

C4: A Quality Enhancement Plan of Experiential Learning

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Table of Contents

I.	Executive Summary	2
II.	Process Used to Develop the QEP	3
III.	Identification of the Topic	6
IV.	Desired Student Learning Outcomes for C4	10
V.	Literature Review and Best Practices	14
VI.	Actions to be Implemented	22
VII.	Timeline	32
VIII.	Organizational Structure	37
IX.	Resources	39
X.	Assessment of the C4 Program	42
XI.	Appendix A: Purpose Statement of Centenary College	47
XII.	Appendix B: Contributors to the QEP	48
XIII.	Appendix C: Complete List of QEP Proposals	50
XIV.	Appendix D: Student Government Association Resolution for QEP Support	51
XV.	Appendix E: Community Partners Surveyed	53
XVI.	Appendix F: Component Learning Outcomes and Assessment Rubrics	55
XVII.	Appendix G: Bibliography	61
XVIII.	Appendix H: Schools Reviewed for Best Practices	64
XIX.	Appendix J: QEP Financial Resource Plan 2008-2013	66

I. Executive Summary

Centenary College of Louisiana strives to develop global citizens through experiential education. *C4: A Quality Enhancement Plan of Experiential Learning* therefore resides at the center of our college purpose (see Appendix A). Connecting the theoretical with the practical, the domestic with the international, the scholarly with the social, C4 will help encourage in our students a lifelong dedication not only to learning but also to serving others.

Our C4 mission is to incorporate into Centenary's required curriculum distinctive, experience-based programs for students to enhance their self-knowledge and social awareness through career and graduate school preparation, intercultural engagement, and civic involvement. At Centenary, we define "experiential education" as personal, meaningful, and distinct experiences that help students connect classroom learning to practical living. Making such connections transforms mere learners into thinking doers. Thus, the purpose statement of our college and the C4 mission statement clearly connect in essential ways:

- We want our QEP "to enhance student self-knowledge and social awareness" because as a college, we want "to build a community focused on ethical and intellectual development, respect and concern for human and spiritual values, and the joy of creativity and discovery." We want our students to build lives of integrity through better understanding of the self and others.
- We focus this QEP practically on career and graduate school preparation, intercultural engagement, and civic involvement because as a college, we "appreciate the diversity of human cultures in cultivating intellectual and moral courage, responsibility, fairness, and compassion." We want our students to work within a strong community, explore the unfamiliar, and connect their work and lives to the practical world: we want them to achieve superior preparation for futures yet unimagined.
- We incorporate these experiences into our required curriculum because we believe they are essential to achieving our college mission. We want *all* of our students not only to understand but also to serve our global community, believing a lifestyle of service is the evidence of a true liberal arts education.

We believe that experiential education results in changed individuals, students equipped for leadership in the workplace, community, nation, and world. This QEP therefore reinvents a co-curricular program centrally connected with our college mission in ways that can forever transform our students. *C4: Centenary Career, Culture, and Community* can improve our students' experience of the liberal arts and send them into the world as better citizens.

A Centenary education equips students with flexibility for an uncertain and changing world. C4 provides practical and theoretical versatility for exactly that, training our students to think critically through experience-based exploration. Offering students personalized experiences as well as real individual, social, and professional growth, C4 manifests Centenary's core values in all members of our campus community through professional success, responsible citizenship, and lives of service.

II. Process Used to Develop the QEP

During its two-year development, this QEP has depended upon the voices of faculty, staff, students, trustees, alumni, and our broader community through committee participation, proposal writing, evaluations and surveys, trial implementation, and troubleshooting. Throughout this process, we have better understood our college mission (see Appendix A) and articulated how experiential education is key to achieving it. This QEP builds on our strengths and opportunities to implement our college mission more directly and powerfully, resulting in a more unified campus community.

In the true liberal arts tradition, Centenary College seeks to prepare its students for real and effective citizenship in a global society. Our faculty, staff, and alumni have therefore made various efforts at exemplifying the liberal arts in practical application throughout our more than 180 years as a chartered college, and we ever aim to improve our efforts. In recent years especially, we have begun curricular and co-curricular programs that connect classroom learning to practical living outside the classroom. Our campus community took the QEP selection process as an opportunity, then, to reflect upon these tentative steps toward experiential education:

- In the 1980s, the faculty formalized a longstanding emphasis on oral and written verbal skills by requiring all students to take at least one S (speech) and W (writing) course before graduation. Several departments also began requiring senior seminars as capstone critical-thinking courses for the majors, believing that such experiences would help make our alumni better verbal communicators and critical thinkers in the world.
- In the early 1990s, the Centenary Plan became a core requirement for all students to explore possible careers, other cultures, and community service through focused co-curricular programs.
- In 2001, a new course called First-Year Experience: Communities and Conflicts began introducing new students to the liberal arts and engaged citizenship.
- Also in 2001, our Academic Resource Center opened, offering specific learning guidance to all students across all disciplines.

These programs, which reflect our college vision and strategic plan, do contribute to our rich intellectual and social atmosphere and help provide superior preparation for our graduates. But how could we better achieve these ends? Did any of these extant programs need change appropriate for a QEP, or could introducing a new program best enhance the quality of our institution? Developing this QEP afforded our entire Centenary community the opportunity to work together to enact our college mission more clearly and effectively through experiential education.

Call for Proposals

Our QEP Selection Committee (see Appendix B) first met in August 2006 and established a timeline for soliciting, receiving, and evaluating QEP proposals from across our campus community. Throughout September and October 2006,

the QEP call for proposals was announced to various groups so that every member of our campus community had the opportunity to learn about it:

- The Selection Committee met with academic department chairs and selected faculty within each academic division while also presenting the call for proposals at regular meetings of all faculty and all staff.
- To reach the student body, the Selection Committee sent several global emails and met with the Student Government Association, Christian Leadership Center, Student Athlete Advisory Committee, Residence Hall Association, and the Centenary College Choir. Our student newspaper, *The Conglomerate*, also ran an article promoting the call for proposals and encouraging students to submit ideas themselves or work with faculty and/or staff to do so.
- The Associate Dean and SACS Liaison, Dr. David Hoaas, met with the Academic Affairs Committee of the Board of Trustees in October 2006 to introduce the QEP process. The Board remained involved throughout the QEP selection process, especially through this committee.
- The Selection Committee held a campus-wide information meeting to answer questions and clarify the nature of appropriate QEP proposals.

By mid-October 2006, the Selection Committee had received nine proposals from faculty, staff, and students; see Appendix C for a full list, especially noting joint faculty-student and staff-student ventures. Most of these proposals reflected one single thread: a broad desire for real experiential education at Centenary.

