Office of Experiential Learning

Real-World Ready

Annual Report

2016-2017

INTRODUCTION

In year two of the five-year Real-World Ready (RWR) initiative, Southeastern continued to add new experiential-learning opportunities for students in specifically-designated class sections to improve student learning in the core areas of communication, reflection, and professional behavior. Faculty continued to receive grant support to add or enhance experiential-learning activities, as well as training and development opportunities in this proven learning method. Feedback from RWR faculty coupled with assessment data has illustrated the effectiveness of the Real-World Ready initiative to date and provided information for improving the campaign moving forward. Additionally, offices across campus have continued to incorporate RWR opportunities into the campus culture helping to brand Southeastern as a Real-World Ready university.

OFFICE OF EXPERIENTIAL LEARNING

The Office of Experiential Learning, staffed by student workers and a faculty director, continued to be a visible part of Southeastern's campus located centrally in the breezeway of the Student Union. The office continued to advocate for experiential education and to administer RWR grants, assessment processes, and presentations. To date, the OEL has awarded $10,000 in RWR Student Ambassador Scholarships. In 2016-17, the office served 377 students, faculty, and other partners through meetings, information and resource sessions--bringing its in-person direct service over two years to 760 individuals.

The office's grant program awarded individual Southeastern faculty up to $3,000 to integrate experiential learning as course components; its RWR Review Team and Assessment Committee were active; and the staff maintained a website with useful RWR information for

faculty, students, and the public, including a campus blog and internship postings. The office sponsored Southeastern student attendance at the ULS Academic Summit held on campus and set up informational tables at Southeastern's annual part-time and full-time job fairs sponsored by the Office of Career Services to spread the word about the Real-World Ready initiative.

RWR GRANTS

The expansion of the RWR initiative was realized through the awarding of 14 RWR grants for academic year 2016-17 from 16 grant applications. This addition results in 49 faculty grant approvals over two years. The 14 newly approved RWR course sections were as follows:

COURSE	GRANT DESCRIPTION	PROFESSOR
Education 326: Curriculum and Instruction in Grades 1-5	Teacher candidates will utilize 15 clock hours in an elementary school setting in Livingston Parish School System to gain meaningful methodological skills and pedagogy for their future teaching careers by managing classrooms, writing lesson plans, and assessment skills. (Mathematics Component of EDUC 326)	Stacy Jemison
Education 326: Curriculum and Instruction in Grades 1-5	Teacher candidates will utilize 15 clock hours in an elementary school setting in Tangipahoa Parish School System to gain meaningful methodological skills and pedagogy for their future teaching careers by managing classrooms, writing lesson plans, and assessment skills. (Reading Component of EDUC 326)	Stefanie Sorbet
Early Childhood Education 400: Curriculum and Instruction in Early Childhood Education	Teacher candidates will work in the classroom with a cooperating teacher and course instructor to learn about developmentally appropriate stages and practices, and then apply the knowledge of curriculum development and instruction in Pre-K and Kindergarten classrooms. Students will develop lesson plans, teach and assess appropriate grade level standards and objectives.	Letitia Walters
Early Childhood Education 411: Introduction to Developmental Assessment of Young Children	Teacher candidates will work in the classroom with a cooperating teacher to assess an emerging reading student in Pre-K and/or Kindergarten grades. Teacher candidates will observe students, administer assessments, and determine the student's strengths and areas of improvement in early literacy skills.	Letitia Walters
Early Childhood Education 420: Practicum in Early Childhood Education (Preschool and Kindergarten)	Teacher candidates will work in the classroom setting and the Louisiana Children's Discovery Center with a cooperating teacher and/or director to plan an early childhood environment with specialized centers that incorporate the academic area of early literacy with possible integration of math, science, and social studies.	Letitia Walters

English 309: Introduction to Publishing Studies	Students will log 20 clock hours with editorial contributions to production of two journals in the English Department--*The Pick*, which features academic writing, and *The Manchac Review*, which features creative writing.	Alison Pelegrin
English 414: Introduction to Linguistics	Students will complete 16-20 clock hours by conducting research, developing, and posting original Wiki knowledge base contributions and preparing public presentations, podcasts, and discussion forums.	Jeff Wiemelt
Engineering Technology 132: Construction Materials and Methods	Students will perform basic construction tasks and material testing, and will also visit construction sites, construction material fabrication facilities, and testing labs.	Mohamed Zeidan
Engineering Technology 400: Internship	In addition to the regular classroom and laboratory experiences, students will gain actual valuable experience by working in an industrial environment in their field of study.	Cris Koutsougeras
Foreign Languages 403: Service-Learning Internship	Students will volunteer to teach weekly mini lessons of Spanish to some 120 pre-school children at the SLU Head Start and/or other schools. Students will work with mentor faculty who will guide them in making and implementing lesson plans, individual outside readings on bilingual learning, and will write reflective essays on their experiences.	Jerry Parker Mariela Sanchez Cheryll Javaherian
Health Studies 453: Health Assessment and Promotion	Through the purchase of a new cholesterol-measuring machine, students will effectively and efficiently test cholesterol levels and gain authentic experience in cholesterol measurement to become professionally competent after graduating from Southeastern Louisiana University.	Wynn Gillan
Nursing 403: Clinical Competency Lab III	Students will utilize a web-based software program (DxR Clinician) to evaluate their ability to complete a comprehensive assessment of a child and childbearing patient.	Laurie Kinchen
Occupational Safety, Health, and Environment 341: Field Methods of Industrial Hygiene and Toxicology	Students will apply the theory used by sampling protocols such as NIOSH, OSHA, and AIHA for evaluating occupational hazards such as airborne hazards, noise, radiation, and the efficiency of hazard control methods to select appropriate instruments, sampling line and evaluate particular types of hazards or evaluate the efficiency of hazard control methods.	Ephraim Massawe
Special Education 490 (213) (Section 90NT): Special Topics Seminar in Special Education	Teacher candidates will learn and use a new technology, Osmo (a learner-led ipad game system that uses physical objects and learning tools) and incorporate it into teaching practices to provide an opportunity to develop social skills, practice creative thinking, and gain meaningful skills and knowledge for the teaching profession.	Camille Yates

RWR COURSES 2016-17

Southeastern offered 56 RWR course sections (summer 2016, fall 2016, and spring 2017). When added to the 25 RWR course sections offered in spring 2016, the total number of RWR course sections offered on campus since the inception of the initiative is 81. Eight hundred thirty-two (832) students were enrolled in RWR classes in 2016-17, an increase from the 443 students enrolled in 2015-16. To date, 1,275 students have taken an RWR course.

