) faculty will collaborate with the QEP Co-Directors for implementation of the redesigned SLS 1122 Academic Pathways for College Success course. SLS 1122 Faculty will track data and outcomes for the QEP and report it to the Co-Directors. The Career Services Coordinator position is a revitalized position that previously existed at the College. In the new position, the Coordinator works in collaboration with the QEP Co-Directors to serve as a resource for students and faculty for exploring career workshops and presentations. Additionally, the Coordinator will support students by coordinating career fairs, internship opportunities, and career planning. The Student Onboarding, Engagement, and Success Coordinators will work with the QEP Co-Directors in new student onboarding and overseeing student clubs and organizations.

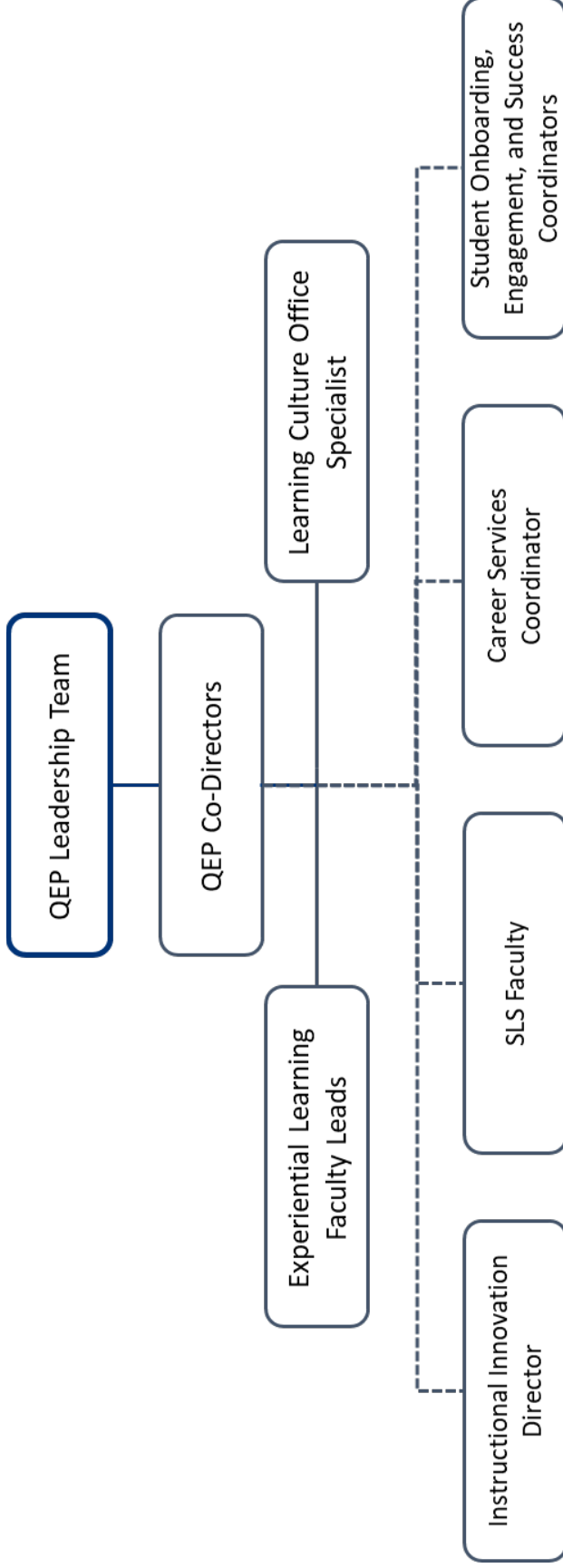
Figure 9—QEP Design Organizational Chart



*The Committees that report to the QEP Co-Directors are made up of a mix of Advisors, Learning Resources, Faculty, etc.

NOTE: Collaborative relationships are denoted by dotted lines.

Figure 10—QEP Execution Organizational Chart



NOTE: Collaborative relationships are denoted by dotted lines.

Chapter 7: Implementation Plan: Budget / Institutional Resources

St. Johns River State College has sufficient financial and human resources to initiate, implement, sustain, and complete **The Viking Experience: Core to Career** project. Required resources were identified as activities were planned and formed the basis for initial budget discussions with the administration.

The project will be allocated a budget to cover expenditures that have been reviewed by the members of the President’s Executive Leadership Team and the College’s Business Office. The proposed budget was an integral part of collegewide 2023-2024 budget decisions, indicating the thorough planning and institutional support provided to the QEP. The budget plan was incorporated into the College’s overall Budget Workshop presented to the SJR State District Board of Trustees in May 2023, and the Board approved the College’s allocation of funds to support the QEP.

The budget presented below includes the personnel, travel, training, and contractual resources required by the QEP over the six-year period (2023-2028). The budget has been designed by quotes and researched estimates on the costs required by each component of the project to ensure a strong budget that directly supports the QEP. Personnel costs are calculated as a percentage of salary and fringe costs and use the SJR State Salary Schedule and the faculty collective bargaining agreement to ensure consistency with policy and procedures. The QEP will be supported by the QEP Steering Committee, and these costs are not reflected in the budget. The QEP Steering Committee has determined that this preliminary budget (Table 9) will serve as the baseline for moving forward in QEP implementation and is sufficient to support completion.

The College has adequate facilities to support the QEP.

Table 9—QEP Budget

QEP Year	Planning 23-24	Year 1 24-25	Year 2 25-26	Year 3 26-27	Year 4 27-28	Year 5 28-29	Totals
Personnel							
QEP Faculty Co-Director, course release time	\$36,674	\$18,337	\$18,337	\$18,337	\$18,337	\$18,337	\$128,359
QEP Staff Co-Director, 25% of salary and benefits	\$19,234	\$19,234	\$19,234	\$19,234	\$19,234	\$19,234	\$115,404
Director, Instructional Innovation, 25% of salary and benefits		\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$112,500
Career Services Coordinator, 25% of salary and benefits	\$16,240	\$16,240	\$16,240	\$16,240	\$16,240	\$16,240	\$97,440

Learning Culture Office Specialist, 25% of salary and benefits	\$13,663	\$13,663	\$13,663	\$13,663	\$13,663	\$13,663	\$13,663	\$13,663	\$13,663	\$81,978
Faculty Lead Stipends	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$55,000
EL Course Review Stipends		\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$90,000
EL Course Stipends (Core Gen. Ed.)	\$5,000	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$67,500
EL Course Stipends (Non-core Gen. Ed. courses)	\$1,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$44,000
Club Sponsor Stipends	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$108,000
Operating Expenses										
Travel (National and statewide)	\$9,000	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000	\$114,000
Conferences	\$16,300	\$12,500	\$12,700	\$12,500	\$12,700	\$12,500	\$12,700	\$12,500	\$12,500	\$79,200
In-district travel	\$2,400	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$7,400
Assessments (Career Decision Self-Efficacy Scale)	\$500	\$3,400	\$3,500	\$3,600	\$3,700	\$3,800	\$3,900	\$4,000	\$4,100	\$18,500
Professional Memberships	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$6,000
Faculty EL Resources	\$2,500	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$27,500
Workshops and Speakers	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$18,000
Software Costs										
Badgr	\$4,750	\$5,000	\$5,250	\$5,500	\$5,750	\$6,000	\$6,250	\$6,500	\$6,750	\$32,250
Big Interview	\$2,200	\$2,200	\$2,200	\$2,200	\$2,200	\$2,200	\$2,200	\$2,200	\$2,200	\$13,200
Marketing										
Promotional materials	\$5,000	\$2,500	\$2,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$12,500
Grand Total	\$161,961	\$213,574	\$213,624	\$212,774	\$213,324	\$213,474	\$213,524	\$213,574	\$213,624	\$1,228,731

The QEP Co-Directors will be charged with implementing the project's plan and strategies utilizing access to existing personnel and physical resources. The Co-Directors will be responsible for collaborating with a variety of college departments to ensure the effective implementation of the QEP across the College. The Co-Directors will ensure that project activities and timelines are met and that budgeted items and activities are procured in a timely and fiscally responsible manner. The Co-Directors will also be responsible for developing an annual report on the progress of the project to share with the College President, QEP Steering Committee, and Office of Institutional Research. One Co-Director, Dr. Summer Garrett, is a current faculty member and will receive a four-course load release across fall and spring of Year 0, with a two-course load release for fall and spring for Years 1-5. The project's other Co-Director, Anastacia Hohrath, serves as a member of the College's professional support staff and her contributions to the project will be calculated as a percentage of salary and fringe costs. The project utilizes the SJR State Salary Schedule to ensure consistency with policies and procedures for all other professional support staff positions playing a role in the project.