Thus, at the November 2006 faculty meeting, the QEP Selection Committee presented a proposal to develop a program that would truly achieve experiential education at Centenary. This proposal met with unanimous faculty approval. Dr. Hoaas and Dr. Ross Smith, Chair of the QEP Selection Committee, then met with Academic Affairs Committee of the Board of Trustees in December 2006 to discuss this same proposal; the committee unanimously affirmed the plan and sent it that month to the full board for approval.

Having thus completed its charge, the QEP Selection Committee became the QEP Steering Committee (see Appendix B), charged now by unanimous faculty vote to develop the proposed QEP. Most members of the previous committee remained, though there were a few changes and additions so that more faculty, staff, and students could participate in the year-long process of researching and writing the QEP itself as well as preparing for implementation.

A Project of Consensus

This QEP represents several different ideas with a common theme: experiential education at Centenary. We have restructured and enhanced the Centenary Plan so that it offers personalized experiences and achieves real individual, social, and professional growth for each student. For the past twenty years, Centenary has initiated various programs that have experiential elements; unfortunately, none of these has articulated a clear or central plan for experiential learning. Thus, this QEP reflects what the Steering Committee understands about experiential education and best practices in career exploration, intercultural

experience, and service-learning. More importantly, it reflects what stakeholders in the Centenary community believe about our college purpose.

In September 2007, the Steering Committee posted a full draft of the QEP on the Centenary website for all members of the campus to read and review; that QEP received positive and supportive reviews from faculty, staff, and students. That same month, the Steering Committee also introduced the document at all-faculty and all-staff meetings. Several constituents made specific comments supporting the part of the new plan that would allow internships, which were previously departmental offerings, to fulfill the career exploration component. Others noted how pleased they were that this new proposal addressed our currently limited Service-Learning opportunities.

Throughout September and October of 2007, the Steering Committee hosted multiple meetings open to the entire campus community to voice opinions and offer suggestions. The Steering Committee took all of this input into account before presenting a revised QEP during the November 2007 faculty meeting; at that time, the faculty unanimously voted to endorse this plan. Then, in December 2007, the college president and Board of Trustees (first in a meeting of its Academic Affairs Committee and then at a full board meeting) issued their unanimous votes of support for the QEP. Finally, the Student Government Association issued a resolution (see Appendix D) expressing their support for the practical changes the QEP would make to improve educational experiences at Centenary.

III. Identification of the Topic

Across the Centenary community, we naturally and regularly identify as our most successful graduates those alumni who engage in responsible global citizenship—who make a practice of applying what they have learned in order to serve individuals and circumstances around them. Their stories mean the most to us, validating our efforts and fulfilling our mission, so we tell their stories to ourselves and our constituencies when we describe and laud Centenary. This QEP represents our efforts to make those stories the norm: we want our students to understand themselves and their world so that they can connect the skills they learn in the classroom to their practical lives. We believe that we will accomplish this through experiential education.

Early attempts to create a program in experiential education were partially but ineffectually enshrined in the Centenary Plan. As this section explains in further detail, neither its components nor the program as a whole achieve appropriate learning outcomes for experiential education and therefore do not achieve our institutional mission. This QEP remedies these problems and makes great strides in experiential learning at Centenary.

Experiential Liberal Arts Education in the Strategic Plan

Centenary equips individuals for global citizenship. Our core values—individual attention, community, justice, excellence, and integrity—have thus guided Centenary throughout our 183-year history. A selective liberal arts college offering transformative undergraduate experiences in a wide range of academic disciplines, Centenary is a community where individuals think and act well. We strive to equip students for innovative, responsible, and courageous thought and behavior that effect positive change in our world (see Appendix A for Centenary's purpose statement).

A strong campus community that encourages exploration of ideas and skills, Centenary fosters personal growth alongside a practical understanding of a fast-paced world that demands versatility of its citizens. Toward these ends, our Strategic Plan articulates five institutional goals, three of which directly inspire our QEP:

1. Nurture for the entire campus community a rich intellectual atmosphere and personalized, distinctive experiences through innovative curricula, interactions between students and faculty, interdisciplinary studies, internships, and intercultural opportunities.
2. Strengthen the campus community and enrich its social atmosphere, specifically by invigorating service-learning with enhanced curricular and co-curricular opportunities that increase our larger community connections.
3. Enroll and graduate students who seek a vibrant college experience that will afford them superior preparation for career and citizenship in the real world.

Our Strategic Plan explicitly addresses our need for a QEP that contributes to the long-term health of the College. Thus, this QEP leverages our strengths: our dedicated and accessible faculty and staff who strive for personal attention to each student and an even stronger intellectual atmosphere, our community

reputation as a known and respected institution, our experiential and intercultural opportunities in research and the community, and our superior preparation for graduate schools and careers. This QEP also represents a strategic opportunity for Centenary:

- Focus the attention of our campus community on one mission-centered goal to strengthen and unify our experiential education opportunities.
- Work with sufficient personnel and financial resources, as pledged by the College administration, to carry out experiential education goals so that our students can effectively learn about and take advantage of the personalized and distinctive experiences available to them.
- Create bridges between faculty and staff to work together for academic and vocational excellence in and out of the classroom.
- Help students explore connections between their personal careers, our larger global culture, and community service that will affect their lives well after graduation.
- Establish stronger connections with the greater Shreveport-Bossier community and beyond.
- Benefit from a strong and effective evaluation plan (see Section X) that will allow us to learn quickly and regularly what works and make changes accordingly.

Nearly twenty years ago, a presidentially appointed committee generated the Centenary Plan, comprised of three components—Career Exploration, Intercultural Experience, and Service Learning—which began integrating experiential education into our core curriculum. The institution set lofty goals for the program but provided minimal resources for implementation and continuation. Therefore, it has fallen far short in terms of learning goals and achievements, and the entire plan has suffered from segmentation: our campus community views it as three items on a checklist rather than a unified program essential to our institutional mission. Our campus community has realized that we must make a new and focused effort at achieving experiential education.

Program Assessment

Various means of assessment in recent years show that the Centenary Plan has not achieved what it was created to do, nor do our stakeholders believe that it can. Our current students remain skeptical about how pertinent it is to their lives, and alumni do not connect their experiences in the program with their lives after graduation. The recent Noel-Levitz student satisfaction inventory (60% of our students responded) included a question rating both how important students thought the Centenary Plan was for preparing them for life after college as well as their satisfaction with the program itself. More than 60% of the respondents indicated that it was "important" or "very important" but only 31% reported being "satisfied" or "very satisfied" with it.