The schedule of RWR classes in 2016-17 RWR was as follows:

Summer 2016

COURSE NUMBER	COURSE TITLE	PROFESSOR
Communication Sciences and Disorders 300	Beginning Clinical Practicum in Speech, Language, and Hearing	Pamela Bankston
Communication Sciences and Disorders 410	Intermediate Clinical Practicum in Speech, Language and Hearing	Pamela Bankston
Sociology 495 (Section 1)	Special Topics Seminar	David Burley
Health Sciences 463	Special Topics in Interdisciplinary Global Health and Wellness	Mildred Naquin

Fall 2016

COURSE NUMBER	COURSE TITLE	PROFESSOR
Communication 498	Professional Seminar in Communication	Claire Procopio
Communication Sciences and Disorders 300	Beginning Clinical Practicum in Speech, Language, and Hearing	Pamela Bankston
Communication Sciences and Disorders 326	Acoustics and Speech & Hearing Science	Rebecca Davis
Communication Sciences and Disorders 410	Intermediate Clinical Practicum in Speech, Language and Hearing	Pamela Bankston
Early Childhood Education 106	Service Learning for Early Childhood Education	Debra Jo Hailey
Early Childhood Education 400	Curriculum and Instruction in Early Childhood Education	Letitia Walters
Early Childhood Education 411	Introduction to Developmental Assessment of Young Children	Letitia Walters
Early Childhood Education 420	Practicum in Early Childhood Education (Preschool and Kindergarten)	Letitia Walters
Early Childhood Education 448	Apprenticeship I in Early Childhood Education	Paige Schulte

Education 320	Foundations of PK-8 Mathematics Education	Stacy Jemison
Education 322	Diagnostic and Prescriptive Reading	Stefanie Sorbet
Education 326	Curriculum and Instruction in Grades 1-5	Stacy Jemison
Education 326	Curriculum and Instruction in Grades 1-5	Stefanie Sorbet
Education 448	Apprenticeship I in Elementary or Secondary Education	Paige Schulte
Engineering Technology 132	Construction Materials and Methods	Mohamed Zeidan
Engineering Technology 386	Machines and Controls	Mohammad Saadeh
Engineering Technology 400	Internship	Cris Koutsougeras
Family and Consumer Sciences 442	Special Topics in Family and Consumer Sciences	Holly Kihm
Foreign Languages 403	Service-Learning Internship	Jerry Parker Mariela Sanchez Cheryll Javaherian
Health Studies 453	Health Assessment and Promotion	Wynn Gillan
Marketing 373	Social Media and Digital Marketing	April Kemp
Nursing Lab 473	Nursing Care of the Childbearing Family Lab	Sheila Matheny
Occupational Safety, Health, and Environment 341	Field Methods of Industrial Hygiene and Toxicology	Ephraim Massawe
Special Education 403 (213) (Section 90NT)	Special Topics Seminar in Special Education	Camille Yates
Special Education 495	The Inclusion of Students with Disabilities in the Regular Classroom	Melanie Lemoine
Social Work 406	Generalist Social Work Practice: Macro Practice Skills	Corie Hebert

Spring 2017

COURSE NUMBER	COURSE TITLE	PROFESSOR
Anthropology 401	Special Topics in Anthropology	Kellen Gilbert
Communication 466	Special Events Planning	Carol Madere

Communication Sciences and Disorders 300 (Three sections)	Beginning Clinical Practicum in Speech, Language, and Hearing	Pamela Bankston
Communication Sciences and Disorders 410 (Five sections)	Intermediate Clinical Practicum in Speech, Language and Hearing	Pamela Bankston
Early Childhood Education 106	Service Learning for Early Childhood Education	Debra Jo Hailey
Early Childhood Education 400	Curriculum and Instruction in Early Childhood Education	Letitia Walters
Early Childhood Education 411	Introduction to Developmental Assessment of Young Children	Letitia Walters
Early Childhood Education 420	Practicum in Early Childhood Education (Preschool and Kindergarten)	Letitia Walters
Education 320 (Two sections)	Foundations of PK-8 Mathematics Education	Stacy Jemison
Education 322	Diagnostic and Prescriptive Reading	Stefanie Sorbet
Education 326	Curriculum and Instruction in Grades 1-5	Stacy Jemison
Education 326	Curriculum and Instruction in Grades 1-5	Stefanie Sorbet
English 309	Introduction to Publishing Studies	Alison Pelegrin
English 414	Introduction to Linguistics	Jeff Wiemelt
Engineering Technology 400	Internship	Cris Koutsougeras
Family and Consumer Sciences 442	Special Topics in Family and Consumer Sciences	Holly Kihm
Health Studies 453	Health Assessment and Promotion	Wynn Gillan
Marketing 373	Social Media and Digital Marketing	April Kemp
Nursing Lab 473 (Two sections)	Nursing Care of the Childbearing Family Lab	Sheila Matheny
Occupational Safety, Health, and Environment 341	Field Methods of Industrial Hygiene and Toxicology	Ephraim Massawe
Occupational Safety, Health, and Environment 382	Construction Safety	Lu Yuan
Special Education 403 (213) (Section 90NT)	Special Topics Seminar in Special Education	Camille Yates
Special Education 365	Behavior Management Strategies for the Student with Mild/Moderate Disabilities	Wendy Siegel

Special Education 442	Developing Family and Professional Partnerships Through Collaboration	Colleen Klein-Ezell/Singleton
Social Work 307	Child Welfare – Substitute Services	Tonyalea Elam
Social Work 406	Generalist Social Work Practice: Macro Practice Skills	Corie Hebert

To better coordinate Real-World Ready activities campus-wide, a class note to students appeared on each course description in the LeoNet registration system: "This course is a Real-World Ready class that incorporates an experiential-learning component to supplement the classroom instruction."