To support the Co-Directors' data maintenance efforts, the project will utilize the position of the Learning Culture Office Specialist to assist with data retrieval and review for outcome measurement. The project has designed opportunities for the College's Career Services Coordinator to serve as a resource for providing students and faculty with career exploration workshops and presentations. The Career Services Coordinator will also be responsible for coordinating career fairs, internship development, and career transition planning. The position of Director of Instructional Innovation, which will be a part of the Year 1 budget, will assist the QEP Co-Directors with the coordination and scheduling of experiential learning faculty development opportunities, cross-disciplinary faculty collaboration, and other related training to improve instruction.

All AA and AS Faculty will be provided incentives to participate in the Experiential Learning Academy activities, course review and certification processes, experiential learning course delivery, and participation as club and organization sponsors. The College anticipates an initial group of ten EL Faculty Leads, with that group volunteering to serve for a minimum of two years. In Year 2, the Faculty Leads opportunity will be funded to expand to twenty participants, with Year 3 being the year that the first cohort of leads can cycle off the rotation of responsibilities that go with the Lead status. Each subsequent year of the project anticipates having a minimum of twenty Leads with ten new additions and ten reductions each year. All AA and AS faculty will have the opportunity to participate in the EL course certification and course delivery stipend opportunity. In developing a culture of experiential learning across the College, SJR State leadership encourages all faculty to participate in training and development opportunities to improve instruction. The project anticipates approximately sixty (60) courses per year starting in Year 1 being reviewed and approved for EL certification and delivery. The College leadership recognized the importance of clubs as a vehicle for experiential learning and supported increased budget resources being dedicated to incentivizing faculty and staff participation in club opportunities.

Conference travel opportunities are also available within the budget to offer faculty exposure to the latest and most innovative trends and research in delivering experiential learning curriculum. Also included in the budget is funding for the College and faculty to become members of and involved in various professional organizations focusing on experiential learning. These funds are also not restricted to only Core General Education course faculty. Faculty from across the College in the AA and AS degree programs will be afforded the opportunity to participate in experiential learning training opportunities.

Student opportunities to utilize the resources available in the software package Big Interview, like resume building and interview practice, are covered in this budget, along with funding to provide digital badge credentials to students via the Badgr program.

As the organizational charts in Chapter 6 highlight, a number of offices across the College will play a vital role in the execution and support of ***The Viking Experience: Core to Career*** project.

Chapter 8: Assessment Plan

The Viking Experience: Core to Career is designed to improve student career awareness and to assess achievement of related student learning outcomes. Students who successfully achieve the outcomes will have participated in experiential learning, reflected on those experiences, accumulated evidence of accomplishments, and demonstrated growth in their confidence of career preparation activities. Student success assessment tools will determine whether the QEP has the intended impact on student outcomes.

The College will track and review data from Associate in Arts (AA) and Associate in Science (AS) degree students participating in Core General Education courses that have experiential learning activities embedded and Core General Education courses without experiential learning activities. In addition, the College will review career activity data for all students participating in the SLS 1122 Academic Pathways for College Success course that is a requirement for all students pursuing an AA degree. The project also incorporates a strategy to determine and assess career activity data in specific AS degree courses starting in Year 2 of the plan.

The assessment plan will provide guidance on the implementation of ***The Viking Experience: Core to Career*** project while allowing for modifications of the assessment plan and overall project, as needed. The overall success of ***The Viking Experience: Core to Career*** project will be assessed in three areas (a) student learning outcomes, (b) implementation outcomes, and (c) college success outcomes. Given that there are multiple interventions, assessment data will be collected over the entire duration of the QEP implementation.

The QEP Leadership Team, Assessments and Surveys Sub-Committee, and Office of Institutional Research and Effectiveness will review assessment results each semester to identify areas falling short of established goals and determine necessary adjustments to the action plan or assessment measures. QEP assessment results and recommendations for program improvement will be presented to the President's Executive Leadership Team and to members of the QEP Steering Committee. These two groups are comprised of key leadership and staff from the institutional research, business affairs, instructional, and student services departments and are central to the College's coordination of comprehensive assessments and continuous improvement.

Table 10 details the planned assessment methods for each student learning outcome and the criteria for success, assessment frequency, and responsibility for administering the assessment. The table is followed by a detailed description of each assessment method and an explanation of the expected target success. A target of baseline data will be established for Year 1 based on pilot data collected in Year 0.

Assessment of Student Learning Outcomes

Table 10—Student Learning Outcomes

Outcome	Assessment	Target for Success	Frequency	Responsibility
SLO 1: Students will develop experience-based knowledge of their Core General Education Courses that will enhance their <i>awareness</i> of the relationship between core curriculum and career competencies.	Administer a Core Course-to-Career quiz (pre-test and post-test) to accompany each Core General Education course Experiential Learning Activity.	By Year 5, at least 80% of students in a Core Gen. Ed. course with an EL Activity will score 3.5, or higher, on a 5-point scale, for 3 relevant questions.	Fall & Spring Semesters (ongoing)	Core Gen. Ed. Faculty
SLO 2: Students will engage in reflection of Experiential Learning Activities and demonstrate the ability to critically examine their experiences and create connections between those experiences and Core General Education knowledge.	Assign a student self-reflection assessment to each Core General Education course Experiential Learning Activity; utilize a grading rubric for self-reflection assessment.	By Year 5, at least 80% of students in a Core Gen. Ed. course with an EL Activity will score 3.0 or higher on a 4-point scale for the domains on the experiential learning rubric.	Fall & Spring Semesters (ongoing)	EL Faculty Leads Core Gen. Ed. Faculty
SLO 3: Students will demonstrate that learning occurs in context by visibly accumulating evidence of career development accomplishments.	Utilize a rubric to assess student cohort ePortfolio artifacts and work samples.	By Year 5, at least 85% of all cohort students will score 3.0 or higher on a 4-point scale.	Fall & Spring Semesters (ongoing)	SLS 1122 Faculty
	Participation rate in the development of ePortfolio.	By Year 5, at least 85% of all cohort students will develop an ePortfolio.	Fall & Spring Semesters (ongoing)	SLS 1122 Faculty
	Florida Ready to Work Soft Skills Assessment.	By Year 5, 85% of all cohort students will complete and acquire the Florida Ready to Work Soft Skills credential.	Fall & Spring Semesters (ongoing)	SLS 1122 Faculty
	Participation rate in the attainment of digital credential.	By Year 5, at least 85% of ENC 1101 students will earn a minimum of one digital badge.	Fall & Spring Semesters (ongoing)	Records / Distance Learning

SLO 4: Students will demonstrate confidence in their ability to achieve career preparation skills.	Administer a (pre-test and post-test) career decision self-efficacy assessment to measure student confidence in their ability to make career decisions.	By Year 5, at least 85% of all cohort students will score a 3.5, or higher, on a 5-point scale, in the career decision self-efficacy post assessment.	Fall & Spring Semesters (ongoing)	SLS 1122 Faculty
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Student Outcome Assessment Methods

SLO 1: Students will develop experience-based knowledge of their Core General Education Courses that will enhance their awareness of the relationship between core curriculum and career competencies.

A Core Course-to-Career quiz (Appendix E) will be administered as a pre-test within the first three weeks of the Fall and Spring semesters by faculty to cohort students in Core General Education courses, and again as a post-test after participation in an experiential learning activity to evaluate their understanding of the connectedness between general education learning outcomes and career preparedness. The results of this quiz will provide feedback on how well the experiential learning activity impacts student awareness of the relationship between Core General Education outcomes and career readiness competencies. The online quiz will be administered by faculty within the course's Canvas Learning Management System (LMS) system. The results will be centrally located within the College's Watermark Survey system under the organization and management of the QEP Co-directors. At the end of each semester, the QEP Co-Directors and the QEP Leadership Team will meet to discuss progress and identify areas that need to be revised.

The established criterion for success is by Year 5 at least 80% of students in a Core General Education course with an experiential learning activity will score 3.5, or higher, on a 5-point scale, on the post-test for three relevant questions.

SLO 2: Students will engage in reflection of experiential learning activities and demonstrate the ability to critically examine their experiences and create connections between those experiences and Core General Education knowledge.

A written self-reflection assignment (Appendix F) will be administered to students in the Core General Education course after completion of the course's experiential learning activity. The overall target for student learning will be determined by a rubric (Appendix G) utilized by the EL Faculty Leads who have participated in inter-rater reliability training to ensure consistent scoring. The assessment tool utilized is a modified experiential learning rubric based on the Integrative Learning VALUE Rubric developed at the College of Coastal Georgia. The results of this assignment will provide feedback on how well the experiential learning activity impacts student understanding of the connection between Core General Education outcomes and career readiness competencies.