More importantly, sustained studies conducted by the Centenary Plan Committee showed that it needed grand overhaul. The campus community does not view the Centenary Plan as a synergistic program in experiential education benefiting our alumni or our global community, or able to further the College mission as it

should. Therefore, in 2003, the college faculty charged the overseeing committee with rigorous assessment of each component. Even the charge itself reveals a major problem: our campus community views the Centenary Plan as a collection of stand-alone programs without any comprehensive connections. The committee also found struggles within the components themselves:

- In 2004, the committee developed a comprehensive assessment program for Intercultural Experience and found that the resources and learning outcomes for this Centenary Plan component were insufficient. That is, the one-person staff could not possibly oversee this part of the Centenary Plan appropriately while administering other international exchanges and all May Modules. Also, while most students fulfill their intercultural requirement through May Module, another core requirement, not all Modules nor all intercultural experiences currently offered for our students achieve our learning outcomes. Indeed, our students do not seem to understand what an intercultural experience is: in a recent National Survey of Student Engagement, fewer than 25% of our students claimed to have had an international education experience even though over the last six years, nearly 60% of our students have fulfilled their required intercultural experience abroad. The committee therefore instituted a system whereby they would provide individual faculty members overseeing intercultural experiences with a written assessment each year, making specific recommendations as to how these faculty might enhance their programs.
- In 2005, the committee studied Service-Learning carefully and determined that this program succeeds in "service" but not in "learning"—that is, our students do act as community volunteers through this program, but they do not achieve learning outcomes. Later considerations (by the Community Subcommittee) also took into account data compiled since 1999 when Centenary students completing the service-learning requirement began responding to a survey asking how the experience could have achieved better learning outcomes. Nearly 80% of the 597 responding students indicated a desire for change: they wanted or needed more effective reflection, more personalization of schedule and service partner, more orientation to service itself and the service agencies, and more oversight in the field. A recent study of long-term service-learning partners (see Appendix E) then confirmed the need for better orientation. Therefore, the committee crafted a reflection tool for students and developed an action plan to provide feedback to service partners.
- In 2006, the committee focused on Career Exploration and found serious deficiencies. The committee was alarmed to discover that previous directors of the Career Services Center had made no effort to collect any sort of assessment materials, even though they had retained a large folder of complaint letters. The committee asked the Office of the Provost to solicit feedback from 300 current and former students who had completed the Career Exploration component of the Centenary Plan: a scant 12.5% of respondents ranked the content of our Career Exploration course as "excellent" while 50% rated it as "poor" or "very poor." The

written comments gave even more cause for alarm, pinpointing the deficiency in learning outcomes and assessment tools.

The common thread here is a weakness in experiential education: at best, the three components of the Centenary Plan offer our students "experience" but not "education." Furthermore, the Plan lacks unity as a single, comprehensive and assessable program driven by student learning outcomes. Program and component orientation is seriously lacking, and resources are insufficient to achieve our learning goals. The Centenary Plan does not contribute to our institutional mission as it must, for it suffers from major problems:

- Inflexible options to personalize the experiences for individual students,
- Insufficient academic content,
- Inadequate financial and staff support, and
- Ineffective program assessment.

The Centenary Plan had deep flaws at its root. What began as a bold initiative broadening the college curriculum beyond traditional academic scholarship had become a mere checklist of burdensome requirements rather than distinctive opportunities for effective real-world education. Furthermore, the success or struggle of individual components largely depended on staff members who generally did not have sufficient resources to achieve poorly stated learning outcomes. These difficulties are not idiosyncratic to particular components but systemic: we do not capitalize on the relationships and resources available across our campus community, we do not infuse these experiences with rigorous academic content, and we do not facilitate structured reflection relevant to the experiential education goals of the program as a whole. This QEP is the right opportunity for essential and necessary change: we must re-vision a unified program in experiential education at Centenary.

IV. **Desired Student Learning Outcomes for C4**

C4: Centenary Career, Culture, and Community expresses our institutional commitment to experiential learning, helping our students apply scholarship to real circumstances. At Centenary, we do not merely want to produce great thinkers but individuals who connect compassion to their critical thinking skills, effecting positive change in the world. We believe that one of the best ways to do that is through experiential learning. Experience itself is valuable but insufficient for complete learning; when set in a larger context of reflection, experience can result in student-centered education. C4 strives not only to offer students distinctive experiences but also to guide students in reflection that can result in enhanced self-knowledge and social awareness so that they might enjoy a more meaningful Centenary education and then engage the world as sensitive leaders.

How do we practically help students achieve these ends? Our literature review (see Section V) demonstrates that we can effectively alter student affect and attitudes through experience-based learning. C4 targets the affective domain because the College has other programs already directed toward improving our students' cognitive skills and knowledge, even as our purpose statement (see Appendix A) also articulates an important focus on improving our students' emotional lives. The C4 program engages students' hearts *and* minds, helping them contextualize classroom experiences while connecting them with the real world, so that they might leave Centenary with enhanced self-knowledge and social awareness and a view toward global citizenship.

We want to foster learning through experience so that our students can become ethical intellectuals in the world. As Confucius said, "Tell me and I will forget, show me and I may remember, involve me and I will understand." Though we at Centenary maintain high standards across our academic program and offer many opportunities for students to see the real impacts of such scholarship in practical circumstances, we do not currently help our students make deliberate and transformative personal connections between the intellect and ethics. We must teach them how to apply their skills to the benefit of those around them. Through C4 we can envision a student in a summer service project abroad who, through a guided process of reflection, gains an understanding of how her own classroom study of political structures and artistic expressions converge in the poverty she observes. She might further see her own skills and talents as useful to improve that culture, and she might decide to devote her future professional life to exactly that purpose. C4 therefore helps make our institutional purpose come alive.

The experiential learning opportunities gathered under the C4 umbrella will serve as an interface between our students' on-campus intellectual life and their lives after Centenary. We want graduates to remember C4 as a single set of learning experiences that concretely placed them at the center of the college mission but also within the global community as responsible contributors. They will connect their personal career goals with other cultures and communities; they will see the program as having enriched them as whole persons. Thus, the name "C4" points to the unity of the program: like the explosive C4, the whole is made exponentially more powerful by the *interaction* of its parts. This QEP strives to accomplish for our students not merely a set of distinct and distinctive

experiences but true experiential education through a unified, mission-rooted and goal-driven program focused on student learning.