ASSESSMENT

The Office of Experiential Learning collected SLO assessment results in aggregate from all faculty that taught RWR course sections. An RWR Assessment Committee audited the practices and processes of RWR faculty's course-level assessment plans. The Office of Experiential Learning in consultation with other academic units drew on the committee's activities and findings to monitor and evaluate RWR assessment strategies.

Additionally, the Office of Institutional Research conducted a survey on the student learning outcomes and coordinated the National Survey of Student Engagement (NSSE). An instrument was developed to measure the student-learning outcomes at three points in time: pre-test, post-test, and retrospective pre-test. The pre-test was sent out the first day of class, the retrospective pre-test was sent out the second to last week of class, and the post-test was sent out the last week of class. The items were combined to make a beliefs scale and a knowledge & skills scale for each student-learning outcome (SLO).

RWR Campus-Wide Assessment, Summer 2016

Expectation Levels	SLO1		SLO2		SLO3		SLO4		TOTAL
Misses Expectations	3	14.2%	2	9.5%	3	14.3%	3	14.3%	11 (13.1%)
Meets Expectations	9	42.9%	9	42.9%	7	33.3%	5	23.8%	30 (35.7%)
Exceeds Expectations	9	42.9%	10	47.6%	11	52.4%	13	61.9%	43 (51.2%)
STUDENT TOTAL	21		21		21		21		

RWR Campus-Wide Assessment Results, Fall 2016

Expectation Levels	SLO1		SLO2		SLO3		SLO4		TOTAL
Misses Expectations	82	19.9%	75	18.5%	69	17.0%	49	12.0%	275 (16.8%)
Meets Expectations	246	59.7%	237	58.4%	252	61.9%	270	66.2%	1,005 (61.5%)
Exceeds Expectations	84	20.4%	94	23.2%	86	21.1%	89	21.8%	353 (21.6%)
STUDENT TOTAL	412*		406*		407*		408*		

*Different student numbers reflect student drops and changes

RWR Campus-Wide Assessment Results, Spring 2017

Expectation Levels	SLO1		SLO2		SLO3		SLO4		TOTAL
Misses Expectations	34	8.5%	28	7.0%	37	9.4%	30	7.5%	129 (8.1%)
Meets Expectations	253	63.4%	267	67.1%	253	64.4%	236	59.1%	1,009 (63.5%)
Exceeds Expectations	112	28.1%	103	25.9%	103	26.2%	133	33.3%	451 (28.4%)
STUDENT TOTAL	399*		398*		393*		399*		

*Numbers reflect student drops and changes. Results for ECE 106 were not reported.
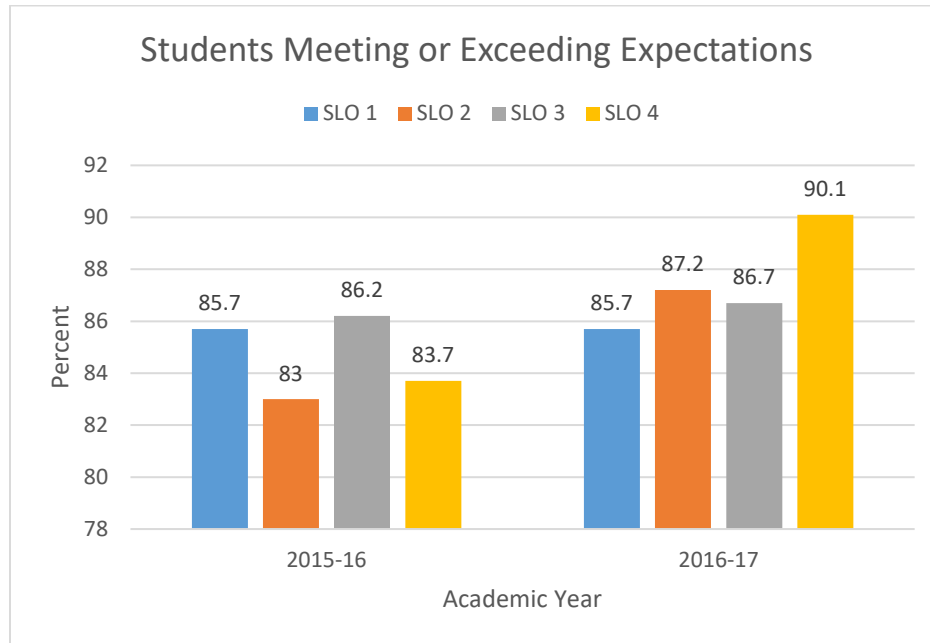
Items of Note
The number of students meeting or exceeding expectations of the four SLOs in 2016-17 were:

- SLO 1=85.7% (713 of 832 students)

- SLO 2=87.2% (720 of 825 students)

- SLO 3=86.7% (712 of 821 students)

- SLO 4=90.1% (746 of 828 students).

When compared to last year's results, SLO 1 remains unchanged; SLO 2 (communication) has improved by 4.2%; SLO 3 (reflection) indicates an increase of .05%; and SLO 4 (professional behavior) shows an improvement of 6.4%.

RWR Assessment Results Over Two Academic Years

Students Meeting or Exceeding Expectations

■ SLO 1 ■ SLO 2 ■ SLO 3 ■ SLO 4

	2015-16	2016-17
SLO 1	85.7	85.7
SLO 2	83	87.2
SLO 3	86.2	86.7
SLO 4	83.7	90.1

Y-axis: Percent (78–92)
X-axis: Academic Year

Faculty Action Plans

Each semester, RWR faculty are asked to reflect on their teaching and write a short action plan for continued student-learning improvement. Samples of EL "lessons learned" that demonstrate a faculty commitment to improve student learning mined from this year's reflections and plans are as follows:

"Above and beyond, all students had positive comments and wished that we had more real-world ready classes. Students said it helped them to incorporate and practice all they've learned in their classes." (Hebert, SW 406)

"The course went well and I was able to enforce the rubric and evaluate students according to its items. There is a need to help students who can't establish connections between the classroom and the experience (field trips)." (Saadeh, ET 386)

"One issue that seems to challenge students is a lack of research methods knowledge base. To address this, students will be required to complete a basic research methods course (i.e. psych 220, SW 360) prior to enrolling in FCS 442." (Kihm, FCS 442)

"[Students] will be required to reflect on the practice and articulate how and why they selected specific tools and matched them with learner needs." (Lemoine, SPED 495)

"One aspect for improvement seems to be the student's feedback/articulation of possible changes that would better serve the needs and objectives of students. It is possible that students do not wish to appear negative about the internship by suggesting improvements in the way the internships are managed and the opportunities and experiences made available." (Koutsougeras, ET 400).