The QEP Leadership Team will meet annually to discuss progress and identify areas that need to be revised.

SLO 3: Students will demonstrate that learning occurs in context by visibly accumulating evidence of career development accomplishments.

Students will prepare a detailed ePortfolio in SLS 1122 Academic Pathways for College Success course (starting Year 1) and in specific introductory courses in AS programs (starting Year 2). The ePortfolio activity will also be observed for participation rate. With a goal of increasing the use of the ePortfolio as a tool to visually demonstrate and track student learning across the College, the QEP plan will track the number of SLS 1122 (and subsequent AS course) students successfully creating an ePortfolio in the Canvas Learning Management System (LMS). Students will also be tasked with completing specific activities and assignments required for an “Exemplary” or “Proficient” grade. An ePortfolio grading rubric (Appendix H) will be utilized to assess each collected and uploaded artifact. SLS 1122 and AS degree faculty will be trained to use the rubric to grade students’ ePortfolios. The established criterion for success for ePortfolio creation is by Year 5 at least 85% of all cohort students will have developed the visual portfolio archive in the Canvas LMS.

The College will track the number of students who complete ENC 1101 and complete the requirements to earn the Communications digital badge. Those who complete the course and the requirements for the digital badge will be tracked by catalog year cohort and degree type. The established criterion for success is by Year 5, at least 85% of ENC 1101 students will earn a minimum of one digital badge.

Another element of the assessment plan for SLO 3 involves implementing a Florida Ready to Work Soft Skills credential program based on NACE competencies for career readiness. The knowledge and skills students must demonstrate to earn this credential badge align with SLO 3 and the instruction, activities, and assignments in the SLS 1122 Academic Pathways for College Success career exploration and planning unit (and subsequent AS course). The established criterion for success by Year 5 is at least 80% of students in the project’s cohorts will earn the soft skills credential.

The QEP Leadership Team will meet annually to discuss progress and identify areas that need to be revised.

SLO 4: Students will demonstrate confidence in their ability to achieve career preparation skills.

The Career Decision Self-Efficacy Scale (CDSE) by Betz and Taylor (2012) will be administered as a pre-test within the first three weeks of the Fall and Spring semesters and then as a post-test after completion of SLS 1122 course (and subsequent AS course) career activities to measure students’ degrees of belief that they can successfully complete tasks necessary to making career decisions (Appendix I). The assessment will be set up as a survey link and will be administered by SLS 1122 faculty (and subsequent AS course faculty) within the course’s Canvas LMS system. The results will be centrally located within the College’s Watermark Survey system under the organization and management of the QEP Co-directors. The established criterion for success is by Year 5, at least 85% of cohort students will score a 3.5, or higher, on a 5-point scale in the career decision self-efficacy post-assessment.

The QEP Leadership Team will meet annually to discuss progress and identify areas that need to be revised.

Assessment of Implementation Outcomes

The following section outlines the activities that will be taken to develop an effective learning environment for *The Viking Experience: Core to Career* program and the planned methods to assess the implementation process. With a goal of infusing experiential learning throughout the Core General Education courses offered at the College and developing a culture of experiential learning across the College, the project seeks to annually increase the number of courses that receive the experiential learning certification designation. The project also seeks to increase the number of faculty annually that become trained in developing experiential learning courses and participating in the process of training other faculty to develop experiential learning courses. By introducing experiential learning strategies and techniques to faculty across the College's degree programs, the project aims to foster an increased awareness by not only students, but also by faculty of the relationships between the skills taught in Core General Education courses and those skills identified as significant for career awareness and competency.

Table 11 details the QEP implementation outcomes, planned assessment method for each outcome, criteria for success, assessment frequency, and responsibility for administering the assessment. The table is followed by a detailed description of each assessment method and an explanation of the expected target success. A target of baseline data will be established for Year 1 based on pilot data collected in Year 0.

Table 11—Implementation Outcomes

Outcome	Assessment	Target for Success	Frequency	Responsibility
IO 1: Incorporation of Experiential Learning in Core General Education courses.	Percentage of Core General Education courses with an Experiential Learning Activity embedded in the course.	By Year 5, at least 75% of Core General Education courses will incorporate an Experiential Learning Activity.	Fall & Spring Semesters (ongoing)	QEP Co-Directors
IO 2: Core General Education faculty participation in Experiential Learning Academy professional development.	Percentage of Core Gen. Ed. faculty who participated in Experiential Learning Academy.	By Year 5, at least 60% of Core Gen. Ed. faculty will have participated in the Experiential Learning Academy.	Fall & Spring Semesters (ongoing)	QEP Co-Directors
IO 3: Core General Education faculty are equipped with an improved understanding of the correlation between student career competencies and Core General Education courses upon completion	Professional development evaluation survey administered to faculty participants after Experiential Learning Academy (ELA) completion.	By Year 5, at least 90% of faculty who completed the Experiential Learning Academy will agree that participation in the ELA has increased their	Fall & Spring Semesters (ongoing)	QEP Co-Directors

of the Experiential Learning Academy.		understanding of the connection between core education classes and student career competencies.		
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Implementation Outcome Assessment Methods

IO 1: Incorporation of Experiential Learning in Core General Education courses.

The QEP incorporates the utilization of an Experiential Learning Academy tasked with developing and training EL Faculty Leads (approximately ten annually). The EL Faculty Leads are charged with incorporating experiential learning awareness and activities into their Core General Education courses. Additionally, the EL Faculty Leads are tasked with assisting other interested faculty with the process of developing experiential learning activities for inclusion in Core General Education courses.

Because of the training and implementation process, it is intended that the EL Faculty Leads will become champions for experiential learning and its benefits, as well as mentors to their peers interested in including experiential learning in their courses. Further, after the inaugural EL Faculty Leads have completed the Experiential Learning Academy and successfully implemented experiential learning in their own Core General Education course(s), they will help the QEP Co-Directors to train the next group of EL Faculty Leads and so on. In this “train the trainer” model, it is intended that the faculty will become more invested and engaged in expanding the reach of experiential learning across the College since they are responsible for training their peers as well. The College will track the number of faculty participating in the Experiential Learning Academy and implementing experiential learning in their Core General Education courses. The criterion for success is by Year 5, at least 75% of Core General Education courses will incorporate an experiential learning activity.

IO 2: Core General Education faculty participation in Experiential Learning Academy professional development.

Faculty will be provided with the opportunity to participate in the Experiential Learning Academy professional development training to become EL Faculty Leads (Appendix J). EL Faculty Leads will also have the opportunity to attend state or national conferences to expand their understanding of EL and how best to implement it in courses. Further, to incentivize Core General Education faculty to participate in the training academy, faculty stipends for its completion have been built in the QEP budget. As the QEP progresses and more faculty have completed the training, the reach of the training effects on Core General Education courses will increase. It is intended that more faculty will choose to participate in the training as the QEP progresses and that the culture of experiential learning will grow each year of the QEP.

The College will track the number of faculty participating in these academy opportunities. Participation will also be tracked by program and department. The criterion for success is by Year 5, 60% of full-time faculty from all five Core General Education course discipline areas will attain EL Faculty Lead status offered as part of the QEP. This will prepare faculty across the AA and AS degree curriculum to

incorporate experiential learning activities into their classes, which will further the goal of engaging students in these activities throughout their educational journey.

IO 3: Core General Education faculty are equipped with an improved understanding of the correlation between student career competencies and Core General Education courses upon completion of the Experiential Learning Academy.

To achieve student understanding of the correlation between career competencies and Core General Education coursework, the Core General Education faculty must first understand the connection and the importance of guiding students in its connection. As such, the Experiential Learning Academy includes training in the development of students’ soft skills. Additionally, the faculty are educated on NACE career competencies (Communication, Critical Thinking, Leadership, Professionalism, Teamwork, and Technology) that students need to achieve career success. In the Experiential Learning Application (Appendix K), Core General Education faculty must identify and explain the NACE career competencies that the experiential learning activity they are proposing will achieve. Review of the faculty applications and course syllabi will help to ensure that the course and planned experiential learning activity can successfully help students to develop their career competencies.

After each Experiential Learning Academy training opportunity, a survey (Appendix L) will be given to determine participants’ responses to questions about the information provided; the perceived usefulness of each of the trainings; whether they consider themselves likely to include course-career competency assignments in their classes; and any concerns about the inclusion of such assignments in their classes. The criterion for success is by Year 5, at least 90% of Faculty who completed the Experiential Learning Academy will agree that participation in the ELA has increased their understanding of the connection between core education classes and student career competencies. The QEP Co-Directors will collect and tabulate the survey responses, collaborating with the Office of Institutional Research. Results will be shared with the QEP Leadership Team and used to make ongoing professional development revisions throughout the semester.