C4 is driven by one clear mission statement:

Incorporate into the required curriculum distinctive, experience-based programs for students to enhance their self-knowledge and social awareness through career and graduate school preparation, intercultural engagement, and civic involvement.

Toward these ends, C4 has four main goals to achieve. We will provide students with opportunities:

- To integrate experiential learning into our traditional academic context, so that students can link classroom learning with practical application.
- To understand that social interaction is an integral part of education.
- To recognize their roles as citizens and leaders responsible for meeting the challenges facing an ever-changing world.
- To realize that personal reflection about their engagement with the world beyond the classroom can lead to real self-knowledge and social awareness.

We will measure these goals with three concise learning outcomes for the C4 program (see Section X for program assessment). Each component of the C4 program has particular benefits to students as reflected in the component-specific learning outcomes (see Appendix F), but those learning outcomes are largely separate from our overall C4 program outcomes. Upon completing the entire C4 program students will demonstrate the following mission-oriented learning outcomes:

Outcome 1: Students will demonstrate an understanding of the connections between classroom learning and practical application.

Our College purpose statement (see Appendix A) indicates that we will encourage our students to adopt a lifelong dedication not only to learning but also to serving others in the workplace, the community, the nation, and the world. Connections between curricular and co-curricular experiences are therefore implied by the College purpose, and our C4 goals respond to this. We want to build a strong foundation for our students' personal lives *and* career goals; our literature review (see Section V) demonstrates that experiential education is one of the best ways to make these connections and help our students develop in global citizenship.

C4 explicitly carries the classroom into the larger community rather than merely referencing the community implicitly within the sterile confines of the Ivory Tower. We want our students to understand that social interaction is an integral part of true education. For this reason, the C4 program has at its core the explicit experiential nature of the learning it facilitates. C4 should engage students in special experiences that stand

out from the way they typically learn in the classroom; these experiences should be meaningful, personal, and distinct, producing a lasting effect on the students themselves as they learn to serve in the world. C4 will engage students in experiences that connect classroom studies with real-world circumstances, demonstrating how students might apply what they have learned and accomplished to novel situations.

Outcome 2: Students will demonstrate enhanced self-knowledge through their C4 experience.

Our College purpose statement (see Appendix A) indicates that we aim to cultivate in our students integrity, intellectual and moral courage, responsibility, and fairness. These qualities reflect a strong sense of self: understanding one's own values and how they connect with the values of others to promote a sense of community. We develop whole persons, recognizing the importance of a healthy mind *and* body; we also believe in the strength of community, so we want to help our students understand their own roles within our global society.

Only those with critical knowledge of the self can act as global servants. Such optimally self-aware students can identify and logically defend their values and choices, but they also understand their own strengths and weaknesses, and evaluate their values with self-criticism. They understand how their choices impact others and themselves with both short-term and long-term effects, adjusting their behaviors and attitudes to different situations (i.e., cultures and environments) and changing circumstances. Such individuals practice ethical values with integrity as lifelong learners and leaders who can meet the challenges of an ever-changing world.

The flexibility of C4 allows our students to make personalized choices, learning what will be meaningful to their own lives. They can then make choices that demonstrate their expanding knowledge of themselves and those around them. Centenary students will practice ethical integrity and self-critical evaluation. They will unite knowledge and action.

Outcome 3: Students will demonstrate enhanced social awareness through their C4 experiences.

Our College purpose statement (see Appendix A) indicates that we aim to cultivate respect and concern for human and spiritual values. We are committed as a Centenary community to serving others, overcoming ignorance and intolerance, appreciating the diversity of human cultures, and recognizing the interdependence of people and the environment. Therefore, C4 has an external focus, pushing students outside of their familiar environments so that they might learn how to think critically and engage profitably with their local and global communities.

Students with optimal social awareness will genuinely care for others and value a diversity of voices. They will actively seek out knowledge of and interaction with others through a humble awareness of their place in the

larger world. They will act empathetically toward others regardless of their category or class (e.g., race, gender, religion, ability level). They will act on a willingness to overcome their own biases and ignorance, partnering with others in service. They will defend tolerance and delight in the discovery of others, integrating some behaviors or beliefs from different worldviews as they recognize the interconnected nature of our world.

We want our students to understand the forces that have influenced the past, drive the present, and shape the future because individuals like that can promote positive social change. They can engage the world with informed sensitivity. Through C4, our students can grow in their understanding of how they might use their own skills and talents to meet the needs of others ethically, boldly, and compassionately as leaders in the workplace, community, nation, and world.

V. Literature Review and Best Practices

Centenary, like institutions of higher education across the world, stands on the belief that experiential learning is one of the best ways to actually internalize skills and attitudes appropriate to global citizenship. However, the QEP Steering Committee quickly discovered that the College had historically assumed this rather than researched it. Therefore, involving all components of our campus community—QEP subcommittee members (faculty, staff, and students), library staff, and Centenary Plan facilitators with first-hand knowledge of extant assessment—we aimed to understand experiential education, career exploration, intercultural experience, and service-learning better through a literature review (see Appendix G for a full bibliography) and consideration of best practices. We thus considered how to create for our particular students and community a unified C4 program that truly achieves the best in experiential education.

Experiential Education

Our literature review of thirty articles (see Appendix G) relevant to experiential education revealed that the original idea behind the Centenary Plan had merit but that our practices were not achieving appropriate learning outcomes. More than half of the articles explicitly discussed service-learning, while others focused on career issues (internships, "real-world" training, and simulation experiences in the classroom), and still others explored multi-cultural and diversity-driven learning experiences. Nearly half of the articles referenced described experiential education as part of programmatic or departmental curriculum, while others described experiential courses themselves or exercises within the context of a class that was not explicitly or fully experiential.

Many of the articles were descriptive in nature, but the sixteen that reported empirical findings suggested some of the following benefits students reported through experiential education:

1. Perceived improvements in academic understanding, self-esteem, and interpersonal skills (McKenna and Rizzo).
2. Better understanding of academic concepts, particularly in the ability to transfer knowledge to new contexts (Corpus and Eisbach; Herz and Merz; McKenna and Rizzo; Reeb, Sammon, and Isackson; Rodrigues, Pearce, and Livett; Roschelle, Turpin, and Elias).
3. Improved well-being (Srivastava and Sinha), increased motivation (Raman and Pashupati), and better self-understanding (Aberle-Grasse).
4. "Increased understanding of racial/cross-cultural issues . . . [and the value] of working with marginalized persons" (Aberle-Grasse).
5. Developing commitment to social justice (Keen and Howard; Koliba; Kronick; Roschelle, Turpin, and Elias).