Assessment Methods

The Office of Experiential Learning continued to monitor and develop the RWR assessment structure to ensure best practices in assessing RWR courses at various levels and to explore ways to improve the data collection process. In the assessment timeline of the QEP, Southeastern committed to modify assessment instruments and implementation plans as needed in summer 2016 and 2017. The assessment audit helped to discover faculty concerns and to work toward solutions.

In 2016-17, the Office of Experiential Learning established an RWR Assessment Committee for purposes of reviewing, approving, and auditing individual RWR course-level assessment plans in WEAVE, Southeastern's software for program assessment and planning. Additionally, the office collected faculty suggestions for improving the RWR assessment process. RWR faculty were asked to create a course-level assessment plan in WEAVE to be reviewed and approved by the Office of Experiential Learning/RWR Assessment Committee and to report course assignments and SLO data on their individual WEAVE site in addition to reporting it in aggregate to the Office of Experiential Learning.

The charge of the RWR Assessment Committee was as follows:

1. Develop a rubric reflecting the requirements of the Real-World Ready initiative
2. Develop a schedule for teams to review the RWR course-level documents
3. Ensure the assessment methodology for all RWR courses are approved prior to implementation
4. Develop a checklist for annual audit all RWR courses
5. Audit the RWR WEAVE sites in April 2017 to ensure development and use of best practices
6. Prepare and retain documentation as to the completion of the process/tasks

The RWR Assessment Committee for 2016-17 included:

- •Jayetta Slawson, Director of the Office of Experiential Learning, Chair
- •Rebecca Davis, Associate Professor and Undergraduate Internship Coordinator, Communication and Science Disorders
- •Debra Jo Hailey, Assistant Professor, Teaching and Learning
- •Holly Kihm, Associate Professor and Program/Program Assessment/Internship Coordinator, Family and Consumer Science
- •Cris Koutsougeras, Professor and Internship Coordinator, Computer Science and Industrial Technology
- •Elizabeth Sanders, Reference and Instruction Librarian
- •Jeff Wiemelt, Professor and Program Assessment Coordinator, English

The director of the Office of Experiential Learning served as the chair of the committee, tracked plans/reports, and communicated with the grant recipients as needed. The other committee members carried out the assessments with individual faculty members and reported their findings/approvals.

Audit Process

The process for the WEAVE audit for the 2016-17 academic year was as follows:

1. The RWR Faculty were alerted in February 2017 that the RWR Assessment Committee (working in teams) would audit all RWR course assessment plans in WEAVE for the

prior calendar year (covering--in this case--all 2016 semesters) to ensure continued development and to provide any additional observations. The new process involved reviewers contacting RWR faculty with an audit form of their WEAVE RWR course prior to review by the assessment teams.

2. Assessment teams reviewed the overall content and organization of the 2016 plan posted in WEAVE for an RWR course to affirm that all necessary information was included. The RWR Assessment Committee reviewed and approved the course-level assessment plans prior to this audit. Therefore, this briefer "secondary" review was a chance to note any problems missed previously and suggest minor improvements.

Elements	Incomplete	Complete	Review Team's comments and suggestions	Revision required	RWR faculty must respond briefly to all comments (e.g., The measures section is now complete) and return the completed form to the Assessment Team so the team can approve. The team will note any element that remains unapproved in Step 3 below.	Approved
Mission						
Goals						
Outcomes/ Objectives						
Measures						

3. The team reviewed any Targets, Findings, Action Plans, and other materials, including related documents (e.g., data tables) posted by the RWR faculty member in their WEAVE course for the 2016 calendar year. Again, while this information may have been reviewed and approved previously, teams noted any current information posted and/or deficiencies (e.g., data tables loaded to Document Management but left "unconnected" to the related Findings) or made suggestions for minor improvements. If a faculty member did not teach the course in 2016, the faculty member let the team know and provided appropriate notation in the WEAVE course.

Elements	Incomplete	Complete	Reviewer comments and suggestions	Revision required	Faculty must respond briefly to all requested revisions.	Approved
Targets						
Findings						
Action Plan						
Data Tables and/or Evidences						

4. Following the team's review and the faculty member's response, the teams provided any additional comments for any element not approved. Each team provided the Office of Experiential Learning with one completed form for each RWR course they reviewed.

While the Office of Experiential Learning found this course-level assessment design and review useful for assuring best practices, after completing the April 2017 audit of course-level assessment plans as reported in WEAVE and in conversation with several academic offices, the interested parties (faculty and administration) decided to return to guiding words of the QEP. In writing the QEP, the Design Team drew on Catherine Wehlburg's publication, determining the need for a balance in assessment work between *not too much* and *not too little* so that the primary focus could remain on the teaching and learning process.

It became clear in 2016-17 after surveying RWR faculty and working with the RWR Assessment Committee teams that any additional assessment responsibilities for RWR faculty that involved maintaining individual WEAVE courses separate from their department's program WEAVE course and, in addition to end-of-the semester SLO reporting, would take too much time away from the teaching and learning process. While Southeastern is committed to collecting meaningful data as evidence for measuring the effectiveness of student learning, there was a determination that the collection of aggregate data for all RWR SLOs as reported in by individual faculty members at the end of each semester would be sufficient for monitoring the progress or identifying any needed changes in the RWR initiative. We decided not to adopt the added step of asking RWR faculty to maintain individual WEAVE courses on an ongoing basis.