Assessment of College Success Outcomes

Table 12 details college success outcomes that the College already tracks to measure student success. The table includes the outcomes, assessment method, criteria for success, frequency of assessment, and responsibility for administering the assessment.

Table 12—College Success Outcomes

Outcome	Assessment	Target for Success	Frequency	Responsibility
Student Persistence Rates will increase.	Percentage of student cohort who persist Fall-to-Spring	By Year 5, FTIC students continuously enrolled (Fall & Spring semesters) will have demonstrated a fall to spring persistence rate of 82%	Spring Semester (ongoing)	Institutional Research (IR)

	Percentage of student cohort who persist: Fall-to-Fall	By Year 5, FTIC students continuously enrolled (Fall & Spring semesters) will have demonstrated a fall-to-fall retention rate of 62%	Fall Semester (ongoing)	IR
Student Core Gen. Ed. Course Success Rates will increase.	Core Gen. Ed. Course Success rates	By Year 5, the success rate of Core Gen. Ed. courses with an EL Activity embedded will improve by 5%.	Annually	IR
Student enrollment in SLS 1122 course will increase.	Enrollment rate of FTIC students in SLS 1122	By Year 5, the % of FTIC students who complete SLS 1122 course during their 1 st year will increase by 30%	Fall & Spring Semesters (ongoing)	IR
Student participation in Clubs and Organizations will increase.	Participation rate of students in clubs and organizations.	By Year 5, the number of students participating in clubs and organizations will increase by 45%	Annually	QEP Sub-Committee
Student satisfaction with Career Services will increase.	College Career Services Satisfaction rating in annual survey	By Year 5, Career Services satisfaction scores will improve by 5% on a 5-point scale.	Annually	IR

While not essential to the evaluation of success of the student learning outcomes of the project, the College and the QEP Leadership Team have also incorporated the monitoring of specific data sets that reflect positively in terms of student behaviors and perception. Student persistence and retention are critical metrics that the College measures annually. As the project moves through its stages, the belief is that many of the benefits of the interventions referenced in the literature review will have an indirect impact on these measures. The QEP team is hopeful that instruction in Core General Education classes becomes more dynamic and has an amplified career value to students, which, in turn, will correlate to increased interest and success in those courses.

The College's Advising Office has for years stressed the importance of SLS courses as the foundation for a great start to college. With the project's use of the SLS 1122 course as a means for expanding EL and its related beneficial effects, these advising offices now have additional points of value to recommend to students as they select courses. The project's leadership plans to work closely with the Department of Arts & Sciences, and eventually courses in AS degree programs, to ensure that the SLS 1122 opportunities are strategically and conveniently scheduled across all campuses and all modalities.

Another productive activity that was highlighted in the literature review about EL, and that will be encouraged by the College via the EL Academy and other professional development opportunities, is the formation of student clubs and organizations. The project's belief is that the club/organization activities will increase as options for EL and serve as vehicles for creating interest in academic and leadership areas. Students will recognize the value of these groups and will engage in these opportunities. Overall, the project intends to create a culture of experiential learning, which in turn creates heightened levels of career awareness across the College. Students will begin to see every moment they engage in College activities, curricular or extra-curricular, as being career related. The view of the College evolves from being just classrooms and instructors to becoming an environment where every action/interaction that a student has becomes an opportunity for the College to provide career practices, habits, and services.

Conclusion

SJR State's QEP *The Viking Experience: Core to Career* is in compliance with standard 7.2 (a) through 7.2 (e).

The QEP aligns with the College's mission and strategic plan and is a logical next step in a series of important initiatives designed by the College to promote excellence in teaching and learning to enrich the lives of its students and strengthen its community. The topic is the result of not only comprehensive review and analysis of student learning and success data but also extensive engagement with institutional stakeholders, and this has resulted in broad collegewide support of the QEP. It is focused and designed to improve student learning and student success in the development of career awareness and career skills by providing every degree-seeking student access to experiential learning via instruction in Core General Education courses. The College's organizational structure supports the QEP, and sufficient resources and budget have been identified and committed to initiate, sustain, and complete the project. The QEP will be integrated into the College's strong culture of assessment, and a comprehensive plan to assess the QEP using multiple methods of direct and indirect measures and quantitative and qualitative metrics will inform its continuous improvement toward maximizing and sustaining student success and program effectiveness. Activities including the Experiential Learning Academy pilot, SLS 1122 Academic Pathways for College Success curriculum redesign, and development of Career Services resources are currently underway, ensuring a strong and successful start to the QEP, and results and feedback from these pilots will be used to further strengthen the phased implementation and ultimate success of the project.

St. Johns River State College's QEP Team looks forward to receiving feedback on the project from the On-Site Committee.

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Appendices

Appendix A: QEP Development Committees.....	75
Appendix B: QEP Data Review Trend Survey	79
Appendix C: QEP Topic Selection Survey	81
Appendix D: General Education and Career Clusters workshop group activity	84
Appendix E: Core Course-to-Career Quiz.....	85
Appendix F: Experiential Learning Student Self-Reflection Assignment	89
Appendix G: Experiential Learning Student Self-Reflection Rubric	90
Appendix H: ePortfolio Rubric	91
Appendix I: Career Decision Self-Efficacy Survey Short Form (CDSE).....	92
Appendix J: Experiential Learning Academy Outline	94
Appendix K: Experiential Learning Application.....	96
Appendix L: Experiential Learning Academy Attendee Survey.....	98

Appendix A: QEP Development Committees

Staff	Title	Campus	QEP Role
Alexandra Asbille	Faculty, Communications	PAC	Literature Review/Topic Refinement Committee Planning, Implementation and Assessment Committee—Faculty Training Sub-Committee
Dr. Karen Balcanoff	Baccalaureate Admissions & Success Manager	PAC	Literature Review/Topic Refinement Committee Planning, Implementation and Assessment Committee—Marketing Sub-Committee
Jennifer Bass	Program Director of Respiratory Care	SAC	Planning, Implementation and Assessment Committee—Budget Sub-Committee
Royce Bass	Associate Dean of Arts and Sciences	PAC	Planning, Implementation and Assessment Committee—SLS Course Review Sub-Committee
Norval Bell	Faculty, Computer Education	OPC	Literature Review/Topic Refinement Committee
Eric Biggs	Campus Librarian	SAC	Literature Review/Topic Refinement Committee Topic Exploration Committee Planning, Implementation and Assessment Committee—Marketing Communications Sub-Committee
Dr. Melanie Brown	Senior Vice President/CAO	PAC	QEP Steering Committee QEP Leadership Team
Dr. Ellen Burns	Assistant Vice President for Assessment, Research, and Grants	PAC	QEP Steering Committee
Dr. David Campbell	Vice President for Workforce Development/CTE (2021-2022)	OPC	QEP Steering Committee
Angeline Cloud	Workforce Outreach and Student Success Coordinator	SAC	Literature Review/Topic Refinement Committee Planning, Implementation and Assessment Committee—SLS Course Review Sub-Committee
Stacey Daniels	Faculty, Mathematics	SAC	Planning, Implementation and Assessment Committee
Robert Dye	Digital Marketing Manager, Strategic Communications	OPC	Marketing Sub-Committee
Dr. Gilbert Evans	Vice President for Legal Affairs/General Counsel	PAC	QEP Steering Committee
Thomas Flanagan	Faculty, Mathematics	OPC	Literature Review/Topic Refinement Committee
Laura Fezie	Strategic Communications	PAC	Marketing Sub-Committee
Cristy Furr	Faculty, Humanities	SAC	Topic Exploration Committee
Dr. Summer Garrett	Faculty, Business & Organizational Management	SAC	Literature Review/Topic Refinement Committee QEP Co-Director QEP Leadership Team