How, then, should a college like Centenary implement experiential learning? The National Society for Experiential Education (NSEE) offers Standards of Practice for intentional experiential learning that benefits both teacher and student. NSEE stands on the principle that when learning is purposefully experiential and explicitly process-oriented, everyone gains more understanding, not just of the information but also of the communication and process necessary to acquire and

reveal that information in real-world applications. The following Standards of Practice have proven especially helpful for our QEP:

1. Authenticity. Experiential learning must happen in the real world or at least apply clearly to practical situations and people.
2. Reflection. Real learning happens students internalize an experience and then communicate what the experience has meant, articulating how the hypotheses were confirmed or denied and weighing the results. Facilitators can also assess formal reflections, determining whether or not the students have achieved learning objectives and revising the program as needed.
3. Monitoring and Continuous Improvement. Experiential learning is, by definition, dynamic learning. Facilitators must provide regular oversight and maintain great flexibility, quickly seeing problems and responding so that learning objectives can be achieved.
4. Assessment and Evaluation. Facilitators must not only assess individual students and oversee individual experiences but also collect data about the effectiveness of the entire program and make changes accordingly.

External research confirms what anecdotes and course evaluations have suggested for some time at Centenary: that students learn well when they connect scholarship with service, practice, and exploration. More specifically, students discover and understand their own personal and professional goals better when they engage in internships, career-exploration classes, or professional research opportunities. They understand other cultures better when they engage with—or, better, live among—those other cultures. And they become better citizens when they practice volunteerism and real-world problem solving in their local and global communities.

Career Exploration Programs and Career Service Centers

With representatives from the Centenary faculty, staff, and student body, the Career Subcommittee (see Appendix B) of the QEP Steering Committee reviewed career services at institutions in our consortium, career services at selected national institutions, and selected literature about career exploration. We concluded simply that Centenary does not adequately help our students explore their career options. The College generally regards Career Exploration as a poorly executed core requirement rather than an essential part of a Centenary education.

A review of career services at peer institutions suggested that Centenary fell short in several specific areas:

- Resources. Centenary generally dedicates fewer resources to Career Services than any of the 15 other members of our consortium, the Associated Colleges of the South (see Appendix H for a complete list of ACS schools). When we began the QEP process, we had a single employee in Career Services but 75% of our sister schools had full-time professional staff of four to six persons (Birmingham-Southern appeared to have only one staff member while the University of Richmond had seven staff members; Washington and Lee supports a Career Center with

six full-time staff, five student assistants, and nine undergraduate career assistants.)

- **Communication.** Students at Centenary have historically underutilized Career Services because it offered few useful services and never communicated effectively what services it did offer. In contrast, most of our peer institutions have worked hard to make their career services clear to students and faculty by offering numerous workshops, job fairs, and internship programs designed to engage students early in their college experience rather than a few months prior to graduation; other institutions have prioritized career services and have therefore resourced it better.
- **Career Course.** Centenary, like most ACS institutions, offers a no-credit Career Exploration course, but even where such courses do carry academic credit, they are not experiential. For instance, Rollins students receive one credit hour for eight seventy-five minute sessions in workshops targeted to first-year students and sophomores, and the course is not required. On the other hand, Hendrix students may complete either an internship or a class to achieve the career component of the core program called Odyssey, which three staff members administer; every Hendrix student must complete at least three of the six Odyssey components before graduation, and career exploration is only one of those options.
- **Internships.** Centenary, like most ACS institutions, offers optional credit or no-credit internships for students. Most programs like this seem to have developed independently within the various academic departments; students generally must take the initiative to create these internships, which are usually administered by their academic departments with little or no oversight and certainly with no clear or comprehensive learning objectives. Some institutions have made an effort to structure these internships better; for example, part-time and full-time internships listed with Trinity's Career Center must indicate educational goals and objectives.

A review of best practices at national institutions not in our consortium, from major public universities to aspirant schools to trade schools (see Appendix H for a complete list of schools reviewed), suggested that Centenary help our students explore career options like many other American colleges and universities do.

- For-credit career exploration programs at non-consortium schools we reviewed (LSU-Shreveport, LSU, Texas State University, Emporia State University, Washington State University) seem more like workshops than courses. The career centers at these universities list internships but do not seem to provide much oversight.
- Aspirant schools we reviewed (Whitman, Arizona State, Baker College, Pepperdine, Texas Christian University, Rice, Vanderbilt, University of Arizona, Columbia, Wheaton, and Sarah Lawrence) revealed mixed results. Notably, there are no career exploration requirements at most of these universities. Pepperdine offers an intensive program called the Career Action Project to which students must seek admission, and Arizona State offers interesting programs, especially for international students. Rice also maintains a serious Career Service Center with nine

staff members and four levels of corporate sponsorships; the Center offers three career courses (two for credit, one with a separate fee) but none are mandatory.

- To see if trade schools do career preparation different, we reviewed the Texas State Technical Schools and found that they do not provide much real career preparation, doing little more than job placement in the trades.

Our ACS peer institutions, which share a commitment to student-centered experiential learning, generally provide better contrasts, challenges, and models for Centenary to follow. A literature review confirms, however, that not even our peer institutions are a great model; some offer adequate programs but do not immerse their students in career exploration. Our review of other schools also shows that Centenary helps students explore career options as well as many other colleges and universities, but the literature suggests that none of us are doing it very well, having set very low standards for ourselves. We can set more appropriate goals and achieve them with a better resourced career center: a comprehensive program driven by student-centered learning outcomes can provide measurable benefits to our graduates.

The Institute for Employment Research at the University of Warwick has published online their *Systematic Literature Review of Research into Career-related Interventions for Higher Education*, which provides an excellent analysis of how career-related decisions, career learning, and progression towards the labor market have affected learning outcomes. This in-depth review of 18,189 references as well as a rigorous analysis of 59 sources shows experiences to which students respond with real learning:

1. Career courses and individual guidance that help students identify specific purposes and vocations for which they are suited.
2. Mentoring and shadowing, especially for under-represented student groups.
3. Structured employment experiences to which the students provide formal responses, framed by practical and professional learning outcomes.

When activities like these address multi-cultural issues as well as the relevance of gender, ethnicity, and socio-economic background to making career choices, they achieve even better student satisfaction ratings. However, the success of all such ventures depends not only upon excellent staff but also good partnerships between the staff and community practitioners who oversee internships and other workplace experiences. The Institute for Employment Research therefore recognizes the need for ongoing funding; many colleges deliver career programs that students find useful, but even successful programs must end if and when their funding does. Colleges that believe in the value of such programs prove it with funding from the general budget.