Instead, the Office of Experiential Learning will maintain one WEAVE course that compiles and reports data on the RWR initiative as a whole based on assessment data reported by RWR faculty directly to the Office of Experiential Learning. This process is more in line with the assessment plan articulated in the QEP and will still allow for the collection of meaningful data to determine student-learning results. We will continue to provide for RWR data assessment activities at the program and university-level assessment. At this level, RWR faculty grant recipients are responsible for communicating with their academic assessment/program coordinator so that the data can be input into the program-level annual reporting. The Academic Assessment Committee can then review the program-level integration of the RWR goals/outcomes into the program assessment plans as part of the annual program-level review.

Student Surveys

This year, the Office of Institutional Research continued to collect survey information from students in RWR courses for analysis and dissemination. The process involved sending three surveys to students in RWR courses—a pre-course survey, a post-course survey, and a retrospective survey. The questions solicited student self-analysis about knowledge and beliefs related to entering the real world while considering academic/experiential learning. The purpose of these surveys were to enable for the assessment of student learning by using a 'value added' approach in which a positive change in mean scores for each student-learning outcome area is the established criterion for success for this assessment.

Summary results from 2015-16 surveys (year one) are included below with senior NSEE results following. The items were combined to make a beliefs scale and a knowledge and skills scale for each RWR student-learning outcome (SLO).

Results of the Pre/Post Experience Survey

Student Learning Outcome: Student will apply professional (discipline-specific) knowledge in an authentic setting - Beliefs
Measures 2015-2016
Pre-test Mean 16.22
Post-test Mean 17.57
Paired T-test $t(45) = -2.68$, $p < .05$
% change in mean score 8.3%
Participants in Analysis 46

Student Learning Outcome: Student will apply professional (discipline-specific) knowledge in an authentic setting - Knowledge and Skills
Measures 2015-2016
Pre-test Mean 3.26
Post-test Mean 3.51
Paired T-test $t(46) = -1.81$
% change in mean score 7.7%
Participants in Analysis 47

Student Learning Outcome: Student will demonstrate effective communication in a professionally authentic form- Beliefs
Measures 2015-2016
Pre-test Mean 7.26
Post-test Mean 8.79
Paired T-test $t(46) = -6.51$, $p < .01$
% change in mean score 21.1%
Participants in Analysis 47

Student Learning Outcome: Student will demonstrate effective communication in a professionally authentic form - Knowledge and Skills
Measures 2015-2016
Pre-test Mean 6.43
Post-test Mean 6.83
Paired T-test $t(46) = -2.29$, $p < .05$
% change in mean score 6.2%
Participants in Analysis 47

Student Learning Outcome: Student will reflect on the work, identifying strengths and weaknesses of product and process, and deriving directions for future efforts.- Beliefs
Measures 2015-2016
Pre-test Mean 4.43
Post-test Mean 4.64
Paired T-test $t(46) = -1.87$
% change in mean score 4.8%
Participants in Analysis 47

Student Learning Outcome: Student will reflect on the work, identifying strengths and weaknesses of product and process, and deriving directions for future efforts. - Knowledge and Skills
Measures 2015-2016

Pre-test Mean 3.41
Post-test Mean 3.48
Paired T-test t (46) = -0.57
% change in mean score 1.9%
Participants in Analysis 47

Student Learning Outcome: Students' professional behaviors reflect a commitment to quality work. - Beliefs
Measures 2015-2016
Retrospective Pre-test Mean 4.80
Post-test Mean 4.49
Paired T-test t (34) = 2.23, p<.05
% change in mean score -6.5%
Participants in Analysis 35

Student Learning Outcome: Students' professional behaviors reflect a commitment to quality work. - Knowledge and Skills
Measures 2015-2016
Retrospective Pre-test Mean 3.43
Post-test Mean 3.43
Paired T-test t (34) = 0.00
% change in mean score 0.0%
Participants in Analysis 35

NSSE Results (Seniors Only)
Student Learning Outcome: Student will apply professional (discipline-specific) knowledge in an authentic setting - Beliefs
Measures Spring 2015
(Baseline) 2015-2016

% Indicating "Done or In Progress"
Participate in an internship, co-op, field experience, student teaching, or clinical placement 39%
Participate in a study abroad program 9%

Work with a faculty member on a research project 16%

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) 29%
1=None, 2=Some, 3=Most, 4=All

About how many of your courses at this institution have included a community-based project (service-learning)? 1.76
1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 3.09

Developing or clarifying a personal code of values and ethics 2.96
1=Poor, 2=Fair, 3=Good, 4=Excellent

How would you evaluate your entire educational experience at this institution? 3.25

The Office of Institutional Research and Assessment will continue to survey students enrolled in RWR courses to collect data for comparison to this baseline data.

RWR STUDENT SUPPORT

Student Ambassador Scholarships
Each semester the Office of Experiential Learning awards a $500 Student Ambassador Scholarship to a student in each college. The director meets with each recipient to discuss ways the Student Ambassadors may serve as RWR resources for their colleges.

This year's recipients were as follows:

Fall 2016
Samantha Avera, Nursing and Health Sciences
Rebecca Clifton, College of Business
Kaitlin Cooper, College of Education
Lauren Gibson, College of Arts, Humanities, and Social Sciences
Nisha Lama, College of Science and Technology

Spring 2017
Samantha Avera, Nursing and Health Sciences
Rebecca Clifton, College of Business
Kaitlin Cooper, College of Education
Lauren Gibson, College of Arts, Humanities, and Social Sciences
Bijay Shrestha, College of Science and Technology

Student Ambassador Lauren Gibson won first place in the senior women's division at the Louisiana Chapter of the National Association of Teachers of Singing (NATS) competition held at Northwestern State University.

SE-101 Orientations
To further the goal of retention, last year the Office of Experiential Learning began offering RWR orientations to SE-101 courses, an entry-level course that Southeastern students are required to complete reaching 78 students. This year, 3 additional orientations were given by the director of the Office of Experiential Learning and 6 were given by the SE-101 teachers reaching 1,095 students with information about the RWR initiative. Plans are underway for two RWR days during 2017-18 that will serve as seminars as part of the SE-101 experience. A committee of advisors and SE-101 instructors will work with the Office of Experiential Learning and other campus offices to prepare RWR presentations with a goal to reach every entering Southeastern student through 12 presentations each semester.