			Planning, Implementation and Assessment Committee–Faculty Training, SLS Course Review Sub-Committees
Dr. Cheryl Giacomelli	Faculty, Social Science	SAC	Literature Review/Topic Refinement Committee Planning, Implementation and Assessment Committee–Assessments/Surveys Sub-Committee
Timothy Gilboy	Faculty, Engineering/Advanced Manufacturing	OPC	Literature Review/Topic Refinement Committee Topic Exploration Committee
Jessica Greer	Faculty, Mathematics	PAC	Topic Exploration Committee
Jack Hall	Assistant Vice President for Student Affairs	PAC	QEP Steering Committee
Dr. Iana Harris	Academic Advisor	OPC	Topic Exploration Committee
Dr. Anna Harvey	Faculty, Student Life Skills (SLS) and Social Science	PAC	Planning, Implementation and Assessment Committee–Assessments/Surveys Sub-Committee
Anastacia Hohrath	Instructional Project Manager	OPC	Literature Review/Topic Refinement Committee QEP Co-Director QEP Leadership Team Planning, Implementation and Assessment Committee–Marketing, Data Maintenance Sub-Committees
Dr. Rosalind Humerick	Vice President and Chief Institutional Research Officer	PAC	QEP Steering Committee QEP Leadership Team
Jessica Jarvis	Programmer III	PAC	Planning, Implementation and Assessment Committee–Data Maintenance Sub-Committee
Heather Jones	Coordinator of Instructional Technology	PAC	Literature Review/Topic Refinement Committee Topic Exploration Committee
Dr. Edward Jordan	Vice President for Academic and Student Affairs	PAC	QEP Steering Committee, Chair QEP Leadership Team Planning, Implementation and Assessment Committee–Assessments/Surveys, Budget Sub-Committees
Tiffany Jordan	Faculty, Florida School of the Arts	PAC	Planning, Implementation and Assessment Committee–Faculty Training, Marketing Sub-Committee
Aleia Jureski	Director of Clinical Care	SAC	Literature Review/Topic Refinement Committee
Dr. Maisoun (Mimi) Kawwaff	Faculty, Business & Organizational Management	OPC	Literature Review/Topic Refinement Committee Planning, Implementation and Assessment Committee–Faculty Training Sub-Committee
Mike Keller	Associate Vice President for Academic Affairs	OPC	Planning, Implementation and Assessment Committee

Susan Kessler	Director of Public Relations and Marketing, Strategic Communications	PAC	Marketing Sub-Committee
Dr. Mary Ann Kester	Associate Dean of Adult and Teacher Education	PAC	Literature Review/Topic Refinement Committee
Dustin Latta	Associate Dean of Arts and Sciences	OPC	Topic Exploration Committee
Harry Lane	Information Operations Director	PAC	Planning, Implementation and Assessment Committee–Data Maintenance Sub-Committee
Tammy Lane	Web & Digital Strategies, Strategic Communications	PAC	Marketing Sub-Committee
Kevin Kelly	Faculty, Florida School of the Arts	PAC	Planning, Implementation and Assessment Committee–Marketing Sub-Committee
Breanna Korsman Thomas	Faculty, Physical Science	SAC	Planning, Implementation and Assessment Committee–Faculty Training Sub-Committee
Jill Leggett	Faculty, Physical Science	PAC	Literature Review/Topic Refinement Committee Topic Exploration Committee Planning, Implementation and Assessment Committee–Data Maintenance Sub-Committee
Dr. Charlene (Banta) Livaudais	HIT Program Director	OPC	Topic Exploration Committee Planning, Implementation and Assessment Committee
Andrew Macfarlane	Public Services Librarian	OPC	Literature Review/Topic Refinement Committee Planning, Implementation and Assessment Committee–Marketing Sub-Committee
Christy Mael	Director of Radiologic Technology	SAC	Literature Review/Topic Refinement Committee
Deborah McCarley	Faculty, Criminal Justice	SAC	Planning, Implementation and Assessment Committee
Kara McKinley	Academic Services Coordinator	PAC	Topic Exploration Committee
Dr. Douglas Mikutel	Faculty, Social Science	PAC	Topic Exploration Committee
Jill Nawrocki, J.D.	Faculty, Student Life Skills (SLS) and Social Science	SAC	Literature Review/Topic Refinement Committee Topic Exploration Committee Planning, Implementation and Assessment Committee–SLS Course Review Sub-Committee
Brian Niece	Faculty, Humanities	OPC	Literature Review/Topic Refinement Committee Planning, Implementation and Assessment Committee–Marketing Sub-Committee
Melanie Parker	Academic Support Coordinator	PAC	Topic Exploration Committee
Dr. Jay Paterson	Assistant Vice President for Articulation and Career Services	PAC	Planning, Implementation and Assessment Committee

Cory Roberts	Faculty, Biological Science	PAC	Planning, Implementation and Assessment Committee
Jim Rogers	Student Activities Director	OPC	Topic Exploration Committee
Laura Rogers	Academic Advisor	SAC	Literature Review/Topic Refinement Committee Topic Exploration Committee
Renee Ruffalo	Director of Dual Enrollment	PAC	Literature Review/Topic Refinement Committee Planning, Implementation and Assessment Committee–Assessments/Surveys Sub-Committee
Emily Schafer	Dean of Florida School of the Arts	PAC	Literature Review/Topic Refinement Committee Topic Exploration Committee Planning, Implementation and Assessment Committee–Budget Sub-Committee
Joanna Simpson	Academic Advisor	OPC	Literature Review/Topic Refinement Committee Planning, Implementation and Assessment Committee–Marketing Sub-Committee
Michelle Sjogren	Executive Director of Strategic Communications	PAC	Planning, Implementation and Assessment Committee—Marketing Sub-Committee
Joyce Smith	Public Services Librarian	PAC	Literature Review/Topic Refinement Committee
Marsha Smith	Academic Affairs Office Specialist	PAC	Topic Exploration Committee
Dr. Misty Sutton	Faculty, Biological Science	OPC	Planning, Implementation and Assessment Committee—Faculty Training Sub-Committee
Karen Thomas	Dean of Advising and Student Services (2021-2022)	PAC	Topic Exploration Committee
Edwin Turner III	Faculty, Communications	OPC	Topic Exploration Committee
Dr. Kim Van Vliet	Faculty, Biological Science	PAC	Planning, Implementation and Assessment Committee
Dr. Charlene Velasco	Faculty, Nursing	OPC	Topic Exploration Committee
Dr. Christina Will	Assistant Vice President for Learning Culture and Resources	PAC	QEP Steering Committee
James Wray	Faculty, Mathematics	PAC	Planning, Implementation and Assessment Committee–Data Maintenance Sub-Committee

Appendix B: QEP Data Review Trend Survey

Data Set Reviewed (*check the appropriate data set*):

- | | | |
|--|---|--|
| <input type="checkbox"/> CCSSEE | <input type="checkbox"/> CLNA | <input type="checkbox"/> IPEDS |
| <input type="checkbox"/> CCBP | <input type="checkbox"/> College Success Studies | <input type="checkbox"/> Strategic Plans |
| <input type="checkbox"/> Competency Maps | <input type="checkbox"/> High School Enrollment Rates | <input type="checkbox"/> Student Surveys |

#1 Trend:

Learning & Achievement Area(s) Impacted (*check all that apply*):

- | | | |
|--|--|--|
| <input type="checkbox"/> Reading Skills | <input type="checkbox"/> Career Planning | <input type="checkbox"/> Course Planning |
| <input type="checkbox"/> Writing Skills | <input type="checkbox"/> Faculty-Student Relationships | <input type="checkbox"/> Technology Literacy |
| <input type="checkbox"/> Math Skills | <input type="checkbox"/> Family/Peer Support | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Financial Resources | <input type="checkbox"/> Service Learning |
| <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Study Skills | <input type="checkbox"/> Teamwork/Civility |
| <input type="checkbox"/> Information Literacy | <input type="checkbox"/> Mentoring (Faculty/Staff/Peer) | <input type="checkbox"/> Distance Learning |
| <input type="checkbox"/> Fundamental Knowledge | <input type="checkbox"/> Wellness (Physical/Mental) | <input type="checkbox"/> Faculty Development |
| <input type="checkbox"/> Academic Preparation | <input type="checkbox"/> Student Clubs/Programming | <input type="checkbox"/> Soft Skills/Life Skills |
| <input type="checkbox"/> Study Groups/Learning Communities | <input type="checkbox"/> First-Year Student Success Course | <input type="checkbox"/> Other: _____ |

College Division(s) With Impact/Influence (*check all that apply*):

- | | | |
|---|--|--|
| <input type="checkbox"/> Arts & Sciences | <input type="checkbox"/> Academic Support Centers | <input type="checkbox"/> Allied Health |
| <input type="checkbox"/> FloArts | <input type="checkbox"/> Adult Education | <input type="checkbox"/> Business Education |
| <input type="checkbox"/> Financial Aid | <input type="checkbox"/> Disability Services | <input type="checkbox"/> Technical Education |
| <input type="checkbox"/> Academic Advising | <input type="checkbox"/> Career Services | <input type="checkbox"/> Bookstore |
| <input type="checkbox"/> Testing | <input type="checkbox"/> Veterans Affairs | <input type="checkbox"/> Cashier's office |
| <input type="checkbox"/> Distance Learning | <input type="checkbox"/> Care Counseling | <input type="checkbox"/> Facilities |
| <input type="checkbox"/> Teacher Education | <input type="checkbox"/> Web Services | <input type="checkbox"/> Campus Safety |
| <input type="checkbox"/> Dual Enrollment | <input type="checkbox"/> Criminal Justice | <input type="checkbox"/> Foundation |
| <input type="checkbox"/> Continuing Education | <input type="checkbox"/> Organizational Management | <input type="checkbox"/> Public Relations |
| <input type="checkbox"/> Instructional Design | <input type="checkbox"/> Nursing | <input type="checkbox"/> Campus Technology |
| <input type="checkbox"/> Library | <input type="checkbox"/> Computer Education | <input type="checkbox"/> Other: _____ |