Intercultural and International Programs

With representatives from the Centenary faculty, staff, and student body, the Culture Subcommittee (see Appendix B) of the QEP Steering Committee reviewed the intercultural requirements for almost 40 institutions (see Appendix H): our peer ACS institutions, competitor schools as identified by our Office of

Admissions, and other institutions chosen by the subcommittee. We were surprised to learn that at these other colleges and universities, students fulfill an intercultural requirement with a course: certain courses are designated as offering intercultural experiences, and every student must take at least one such course before graduation. This model hardly seems sufficient to introduce students to other cultures, much less to involve them in the global community.

A literature review relevant to international and intercultural programs (see Appendix G) confirms this. Courses offered at other institutions may introduce students to intercultural issues but cannot achieve the learning outcomes relevant to real experiential learning. Orientation before study abroad is certainly essential, as faculty and staff help students prepare for what they will experience abroad by imparting personal observations and academic instruction. According to R. Michael Paige in *Education for the Intercultural Experience*, students will interact more successfully with people of their host culture when they not only have know *about* that culture but also have personal and social skills that allow them to adapt to that new culture: they must understand their own values and beliefs but be able to communicate and work appropriately and sensitively within their host culture as well. Perhaps a liberal arts education where connections across the disciplines are emphasized will serve as the perfect environment for such preparation.

A class with intercultural components may indeed provide appropriate training, preparing students to engage with people of other cultures, but the logistics of intercultural programs are much more broad and complicated. Since many of Centenary's intercultural programs are international in scope, we find the criteria developed by the Forum on Education Abroad and The Association of International Educators rather helpful. They note that intercultural learning begins with publishing clear program goals for students, continues with accurate and insightful advising and planning, and thrives on practicing professional and ethical behavior. The Forum's Standards of Good Practice help intercultural programs achieve these goals, and we find that Centenary has observed some of these for many years but has not achieved what we should in terms of experiential education:

1. Academic standards abroad should reflect those at the home institution. Centenary's faculty have established academic policies that govern our Intercultural Experience, but they are not available to our campus community in clear publications. Though the study abroad programs with which we are affiliated generally provide the kind of rigor that we desire for our students, we have not made an explicit effort to connect student learning abroad and on campus. Additionally, academic requirements for Modules can vary greatly, but over the past six years, 100% of our Modules, whether international or domestic, have carried intercultural credit. We need a clear and rigorous academic standard, published online and in print, for all Culture experiences.
2. Students should receive sufficient preparation for the learning environment abroad. Centenary offers students a cadre of resources relevant to intercultural experience: academic advisors, other professors, the Office of Intercultural Affairs, and the Office of the Registrar counsel

students as they plan intercultural experiences. Professors provide orientation support to students registered in May Modules while the Office of Intercultural Affairs holds orientation sessions for students preparing for summer or semester study abroad programs, but module reflections often indicate the need for increased orientation because our students do not learn what they should about their host culture during their time in it. We have not developed any standard, centralized procedures for orientation or for re-entry support, enabling students to more clearly articulate their academic and intercultural experiences.

3. Organizational and program resources should support a real commitment to achievable student learning outcomes. Centenary faculty lead short-term programs while students participating in study-abroad programs receive instruction from faculty at those host institutions. Our Office of Intercultural Affairs currently has only one staff member who cannot possibly provide the kind of oversight we need for all our intercultural and international programs; this QEP process will secure adequate funds and staffing for these essential programs so that we can not only continue offering the kind of intercultural experiences we have in the past but indeed improve upon them.

Most other institutions do not use the immersion model for intercultural experiences, but our review of best practices suggests they should. The Commission on the Abraham Lincoln Study Abroad Fellowship Program in their report *Global Competence and National Needs: One Million Americans Studying Abroad* argued that study abroad experiences have lasting effects on how students choose careers and then perceive world events throughout their lives. Indeed, our own assessment data confirms that our campus community has benefited from the immersion model because our students value the experiences they have gained from personal interactions with other cultures.

This review confirms that much of Centenary's intercultural program has been well planned, especially the module course proposal process and registration. However, we must focus on improving our intercultural offerings, particularly by adding more semester- and year-long study abroad opportunities so that a greater number of students can gain longer-term educational and cultural experiences abroad. Therefore, our QEP includes minimal but meaningful changes to Culture, improving an essential component of the experiential education that our C4 program achieves.

Community Service and Service-Learning Programs

With representatives from the Centenary faculty and particularly dedicated staff members, the Community Subcommittee (see Appendix B) of the QEP Steering Committee took under heavy consideration the research and literature reviews conducted by two organizations known for broad and responsible consideration of service-learning: the Corporation for National and Community Service and the National Commission on Service Learning. Representatives from the Community Subcommittee also attended regional service-learning workshops conducted by the Louisiana Campus Compact, a statewide organization that promotes and

facilitates service-learning at Louisiana's colleges and universities in order to promote a lifestyle of community service in our state.

In "What is Service-Learning?" the National Service-Learning Clearinghouse argued that far from mere community service, true service-learning does the following:

- Helps young people determine and meet real, defined community needs.
- Benefits both the community and the service providers by combining service with learning.
- Achieves learning goals in potentially any subject area with rigorous academic content and standards.

True service-learning is, then, not mere volunteerism or collecting some number of community service hours required for graduation. Neither can a school simply add community service to an existing curriculum and properly call it service-learning. Instead, we must craft a distinct program that combines rigorous learning with community service, all with a goal of cultivating alumni with an active sense of global citizenship.

After reviewing more than twenty current research studies about service-learning, the Corporation for National and Community Service asserted in their issue brief *The Impact of Service-Learning* that students benefit most from service-learning experiences that have several characteristics: they should last for at least one semester, involve students in project planning, and combine academic content with structured reflection. National Service also funded a special literature review relevant to service-learning on the college level and found that service-learning has a number of positive effects on students:

1. Students understand themselves and other social groups better, experiencing a breakdown of racial and cultural stereotypes.
2. Students acquire good leadership, problem-solving, and communication skills.
3. Students gain a stronger sense of social responsibility and continue to serve their communities after graduation.
4. Students learn academic content better, applying scholarship to the real world.

The benefits to campus and community are also great. Service-learning programs tend to improve student relationships with faculty and increase retention and graduation rates. They also promote good relationships with local communities and simply provide assistance to campus neighbors. Thus, it seems ironic that surprisingly few colleges that we reviewed require service-learning, and that a lack of available resources inhibits existing programs.