RWR FACULTY SUPPORT

CUTL: Certificate in University Teaching and Learning

In 2016-17, 27 faculty received training and development in experiential learning through CUTL sessions (Certificates in University Teaching and Learning), an initiative co-sponsored by the Office of Experiential Learning and the Center for Faculty Excellence. These certificates serve as evidence in professional portfolios of continued professional growth and a commitment for teaching excellence. Southeastern offered each workshop at two different times for added convenience. Faculty could attend one, two, three, or all four sessions.

Fall 2016 sessions included:

1. Fundamentals of Experiential Learning
    Tuesday, October 4 and Wednesday, October 5
    Presenters: Stacy Jemison, Millie Naquin, April Kemp

2. Best Practices for Experiential Learning
    Tuesday, October 11 and Wednesday, October 12
    Presenters: Holly Kihm and Jack Bedell

3. Strategies for Assessing Experiential Learning
    Tuesday, October 18 and Wednesday, October 19
    Presenters: Debbie Johnson and Claire Procopio

4. Strengthening Experiential Learning at Southeastern
    Tuesday, October 25 and Wednesday, October 26
    Presenters: Cindy Elliott and Jayetta Slawson

Spring 2017 sessions included:

1. Introduction to Experiential Learning
    Wednesday, February 1 and Thursday, February 2
    Presenters: Jayetta Slawson, Charlotte Humphries, Joel Fredell, and Phillip Voegel

2. Southeastern RWR Case Studies
    Wednesday, February 8 and Thursday, February 9
    Presenters: Mildred Naquin, Sheila Matheny, Cindy Elliott, Melanie Lemoine, and Debra Jo Hailey

3. RWR Assessment Strategies
    Wednesday, February 15 and Thursday, February 16
    Presenters: Claire Procopio, Cheryll Javaherian, Jerry Parker, and Mariela Sanchez

4. Experiential Learning as Motivation for Student Learning
    Wednesday, February 22 and Thursday, February 23
    Presenters: Corie Hebert and Tonyalea Elam

Faculty participation was as follows:

College of Arts, Humanities and Social Sciences		
English	Completer:	Heather Draxl
		Randall Frederick
		Ashley Reed
	Attendee:	Leilya Pitre
Languages and Communication	Completer:	Luz Escobar
		Barbara Overton
	Attendee:	Claudia McCalman
College of Business		
Accounting and Finance		
Management and Business Administration		
Marketing and Supply Chain Management	Completer:	Elizabeth Randon-McDougal
College of Education		
Educational Leadership and Technology	Completer:	John Hatcher
	Attendee:	Dana Griggs
Teaching and Learning	Completer:	Valerie Young
College of Nursing and Health Sciences		
Health and Human Sciences	Completer:	Susan Tufts
	Attendee:	Paula Currie
Kinesiology and Heath Studies	Completer:	Diane Cole
	Attendees:	Ryan Green
		Wynn Gillan
		Nicholas Smith
Nursing	Completer:	Angela Wood
	Attendees:	Ann Carruth
		Karen Hill
College of Science and Technology		
Biological Sciences	Completers:	Frank Campo
		Sita Aggarwal
Chemistry and Physics	Completer:	Moses Ihachi
Computer Science and Industrial Technology	Completers:	Mohammad Saadeh
		Ephraim Massawe
		Chris Kuiper
	Attendee:	Chris Koutsougeras
Center for Student Excellence		
	Completers:	Amanda Hammonds
		Taylor Bergeron
University Housing		
	Completer:	Amanda Robbins

*Completers: Earned certificates for attending all four CUTL sessions
*Attendees: Attended one to three sessions

Twenty attended four CUTL workshops this academic year to earn the certificate of completion. These completions bring the total earned certificates over two years to 72 faculty members. The total attendees for one or more CUTL workshops during the first two years of the RWR initiative is 107. Of the 43 survey responses received from attendees from 2016-17 to ten questions (or 430 questions), there were only 3 instances from the 430 answers collected when a faculty member did not agree or strongly agree with the following statements:

1. The presenter was knowledgeable and well organized.
2. The presenter was helpful and able to communicate the subject matter effectively.
3. My questions and concerns were adequately answered.
4. The ratio of lecture to hands-on activities was satisfactory.
5. The title of the workshop clearly reflected the material covered.
6. The time allocated to cover the material was adequate.
7. I learned new skills and strategies that I can readily put to use.
8. My time away from my other duties was well spent in this workshop.
9. The workshop impacted my professional growth.
10. I would recommend this workshop.

This training assisted faculty in meeting and documenting professional goals and provided faculty a structured way to expand the practice, art, and scholarship of teaching and learning.

EL-Team

The Office of Experiential Learning continued working with a team of faculty mentors who supported the RWR initiative. The 2016-17 EL Team included:

- •Jack Bedell—College of Arts, Humanities and Social Sciences (returning)
- • Lily Brooks—College of Arts, Humanities and Social Sciences
- • Rebecca Davis--College of Nursing and Health Sciences
- • Holly Kihm--College of Nursing and Health Sciences
- • Cris Koutsougeras—College of Science and Technology (returning)
- • Elizabeth Sanders—Library

Twelve individuals have now served as EL Team mentors for their programs and colleges.

Each year, EL Team members attend the National Society for Experiential Education's national conference to stay up-to-date on the latest and best practices of experiential learning. In addition to conference attendance costs, the Office of Experiential Learning covers expenses for up to two half day workshops that team members may wish to attend as part of the Experiential Education Academy. These workshops offer intense focus on experiential education topics and issues.

In 2016-17, the team led four faculty "Lunch N Learns" based—in part—on information learned at the NSEE conference in San Antonio, Texas, held September 26-September 28, 2016.

November 14, 2016
Presenters: Holly Kihm and Elizabeth Sanders
Topic: Integrative Learning or "I Choose C"

February 6, 2017
Presenters: Jack Bedell and Lily Brooks
Topic: Effective Prompts for Reflective Writing

March 8, 2017
Presenters: Cris Koutsougeras
Topic: Creating Quality Internships

April 5, 2017
Presenters: Rebecca Davis
Topic: The Academic Scholarship of "Learning by Doing"

Of the 50 attendees responding to a survey, 100%—as last year—continued to agree that these lunch presentations were worth the time away from their duties. Over two years, these lunches logged approximately 100 attendees.