Trend Indicates:

- a lack of _____
- need more support from _____
- need more collaboration from _____
- need more resources dedicated to _____
- other _____

Solution on campus:

- Exists _____
- Possibly Exists _____
- Nonexistent _____

Other comments/observations:

#2 Trend:

Learning & Achievement Area(s) Impacted (*check all that apply*):

- | | | |
|--|--|--|
| <input type="checkbox"/> Reading Skills | <input type="checkbox"/> Career Planning | <input type="checkbox"/> Course Planning |
| <input type="checkbox"/> Writing Skills | <input type="checkbox"/> Faculty-Student Relationships | <input type="checkbox"/> Technology Literacy |
| <input type="checkbox"/> Math Skills | <input type="checkbox"/> Family/Peer Support | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Financial Resources | <input type="checkbox"/> Service Learning |
| <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Study Skills | <input type="checkbox"/> Teamwork/Civility |
| <input type="checkbox"/> Information Literacy | <input type="checkbox"/> Mentoring (Faculty/Staff/Peer) | <input type="checkbox"/> Distance Learning |
| <input type="checkbox"/> Fundamental Knowledge | <input type="checkbox"/> Wellness (Physical/Mental) | <input type="checkbox"/> Faculty Development |
| <input type="checkbox"/> Academic Preparation | <input type="checkbox"/> Student Clubs/Programming | <input type="checkbox"/> Soft Skills/Life Skills |
| <input type="checkbox"/> Study Groups/Learning Communities | <input type="checkbox"/> First-Year Student Success Course | <input type="checkbox"/> Other: _____ |

Appendix C: QEP Topic Selection Survey

As part of SJR State’s reaffirmation of accreditation, the institution must develop a Quality Enhancement Plan (QEP). The QEP is a carefully designed and focused course of action that addresses a well-defined issue or issues directly related to improving the educational experience for students. Several ideas have been submitted for consideration as being the focus of our QEP:

- Adopt-a-Business
- Developing Soft Skills through Collaborative Learning
- We're Here for You: Encouraging Student Success and Persistence through Instructor Presence
- Faculty Center for Excellence
- Vikings Thrive: Addressing Student Wellness to Improve Retention and Success
- Guided Pathways with a Focus on Onboarding
- Experiential Learning Across the Curriculum
- Computer and Digital Literacy Initiative

Each idea was recently presented at the College’s QEP Topic Forum. Hopefully, you’ve had the chance to view the forum, and you’ve also had a chance to think about the ideas proposed. Your opinions and feedback are valuable to the process of determining our eventual project. By completing the following survey, you will provide the QEP Steering Committee with additional insight to consider when making the decision which idea to pursue as a long-term project. Thanks for your participation.

Community Member:			
<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff		
On which campus do you spend most of your time:			
<input type="checkbox"/> Orange Park	<input type="checkbox"/> Palatka	<input type="checkbox"/> St. Augustine	<input type="checkbox"/> Online
Time with College:			
<input type="checkbox"/> Less than 5 years	<input type="checkbox"/> 5 – 9 years	<input type="checkbox"/> Over 10 years	<input type="checkbox"/>
Alumnus/a of the College:			
<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Job Status:			
<input type="checkbox"/> Full Time	<input type="checkbox"/> Part Time	<input type="checkbox"/> Adjunct	<input type="checkbox"/>

Please rate each proposal based on the questions below.

QEP Proposal Topic:	
----------------------------	--

How is the proposed topic transformative in terms of student learning and/or student success? What student learning outcomes are addressed?

- Exceptional**—Proposal offers a compelling topic description; project goals are feasible given the scope of the topic and are clearly articulated.
- Acceptable**—Proposal description is clear; goals are described in adequate detail but may seem somewhat over- or under ambitious for the scope of the topic.
- Weak**—Proposal description is vague or unclear; goals are not clearly articulated and do not appear to be feasible.
- Unacceptable**—Proposal does not meet minimal standards.

How does the proposed topic positively impact an issue or need related to student learning and/or student success at the institutional level?

- Exceptional**—Proposal convincingly describes a need for the topic; direct and strong relationship between the proposed topic and key student learning and/or student success.
- Acceptable**—Proposal describes a need for the topic but does not offer a strong relationship between the proposed topic and key student learning and/or student success issue.
- Weak**—Weak or unclear relationship between the proposed topic and key student learning and/or student success issue.
- Unacceptable**—Proposal does not meet minimal standards.

How would implementing the plan improve student learning and/or student success? What steps or actions would be implemented?

- Exceptional**—Proposal provides a clear explanation of steps or actions needed to implement a plan to improve student learning and/or student success.
- Acceptable**—Proposal mentions minimal steps or actions needed to implement a plan to improve student learning and/or student success.
- Weak**—Steps or actions needed to implement a plan to improve student learning and/or student success are unclear or insufficient.
- Unacceptable**—Proposal does not meet minimal standards.

How does the proposed topic engage various departments and stakeholders in coordination and collaboration?

- Exceptional**—Proposal clearly describes the involvement of relevant stakeholders in planning and implementation; contains strong evidence of collegewide involvement for full execution of plan.
- Acceptable**—Proposal describes the involvement of relevant stakeholders in planning and implementation; contains evidence of collegewide involvement for full execution of plan.
- Weak**—Proposal lacks a description of the involvement of relevant stakeholders in planning and implementation; lacks evidence of collegewide involvement for full execution of plan.
- Unacceptable**—Proposal does not meet minimal standards.

How does the QEP topic relate to an issue where there is momentum building on campus or an issue that would be significantly improved through added attention and resources toward students?

- Exceptional**—Proposal clearly identifies which program(s), area(s), or set(s) of students impacted and linked to student learning and/or student success.
- Acceptable**—Proposal identifies the program(s), area(s), or set(s) of students impacted, but not clearly linked to student learning and/or student success.
- Weak**—Proposal identifies some program(s), area(s), or set(s) of students impacted, but it is unclear as to the level of impact.
- Unacceptable**—Proposal does not meet minimal standards.

What measurable indicators would be used to measure the success of the QEP proposal?

- Exceptional**—Proposal clearly identifies student learning methods, triangulated assessment methods, including direct measures of outcomes.
- Acceptable**—Proposal identifies student learning methods, assessment methods, and direct measures of outcomes.
- Weak**—Proposal identifies some of the appropriate student learning methods, assessment methods, or direct measures of outcomes.
- Unacceptable**—Proposal does not meet minimal standards.

What kind of resources (personnel, training, technology, etc.) do you anticipate will be needed? Are there any known costs, such as personnel, capital, equipment, technology, or any associated cost that may be outside the current institutional resources?

- Exceptional**—Proposal includes a clear, feasible path for sustainability and describes convincingly how results will be preserved and further developed.
- Acceptable**—Proposal offers some plan for sustainability, but the path is unclear or seems unrealistic.
- Weak**—Proposal does not include a clear or easily understood explanation of topic feasibility and sustainability.
- Unacceptable**—Proposal does not meet minimal standards.

General Comments:

Proposal Strength:

Proposal Weakness:

Appendix D: General Education and Career Clusters workshop group activity

Program Learning Inventory for:

Brainstorm several jobs in your field:

Entry-Level	Mid-Level	High-Level

General Education: List the concepts/ideas/ways of thinking/skills etc. in each of the five Gen. Ed. areas that will add to student perspective/abilities/knowledge in your field. What do you want students to take away from their experiences in this distribution requirement?

For example: What are the concepts, ways of thinking, ideas, skills, etc. that the social science courses can fulfill that will assist an individual in art? What do mathematicians need from the social sciences?

General Education Area	Concepts
<i>Communication:</i> Graduates identify, analyze, and evaluate rhetorical strategies in one's own and other's writing in order to communicate effectively.	
<i>Humanities:</i> Graduates acquire skills to critically interpret, analyze, and evaluate forms of human expression and create and perform as an expression of the human experience.	
<i>Social Science:</i> Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.	
<i>Natural Science:</i> Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.	
<i>Quantitative & Symbolic Reasoning:</i> Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.	

High Impact Practices and Other Instructional Elements: Consider the role of other instructional elements such as internships, service learning, undergraduate research, writing intensive courses, project-based learning, etc.

High Impact Practices and Other Instructional Elements	How does this experience help students prepare for your field?