A few institutions we reviewed have begun large and well-funded civic engagement centers or institutions (like Birmingham-Southern's Hess Center for Leadership and Service and the University of Richmond's Center for Civic Engagement). These serve as resource centers for students seeking opportunities in the community, faculty looking to incorporate service projects in their courses, and community groups seeking assistance. Such Centers (at least

those that are not primarily research oriented) tend to rise out of service-learning programs like what we want to develop as part of our overall emphasis on experiential education. Indeed, three ACS schools (Sewanee, Southwestern, and University of Richmond) do have very well-defined service-learning courses that closely connect academic content with service and provide reflection opportunities; we tend to follow this model for the Community component of our QEP.

Other colleges our Community Subcommittee reviewed showed us a wide range of ways to integrate community service with educational mission. The non-ACS schools reviewed rarely mention service-learning explicitly on their websites, and they connect minimal academic content to what community service work they do require (notably, Colorado College and Duke University stand in marked contrast to the other reviewed schools in this regard). About half of our peer ACS schools staff an office dedicated to providing community-volunteer opportunities for students. Most ACS schools also offer service-learning courses; however, such courses are rarely required of students, few are offered, and the service-learning criteria for such course are loosely defined.

VI. Actions to be Implemented

Centenary's strategic plan, in line with our liberal arts heritage and our historical practice, remains focused on equipping our students for real citizenship in the world. A review of literature and best practices relevant to experiential education through career exploration, intercultural experience, and service-learning reveals that our institutional mission (see Appendix A) is possible through focused and deliberate practice of the liberal arts. Considering the strengths and weaknesses of our earlier efforts, we know where we must make changes to truly achieve the experiential education we desire and know to be possible at a place like Centenary.

Where earlier attempts at experiential education at Centenary have suffered, C4 will succeed by providing the following:

- Flexible options to personalize experiences for individual students,
- Rigorous academic content,
- Adequate financial and staff support, and
- Effective program assessment.

We want to touch the lives of every student and transform them into successful alumni. Therefore, we will implement real experiential education through C4. This QEP makes the best use of our faculty and staff, maximizing their strengths and creative energy to benefit our students and our world. It also makes the best use of our community, connecting our students with trustees, alumni, and other community members and organizations so that they can learn more about themselves and our world. But how will we know whether or not we see truly transformed students?

The most significant action step we are taking to accomplish this QEP effectively is to institute ongoing overall program assessment based upon observable, measurable, and quantifiable learning outcomes (see Section X). We believe that this program assessment will help us determine whether or not we are achieving our unified mission for experiential education at Centenary because our faculty and staff will assess the program and work with a new advisory board (see Section VII) to make appropriate recommendations for change. The breadth of voices in this assessment process will ensure broad-based input as we continue implementing C4.

We will also begin gathering long-range data so that we can begin to assess how C4 affects our alumni. Initially, the C4 Committee and C4 Advisory Board will assess the program from responses given by current students moving through the program, but they will also begin gathering data from alumni. We hope to see that the program has some immediate effects, expanding student awareness of themselves and their world, but we know that the proof of experiential liberal arts education is in the worldviews and activities of alumni who have internalized what they experienced and have since become doers in their local and global communities.

Even as we implement crucial means of ongoing programmatic assessment and institute a clear plan for gathering and responding to that assessment, we will also implement concrete changes within the C4 components to better achieve our overall student learning outcomes.

Career

Currently all Centenary students take one career exploration course, but no single course could meet the individual needs of various individuals. More significantly, the course we have traditionally offered, which meets only eight hours per semester, does not achieve the liberal arts goals of our institution, as we must encourage self-assessment while promoting career options and preparation. Indeed, our students will likely experience several career changes throughout their lives, so they must plan better for their careers than any previous generations.

Every institution within our consortium struggles with career-exploration services for their students, and we found no model programs at any other institution reviewed. Rather than create a Career Exploration program that mimics what other institutions offer, we will put into practice recommendations made by the Institute for Employment Research at the University of Warwick based on their broad literature review. Centenary would be better served by creating a radically new concept of career exploration: our students should choose from a palette of options.

This Career program helps students gain critical skills but also undertake systematic inquiry into and analysis of careers that they find interesting. Students may satisfy this requirement through coursework on the Centenary campus, professional internships, or directed research activities in order to achieve our C4 mission for students to gain enhanced self-knowledge and social awareness through career and graduate school preparation.

The registrar will track students who have earned Career credit by their successful completion of the non-credit GED 250; students receiving credit for GED 253 automatically receive credit for the cross-listed course GED 250; students completing approved internships, guided research, or other courses will receive credit for GED 250 once the C4 Committee determines that they have satisfactorily met the Career requirements.

Students may earn Career credit through any of the following paths:

1. GED 253. This semester-long, three-hour credit course taught by the Assistant Director of Career Services will increase student awareness of the career decision-making process. Students will explore their career choices through experiential learning and expand their understanding of the relationship between their education and the world of work. They will therefore develop job search strategies utilizing traditional resources and cutting-edge technology while also exploring the admissions requirements and application processes of graduate and professional programs.

- 1) Self-assessment. Students will identify personal interests, values, and skills that will help them explore potential careers and continue developing throughout their lives.
 - 2) Occupational exploration. Students will explore career pathways by collecting and analyzing job-oriented written materials, websites, and informational interviews and observations.
 - 3) Job search strategies. Students will learn about traditional and electronic networking skills, unsolicited inquiries, classified ads, job banks, and the wealth of information provided by Centenary's own Career Services. Students will draft professional résumés (including scannable electronic résumés), cover letters, and thank-you letters.
 - 4) Graduate school preparation. Students will explore graduate and professional programs related to their areas of interest. For several potential programs, students will research application requirements and prerequisites, identify criteria their admissions committees use to accept or reject applications, and investigate financial aid opportunities and locate possible funding sources. Students will also discuss strategies for admission test preparation.
2. Internships. Through internships, students can gain short-term professional work experiences that allow them to determine if that career field is right for them. Students can also acquire valuable skills and gain a competitive edge when applying for future jobs or for graduate or professional schools. All internships qualifying for the Career component of C4 must combine substantive academic content with significant career-related experience. Internships that carry academic credit require faculty supervision and an on-site supervisor; non-credit internships for which a student desires Career credit require a Career Services advisor and an on-site supervisor.

To attain Career credit for a non-academic internship, a student must work with a Career Services advisor and then submit to the C4 Committee an Internship Proposal Form that describes the proposed internship, indicates expectations from the faculty mentor (including a reflection plan), and internship supervisor. Students seeking approval for a Career-credit internship must especially identify learning outcomes for their experience, answering the following questions:

- What do you want to learn? Be specific, and use concrete, measurable terms.
- How will you learn it, and what resources will you use? List required readings and writing assignments.
- How will you and your faculty mentor determine if you have accomplished the learning objectives?