Annual Faculty Conference

For this year's annual conference on Teaching, Research and Creativity sponsored by the Center for Faculty Excellence, three RWR faculty gave poster presentations. Last year, sixteen faculty and administrators serving the RWR initiative in some capacity presented or participated in this annual event.

Faculty Endowed Professorship

Each year, Southeastern awards endowed professorships as part of the efforts to attract and retain the highest quality instructors and instruction for students. EL Team member Dr. Cris Koutsougeras, Professor of Computer Science and Engineering Technology, received this year's Bellsouth Endowed Professorship with a research project that focused on best practices in experiential-learning activities and in engaging students. Professor Koutsougeras researched elements such as student preparation techniques and the literature and practices in educational environments similar to Southeastern. His research drew on a 2016 Workforce Readiness Survey by McGraw-Hill Education that found strong student agreement of the value of experiential learning and, in particular, internships. Dr. Koutsougeras has established an RWR Internship course for undergraduate students in his program and has integrated his research findings in practical classroom application for creating an effective learning environment for his students.

A CAMPUS CULTURE OF EXPERIENTIAL LEARNING

Offices across campus have continued to work to immerse the campus culture in an RWR environment that values and promotes experiential learning. This year's activities included a state-wide Academic Summit, a new University housing project, hands-on learning through area school tours, and numerous other projects.

Academic Summit – March 30 and 31, 2017

Southeastern hosted the two-day ULS annual Academic Summit, an annual event of the University of Louisiana System that promotes and supports student presentations in service learning, research, performance, and art. Head of Psychology Susan Coats notes, "The Academic Summit was dedicated to promoting undergraduate research, service learning, and creative activity in all fields of study. This gathering of young scholars welcomed presenters from all institutions in the UL System and from all corners of the academic curriculum. Through this annual conference, the Academic Summit created a unique environment for the celebration and promotion of undergraduate student achievement, provided models of exemplary research and scholarship, and helped to improve the state of undergraduate education."

The Academic Summit featured 41 undergraduate research oral presentations, 39 undergraduate poster presentations, and 17 service-learning oral presentations. Seven of the system's nine universities participated in the performance showcase, and the art exhibit featured artwork from eight of the universities in the system.

A total of 301 people registered from across the state. This number included 27 Southeastern students whose work was featured in the Summit, 61 additional Southeastern students whose attendance was sponsored by the Office of Experiential Learning, and 23 faculty members whose attendance was sponsored by the Office of the Provost. This experience allowed students to view presentations in a professional venue and to participate in all activities including keynote addresses, lunches and poster displays, and activities involving communication, reflection, and a demonstrated commitment to quality work.

Campus Housing
In June 2017, Southeastern began construction of two new student-housing facilities with completion planned for fall 2018. A unique feature of the project will be the incorporation of a hybrid geothermal system for heating and cooling—the first of its kind in the state. The system is projected to reduce energy costs by more than fifty percent, help with campus housing needs, and serve as a learning laboratory for real-world experiences for Southeastern students in various disciplines.

Southeastern's Sustainability Center
Southeastern's Sustainability Center provides a synergistic educational facility for the university and region which offers diverse learning styles for both current and future students in the areas of renewable energy, recycling and waste reduction measures, plant biology, and other sustainable technologies. The Center offered tours to area schools as a "hands-on learning experience." Twelve hours of presentations for academic-year 2016-17 reached 202 area students:

Tours 2016-2017 School Year				
Date	**Time**	**Group**	**# of Students**	**Activities**
9/24/16	30 minutes	Girl Scouts group 1	26	Tour and Scavenger Hunt
9/24/16	30 Minutes	Girl Scouts group 2	11	Tour and Scavenger Hunt
11/15/16	2.5 Hours	Ponchatoula Jr. High Chemistry Club	18	Tour, Interactive Bio-mass Demo, and Solar Panel Activity
2/22/16	1.5 hours	SLU Lab School	33	Tour, Power Point, Interactive Bio-mass Demo, and Solar Panel Activity and Wind Power Activity
2/22/16	1.5 hours	Independence High School	39	Tour, Power Point, Interactive Bio-mass Demo, and Solar Panel Activity and Wind Power Activity
2/22/16	1.5 hours	3 home-school groups	8	Tour, Power Point, Interactive Bio-mass Demo, and Solar Panel Activity and Wind Power Activity

| 3/16/17 | 2 hours | Holy Ghost | 60 | Tour, Power Point, Solar Panel Activity, and Wind Power Activity |
| 5/1/17 | 2 hours | North Shore Technical College | 7 | Tour of the Center |

Southeastern Channel RWR Activities

For television broadcast, live webcast, and online website distribution, the Southeastern Channel produced and aired the RWR infomercial 114 times during 2016-17. In addition, the Channel aired several RWR segments for the shows *Campus Talk* and *Southeastern Watch*, including an interview with the Director of the Office of Experiential Learning about the RWR campaign, and an interview with RWR instructor Stacy Jemison to discuss RWR courses in the College of Education. Combined, the two segments aired 73 times with weekly airings throughout the year.

New "Campus Talk" segments were recorded and scheduled for broadcast for the fall 2017 semester as follows: RWR teacher Holly Kihm (Interactive Physical Activity, or iPAL, Family and Consumer Science 442). Also interviewed were students Hannah Guidry (Childhood Education: 427) student Tarez Cowsar (Finance 495: Community Bank Case Study) and Meghan Russell and Darby Murphy (Marketing 373: Digital and Social Media Marketing).

The channel produced two new programs about RWR for broadcast on the Southeastern Channel, live webcast, and online website distribution. These programs were part of the Southeastern Lecture Series and focused on addresses from guest speakers from the ULS Academic Summit. The guest speakers and their topics were Caleb Freeny and Brad Deal with a one-hour talk on "Camp Alabama" and Barbara Forrest with a 30-minute address titled "From Plato to Public Service." Combined, these two lectures aired 20 times from May 22, 2017, through June 8, 2017, for a total of 14.5 hours of airtime. Both programs have been running on the Experiential Learning website since May 17, 2017.