Appendix E: Core Course-to-Career Quiz

Core General Education Classes: Why do I Need Them? Core General Education classes are those that most students are required to take to satisfy graduation requirements for the Associate in Arts (AA) or Associate in Science Degree (AS).

Please check the General Education Course you are currently taking this quiz for (*only one response*):

- | | |
|--|--|
| <input type="checkbox"/> ENC 1101 Composition I | <input type="checkbox"/> HUM 2020+ Introduction to Humanities |
| <input type="checkbox"/> ARH 1000 Art Appreciation | <input type="checkbox"/> LIT 2000+ Introduction to Literature |
| <input type="checkbox"/> MUL 1010 Music Appreciation | <input type="checkbox"/> PHI 2010+ Introduction to Philosophy |
| <input type="checkbox"/> THE 1000 Theater Appreciation | <input type="checkbox"/> MAC 1105 College Algebra |
| <input type="checkbox"/> MAC 2311 Analytic Geometry & Calculus I | <input type="checkbox"/> MGF 1106 Mathematics for Liberal Arts I |
| <input type="checkbox"/> MGF 1107 Mathematics for Liberal Arts II | <input type="checkbox"/> STA 2023 Elementary Statistics |
| <input type="checkbox"/> Other Math: _____ | <input type="checkbox"/> ECO 2013 Macroeconomics |
| <input type="checkbox"/> POS 1041 United States Federal Government | <input type="checkbox"/> AMH 2020 U. S. History since 1877 |
| <input type="checkbox"/> ANT 2000 General Anthropology | <input type="checkbox"/> PSY 2012 General Psychology |
| <input type="checkbox"/> SYG 1000 Introduction to Sociology | <input type="checkbox"/> AST 1002 Introduction to Astronomy |
| <input type="checkbox"/> BSC 1005 Introduction to Biology | <input type="checkbox"/> BSC 2010 General Biology I |
| <input type="checkbox"/> BSC 2085 Human Anatomy and Physiology I | <input type="checkbox"/> CHM 1020 Introduction to Chemistry |
| <input type="checkbox"/> CHM 1045 General Chemistry I | <input type="checkbox"/> ESC 1000 Earth and Space Science |
| <input type="checkbox"/> EVR 1001C Introduction to Environmental Science | <input type="checkbox"/> PHY 1020 Introduction to Physics |
| <input type="checkbox"/> PHY 1053 General Physics I | <input type="checkbox"/> PHY 2048 Physics I with Calculus |

Has anyone discussed with you how Core General Education courses relate to your major and career? Check all that apply.

- Advisor
- Faculty Member
- New Student Orientation
- Fellow Student
- No one has discussed this with me
- Other _____

The following questions capture your perceptions about how this class relates to your intended major and career plans. Please answer as truthfully as possible as this will help us know where we are doing well and where we could use improvement.

1. Please select your level of agreement with each of the following statements about Core General Education classes.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Core General Education classes are not related to my major.	○	○	○	○	○

Core General Education courses are not challenging enough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Core General Education courses will help prepare me for a career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Core General Education courses are not interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Core General Education course selection is limited.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Rate your level of agreement with the following reasons for enrolling in this Core General Education course.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Interest in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship to major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fits with my schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor told me to take it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Rate your level of agreement with the following statements about professors' expectations in your degree area (AA or AS).

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Most professors don't care if you write well as long as they understand what you mean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'll learn the math I need for my major when I get into my major classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History and political science don't have anything to do with my major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Rate your level of agreement with the following statements about what to expect in your career.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Most employers don't care if you can speak effectively to a group because only upper management does that in the real world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I'll probably never use college-level math in my career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I won't be expected to solve problems on my own the first month on the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most careers will never require you to work on teams with people who do different kinds of work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most organizations are not very diverse and only interact with local people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'll probably never have to travel to another country for my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How much do each of these factors impact the amount of effort you put into a Core General Education class?					
	None at all	A little	A moderate amount	A lot	A great deal
My interest in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Style of teaching (lecture, workshop, lab, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course related to my major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling challenged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Related to my career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needing a good grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please rate your level of agreement with each of these statements about the relationship between this specific Core General Education course and your career.					
	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I really don't see the connection and just want to get through this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some Core General Education courses, like the one I'm currently in, teach skills I'll use in my career, but others are a waste of time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It'll help me see how different careers are interrelated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm interested in many things and will enjoy the course, but it's not going to help in my career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This course will be valuable to my career because I'll learn to work with people who see things differently than I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How important do you think the following purposes are of this Core General Education course?

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
Providing basic skills that will be built on in major courses.	○	○	○	○	○
Preparing students to be well-informed citizens involved in their communities outside of work.	○	○	○	○	○
Providing broad skills and knowledge that will be essential to a career in a rapidly changing world.	○	○	○	○	○
Empowering students to gain different perspectives.	○	○	○	○	○

8. I believe that this Core General Education course will have an impact on preparing me for a career.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Appendix F: Experiential Learning Student Self-Reflection Assignment²

Write a reflection of 150-250 words about your Experiential Learning (EL) activity. In writing your reflection, address the following:

- Summary of the experiential learning activity you participated in.
- How the EL Activity connects to course content and to your academic knowledge.
- Did you experience growth intellectually, creatively, emotionally, or socially because of this activity? If so, describe. If not, why not?
- Explain how the activity impacted your education planning or career planning.

² Adapted from Valdosta State University

Appendix G: Experiential Learning Student Self-Reflection Rubric³

Experiential Learning (EL) enables students to develop knowledge, skills, and values from direct experience. This grading rubric is designed to evaluate how students demonstrate appropriate competencies related to experiential learning.

Instructor: _____ **Experiential Learning Activity:** _____

Course: _____ **Date:** _____

Student: _____

Component	Component Fully Met (Rating=4)	Component Met (Rating=3)	Component Partially Met (Rating=2)	Component Not Met (Rating=1)	Rating
Description of Experience <i>Describes observations of activities</i>	Describes EL activities in detail, including observations, reactions, and feelings; critiques assumptions and attitudes that were brought to experience	Describes EL activities in detail, including observations, reactions, and feelings	Describes EL activities in some detail but does not identify any personal reactions or feelings related to the experience	Describes EL activities in general or vague terms	
Connection to Experience <i>Articulates connections between activities and academic knowledge</i>	Identifies and describes in detail connections between EL activities and academic concepts; develops activity examples to illuminate concepts, theories, and/or frameworks of fields of study	Identifies and describes in detail connections between EL activities and academic concepts; compares/contrasts EL activities and academic learning	Identifies and describes connections between EL activities and academic concepts but cannot describe similarities/differences or makes connections that are not relevant	Identifies no connections between EL activities and academic concepts; may attempt to describe specific skills and knowledge but cannot make connections for higher levels of comprehension	
Reflection on Experience <i>Demonstrates understanding of the impact of activities, relationship to the world</i>	Synthesizes meaning of experience with learning; identifies broadened points of view; integrates experiences as a means to shape and frame life and career goals	Examines how experiences have broadened understanding of the discipline and world; evaluates changes in own learning over time	Articulates increased self-awareness as a result of EL activities but cannot specify impact on the understanding of the discipline or world	Describes own performance with general descriptors but does not identify the impact of EL activities or relate EL activities to life or vocational goals	
Notes:					

³ Adapted from College of Coastal Georgia and the Association of American Colleges and Universities Integrative Learning VALUE Rubric

Appendix H: ePortfolio Rubric

ePortfolio enables students to document their experience and earned credentials (e.g., digital badge or certificate). This grading rubric is designed to evaluate students' completion of ePortfolio artifacts.

Instructor: _____ **Date:** _____

Course: _____

Student: _____

Component	Exemplary (Rating=4)	Proficient (Rating=3)	Developing (Rating=2)	Unsatisfactory (Rating=1)	Rating
ePortfolio	ePortfolio contains all 4 artifacts (Florida Ready to Work digital credential, indicating completion of soft skills training and passed assessment; Resume; Career Assessment results; and Degree Works transcript)	ePortfolio contains 3 of the 4 artifacts (e.g., Resume, Career Assessment results, and Degree Works transcript)	ePortfolio contains 2 of the 4 artifacts (e.g., Career Assessment results and Degree Works transcript)	ePortfolio contains 1 of the 4 artifacts (e.g., minimum of Degree Works transcript)	
Notes:					

Appendix I: Career Decision Self-Efficacy Survey Short Form (CDSE)⁴

For each statement below, please read carefully and indicate how much confidence you have that you could accomplish each of these tasks by marking by choosing the number that best expresses your feeling.