The channel re-aired two programs about RWR for broadcast on the Southeastern Channel and live webcast. These programs were also part of the Southeastern Lecture Series and focused on addresses from guest speakers at the 2016 Real-World Ready student conference—"Utilizing Your Toolkit" by Ashley Cangelosi Llewellyn of the St. Tammany Economic Development Foundation and "Are You Real-World Ready" by Michelle Kidd Sutton of the North Oaks Health System. Combined, these two one-hour programs aired 56 times between July 1, 2016 and May 24, 2017, for a total of 56 hours of airtime. Both programs have been running on the Experiential Learning website since June 23, 2016.

Finally, the Southeastern Channel produced and aired a sixty-second promotional spot for the ULS Academic Summit conference. The spot aired 91 times between March 2, 2017, and March 31, 2017. It ran on both the Experiential Learning and University of Louisiana System websites during that time span.

Additional RWR Campus Activities
- Southeastern graduate and Chick-fil-A executive Rob Dugas visited campus to recruit students for a summer internship program at Chick-fil-A headquarters in Atlanta. http://www.southeastern.edu/news_media/news_releases/2016/november/chick_fil_a.html
- Southeastern's *ByLion* featured the Career Connect project as a part of Real-World Ready. The project connects students with alumni who work in their prospective careers. http://www.southeastern.edu/news_media/bylion/2016/nov_14/index.html
- Chuck Toney, Southeastern graduate and New Orleans lawyer, was the subject of a success story published on the home page of Southeastern's website. http://www.southeastern.edu/news_media/homepage_stories/20170103-chuck_toney.html
- The College of Business opened the Barrios Ng Family Lab for Global Marketing and Latin American Business as a significant resource for preparing students for the real world. http://www.southeastern.edu/news_media/bylion/2017/may_8/index.html#lab

CONCLUSIONS

There is much to celebrate in the continued growth of experiential-learning at Southeastern through the RWR initiative. This academic year, constituencies across campus embraced this proven learning method as a means of furthering the achievement of our students. There was an increase in the number of students enrolled in RWR courses from the 443 students to 832. To date, 1,275 students have taken an RWR course. Between 2015-16 and 2016-17, the number of RWR course sections offered increased from 25 to 81.

To ensure best practices for assessing the four student-learning outcomes, an RWR Assessment Committee for 2016-17 was appointed by the Director of the Office of Experiential Learning for auditing RWR course-level assessment plans. The committee members worked in teams to review and audit assessment methodologies of all individual RWR courses. This work combined with a faculty survey and numerous campus conversations led to the determination that the collecting and reporting of aggregate data for all RWR SLOs was sufficient for monitoring the progress of RWR activities and for producing evidence of student learning. However, the Office of Experiential Learning will continue to maintain a WEAVE course for the RWR initiative to communicate updates and provide reports.

The number of students meeting or exceeding expectations of the four SLOs in 2016-17 were: SLO 1=87.3% (713 students); SLO 2=87.2% (720 students); SLO 3=86.7% (712 students); and SLO 4=90.1% (746 students). When compared to last year's results, SLO 1 remained unchanged; SLO 2 (communication) improved by 4.2%; SLO 3 (reflection) increased .05%; and SLO 4 (professional behavior) improved by 6.4%. The Office of Institutional Research and Assessment continued to survey students enrolled in RWR courses to collect indirect assessment data for future analysis and dissemination.

The Office of Experiential Learning continued to take an active role in supporting students by awarding $5,000 in RWR Student Ambassador Scholarships in the 2016-17 academic year, bringing the total number of student scholarships awarded over two years to $10,000.

Additionally, the office sponsored the attendance for 61 Southeastern students to attend and participate in ULS Academic Summit activities. These student activities join the one-day RWR student conference of 2016, held in collaboration with the well-established Office of Sponsored Research and Programs event, Southeastern Students' Research, Creative, and Scholarly Activities Showcase during which 133 students and faculty attended the five RWR presentations and 18 students presented their research.

Faculty continued to receive training and development opportunities with 6 Southeastern faculty attending the National Society of Experiential Education national conferences. On campus, Certificates of University Teaching and Learning were awarded to 20 faculty for completing four workshops in experiential learning bringing the total number of Southeastern faculty earning this certificate to 72, with 107 faculty attending at least one CUTL workshop. Additionally, 20 faculty members with experiential-learning as part of their responsibilities at Southeastern presented during the CUTL workshops this year. The EL Team was active this year with 6 EL Team members presenting 4 campus Lunch N Learns on issues central to experiential education, bringing the total number of EL lunch workshop to date to 8. Approximately 50 people attended these lunches for a total over two years of 100 participants. Surveys from each year have revealed that 100% of those responding believed these workshops were worth their time away from other duties.

Southeastern continues to brand itself as an RWR campus through activities such as special broadcasts on the Southeastern Channel, public press releases by the Office of University Communications and Creative Services, and sponsorship of special "hands on" events for students, perspective students, and partnerships with alumni. These types of activities will continue to expand as we move forward to year three of the RWR initiative.

NEXT STEPS

1. In addition to following the original calendar established in the QEP, work more closely with programs across campus to ensure all degree programs will have at least one opportunity established no later than spring 2019.

2. Connect the RWR initiative more fully with the Center for Faculty Excellence to serve as a catalyst to increase faculty involvement in the RWR initiative by
•providing more information to faculty on the intentionality of experiential learning
•linking faculty from different departments
•establishing better faculty work visibility among other faculty, colleges, and across disciplines
•inviting a prominent, national, speaker in experiential learning to campus to reinvigorate the initiative
•strengthening campus communication about RWR

3. Connect RWR more closely with the Center for Student Excellence for purposes of
•Determining and implementing a stronger connection between the RWR initiative and first-year students to improve on the 1,173 students reached over two years through SE-101 RWR orientations
•Working specifically and more directly with SE-101's new Real-World Ready seminars to provide all entering Southeastern students with information about experiential learning and the RWR initiative, as we continue to strengthen and integrate the last Quality Enhancement Plan with the current one

4. Find ways to make better connections between the Offices of Experiential Learning and Career Services.

5. Appoint a new RWR Advisory Council and ask them to review the annual report and to provide advice on continued improvement.