HOW MUCH CONFIDENCE DO YOU HAVE THAT YOU COULD:

	No Confidence at all	Very Little Confidence	Moderate Confidence	Much Confidence	Complete Confidence
Use the Internet to find information about occupations that interest you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select one major from a list of potential majors you are considering.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make a plan of your goals for the next five years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine the steps to take if you are having academic trouble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accurately assess your abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persistently work at your major or career goal even when you get frustrated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select one occupation from a list of potential occupations you are considering.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine what your ideal job would be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine the steps you need to take to successfully complete your chosen major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find out the employment trends for an occupation over the next ten years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choose a career that will fit your preferred lifestyle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decide what you value most in an occupation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare a good resume.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⁴ Reproduced with permission from MindSpring, Inc.

	No Confidence at all	Very Little Confidence	Moderate Confidence	Much Confidence	Complete Confidence
Find out about the average yearly earnings of people in an occupation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change majors if you did not like your first choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make a career decision and then not worry whether it was right or wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change occupations if you are not satisfied with the one you enter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choose a major or career that will fit your interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Figure out what you are and are not ready to sacrifice to achieve your career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify employers, firms, and institutions relevant to your career possibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk with a person already employed in a field you are interested in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Define the type of lifestyle you would like to live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find information about graduate or professional schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify some reasonable major or career alternatives if you are unable to get your first choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Successfully manage the job interview process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CDSE Score Legend⁵

Score Range	Interpretation
1.0-2.5	Low to Little Confidence: Needs Intervention
2.5-3.5	Moderate Confidence: May be comfortable exploring or may need some improvement
3.5-5.0	Good Confidence: Comfortable with this skillset

⁵ Reproduced with permission from Betz & Taylor, 2012

Appendix J: Experiential Learning Academy Outline

Week 1

- I. Getting Started**
 - A. Orientation Meeting
 - B. Overview of the Experiential Learning Academy (ELA)
 - C. Week 1 Objectives
 - D. Responsibilities of Faculty Leads
 - E. ELA Faculty Leads Outcomes
 - F. SJR State QEP
 - G. Primary QEP Goals
 - H. QEP Student Learning Outcomes
 - I. High-Impact Practices
 - J. Self-efficacy
 - K. Growth Mindset
 - L. Discussion

Week 2

- II. All About Experiential Learning**
 - A. Week 2 Objectives
 - B. Defining Experiential Learning (EL)
 - C. Kolb's Experiential Learning Theory Cycle
 - D. Self-reflection Assessment & Inter-rater Reliability
 - a. Standardized QEP student self-reflection assessment
 - b. QEP Self-reflection assessment grading rubric
 - c. Inter-rater reliability in grading of student self-reflections (video + workshop)
 - E. EL Categories (Curricular, Co-curricular, Service-Learning, Field Experience)
 - F. Service-Learning examples
 - G. Research articles about EL
 - H. Video: Tuesday Topic describing QEP
 - I. EL Forms & Files
 - a. EL Application
 - b. Examples of Good and Bad Applications
 - c. EL Application Evaluation Rubric
 - d. Field Trip Forms
 - e. QEP Student Assessments
 - J. Discussion

Week 3

III. Career Connections, Collaborations, & Creative Ideas

- A. SJR State Core General Education Courses
- B. Defining Career Readiness (NACE)
- C. NACE Career Competencies
- D. College Career Services
- E. FLDOE Levels of Career Development
- F. SJR State Career Services
- G. SLS 1122 Career Awareness & Exploration
 - a. Florida Ready to Work Soft Skills Assessment
 - b. O*Net Career Assessment
 - c. Career Decision Self-Efficacy Scale
 - d. Canvas Folio ePortfolio
- H. SJR State Examples of EL in Communications courses
- I. SJR State Examples of EL in Science courses
- J. SJR State Examples of EL in Business (AS) courses

Week 4

IV. Thinking Outside the Box: Collaborations & Creative Ideas

- A. Cross-curricular EL Opportunities
- B. Kolb's Four Stages of Learning Applied in an Online Environment
- C. Book: Undergraduate Research in Online, Virtual, and Hybrid Courses
- D. Collaboration & Virtual ideas
 - a. Collaboration with colleagues for joint EL activities
 - b. Virtual Field Trips or Research
 - c. Remote Internships
 - d. Student Clubs (e.g., virtual in Canvas or cross-discipline clubs)
- E. SJR State Examples of EL in Student Clubs
- F. Research articles to spark ideas
- G. ELA Quiz
- H. Discussion: EL Application & Syllabus for peer review
- I. ELA Feedback Survey
- J. ELA Certificate earned upon completion of ELA

Appendix K: Experiential Learning Application

Instructor:

Course Prefix, Number & Name:

Anticipated start term:

Course modality (Asynchronous Online, Campus, Hybrid, Synchronous/Live Online):

of sections:

Estimated number of students:

Table of Experiential Learning (EL) Categories⁶

Type	Co-Curricular	Service-Learning	Field Experience	Extra-Curricular
Explanation	EL activities that support course curriculum and students' academic learning.	EL activities that support student learning and engagement via intentional community service.	EL activities focused on applying learning in the (career) field, typically over an extended period of time (one week or more).	EL activities outside of the course curriculum that support student engagement & leadership development.
Examples	<ul style="list-style-type: none"> • Research Project • Problem- Based Learning • Presentation (in person, live online, or video) • Science Lab • Field Trip (as part of course) • Guest Speaker (part of course) • Panel Discussion (part of course) 	<ul style="list-style-type: none"> • Vikings Days of Service Projects • Community Service • Civic Engagement • Environmental Projects • Volunteer Work with local non-profit organizations • Volunteer Tutoring 	<ul style="list-style-type: none"> • Job Shadowing • Field Interviews • Micro- Internships • Internships • Apprenticeships • Clinicals • Practicums • Student Teaching 	<ul style="list-style-type: none"> • Student Clubs • Interest Groups • Sports • Career Fairs & Career Events • Field Trip • Guest Speaker • Panel Discussion • Student Conference • Professional Conference

⁶ Adapted from Alamo Colleges District. (n.d.) Alamo Experience: Experiential Learning Model Resource Guide. Career & Experiential Learning. Retrieved from <https://www.alamo.edu/siteassets/pac/experience-pac/campus-life/career--experiential-learning/alamoexperience-resource-guide.pdf>

1. Please describe the EL Activity you plan to implement in your course using the Table of EL Categories above.
2. Please select the soft skills that you anticipate students will learn and experience through participation in the EL Activity in this course (allow multiple choice):
 - Communication
 - Critical Thinking
 - Leadership
 - Professionalism
 - Teamwork
 - Technology
3. Explain how students will learn and experience the above selected soft skill(s) through the EL Activity.
4. Explain when and where the EL Activity will occur (i.e., during designated class time, on campus, off campus, online).
5. If applicable: can multiple course sections participate in the same EL Activity? Explain.
6. If applicable: how will you manage transportation for the EL Activity? Explain.
7. Will you request any instructional support for your EL Activity (i.e., materials, supplies, etc.)? If so, state the amount and justify the funds requested.

To implement EL in your course, please confirm each item:

1. I agree to provide the syllabus with a description of the EL Activity to the QEP Co-Directors by the date assigned for the term.
2. I agree to have student participants complete the standardized QEP pre & post Core to Career Quiz, complete the written self-reflection assessment after the EL Activity, and provide the reflections to the QEP Co-Directors by the end of the semester that the EL occurs.
3. I agree to provide feedback about this EL Activity in the survey provided by the QEP Co-Directors by the end of the first semester that the EL occurs.
4. If the EL Activity includes field experience off campus (e.g., field trip, outside lab work), I agree to follow College policies and procedures for the activity and have students complete the required paperwork prior to the experience.

EL Lead Approval Status:

Date of Review/Approval:

Appendix L: Experiential Learning Academy Attendee Survey

Please rate your impression of aspects of the Experiential Learning Academy (ELA)					
	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The ELA met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ELA objectives were clearly outlined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ELA content is relevant to my role as an EL Faculty Lead.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ELA stimulated my learning on how to become an effective EL Faculty Lead.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The difficulty level of the ELA was appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The pace of the ELA was appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ELA facilitator(s) were prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ELA facilitator(s) were helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ELA was a good way for me to learn the content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Based on what I learned from the ELA, I am likely to include a career competency Experiential Learning assignment in my course(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My overall rating of the ELA is:				
<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> Poor	<input type="checkbox"/> Terrible

Please answer the following open-ended questions honestly. Your feedback is strongly encouraged as it will enable us to continually improve the ELA.

What were some strengths of the ELA, or what was most valuable about the ELA?

What was least valuable about the ELA, or what changes could be made to improve the quality of the ELA?

What additional support would help you in applying what you have learned in the ELA?

After completing the ELA, do you have any concerns with including a career competency Experiential Learning assignment in your course(s)? Explain.



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