When a student enrolls in an internship approved for Career credit, or registration software will automatically prompt the advisor to register the student for the co-requisite GED 250. Proposals for internships that will occur while the student is not enrolled at Centenary or while the student is working a typical summer or part-time job will not be accepted. Career Services will particularly help students connect with alumni for internships as well as shadowing and mentoring opportunities.

During the internship, every student will journal and submit at least two internship reports, and the faculty mentor will make at least one mid-internship site visit or phone call with the internship supervisor. At the end of the experience, the internship supervisor will submit a final evaluation of the student's performance and the student will submit a final report evaluating the internship experience; the faculty mentor will meet to review these with the student.

After each internship experience, Career Services will also ask community partners to provide responses in a questionnaire to be developed so that we can assess their satisfaction as well as our own strengths and weaknesses in preparing our students for the experiences and mentoring during them.

3. Existing and new courses. Some courses already in our academic catalogue can meet the criteria for Career credit—for example, professional internships or externships, student teaching, and mentored research activities that receive academic credit. In general, such courses already combine substantive academic content with significant career-related experiences and serve as a bridge between workplace expectations and the liberal arts education students receive at Centenary. Departments seeking Career credit for an existing or new course will submit a proposal to the C4 Committee:
 - 1) What career experiences will the students undertake and how will this benefit them? Students should gain direct, practical training that is not theoretical but prepares them to make seamless transition from college to their chosen careers.
 - 2) How will students practically apply the knowledge they acquire through the coursework? How will the work experiences prepare them for professional careers?
 - 3) How will the students reflect on the experience—by writing a paper, journal, or portfolio, or by participating in discussion groups organized by Career Services? The reflection should offer evidence that the students have analyzed and synthesized the experience.
 - 4) How will this experience encourage the students to think critically about the career culture under study and not merely memorize facts?
 - 5) What faculty or staff mentor will represent the academic interests of the College and assess whether or not the students have achieved Career credit?
 - 6) What texts will the students read?
 - 7) How will the students be graded? The syllabus must at least require a graded résumé appropriate to the student's chosen field.
4. Guided research and mentoring. Most guided research at Centenary occurs under the supervision of a professor, providing excellent preparation for graduate or professional study. Students engaged in advanced research are normally highly motivated and have a firm grasp on their personal and professional goals. To enhance the research and creative activities of our campus community, faculty-student teams will work together as mentor and apprentice. To thus earn Career credit, students must work with their faculty to submit a proposal to the C4 Committee:

- 1) A thorough project description signed by the mentoring faculty member, written concretely and clearly enough so that faculty colleagues in other disciplines can read and evaluate it. Discuss the background of the project: why it is significant and if it will lead to publication or, in the case of creative activities, performance. Also discuss how the research will prepare the student for graduate school or other professional endeavors.
- 2) A one-page statement from the student outlining why he/she wants to work with the faculty member on this project.
- 3) A one-page statement from the faculty member outlining why he/she wants to work with the student on this project.
- 4) The updated curriculum vitae for the faculty member and the student.
- 5) A description of how the student will reflect on the experience—by writing a paper, journal, or portfolio, or by participating in discussion groups organized by Career Services.

The C4 Committee will approve or deny guided research requests for Career credit based on whether or not the proposal meets these requirements:

- 1) The project description must seem suitable for a joint faculty-student project,
- 2) The project must make use of the student as a junior partner,
- 3) The project must have the potential to result in a presentation at a regional professional meeting, publication in a refereed journal, or a significant performance,
- 4) The faculty member must have a record of successfully supervising student projects, and
- 5) The project must help the student prepare for graduate study or a professional career.

The Centenary community believes that we can and should provide our students with superior preparation for futures yet unimagined, so we must help them explore various career options that are right for their skills and interests. This Career program will allow us to provide exactly that help, offering personalized and professional experiences to our students. Equipped with a liberal arts education and career experience, our alumni will serve the global community in various careers with flexibility for creative and compassionate problem solving. This distinctive, experience-based program will enhance students' self-knowledge and social awareness through career and graduate school preparation.

Culture

Centenary students have long enjoyed a rich variety of intercultural experiences, even before the curriculum required such. Study of foreign languages remains an essential part of our liberal arts education and serves as an important first step for many students who go on to adventurously apply their coursework in the global society. Some of our study abroad partnerships have a long and profitable history, enriching our campus as we host foreign students and also benefit from the maturity and savvy that our own students bring back from study abroad. The

May Module, which is primarily how students satisfy this requirement, has typically been a popular and attractive part of our curriculum, often providing a relatively affordable and engaging way for our students to explore new cultures.

However, our students do not achieve rigorous learning outcomes in all components of our intercultural program. We want our students to examine differences and similarities between their native cultures and the culture under study, and we want those observations to result in transformed lives. This Culture program therefore builds on what we have accomplished for our students in the past while propelling us into a more intentional and rigorous experiential educational model. We must now maintain and expand our international relationships while increasing our academic expectations and orientation for students' intercultural experiences. Culture will now offer well-defined learning opportunities driven by our C4 mission for students to gain enhanced self-knowledge and social awareness through intercultural engagement.

The registrar will track students who have earned Culture credit by their successful completion of the non-credit GED 350; since we have determined that a course is not the best way to achieve an intercultural experience, we will retain the no-credit designation but will shift the course number from GED 351 to GED 350 for consistency with the other C4 components. In the semester after students fulfill this requirements, they will enroll in GED 350 so that their transcripts will record the credit.

Students may earn this Culture credit through any of the following paths:

1. Study abroad. Centenary maintains transfer agreements with universities in Denmark, Mexico, France, Germany, Ireland, and Hong Kong; we also take advantage of partnerships maintained by other colleges and universities in our consortium as well as other educational organizations. The Director of Intercultural Affairs will develop relationships with a limited number of other universities across the world, extending our study abroad programs to other cultures especially in areas where we do not currently maintain partnerships, like Africa and South America. Students who spend at least one summer or semester studying abroad through one of these programs can use the experience to gain Culture credit.

In the semester following the study-abroad experience, each student seeking Culture credit must write a paper summarizing their experiences relevant to the Culture learning outcomes. The C4 Committee will read the paper and award Culture credit as appropriate. Students approved for Culture credit through study abroad will not be required to complete a May Module.

2. May Module. While not all Modules offer intercultural credit, most do, and most students fulfill their intercultural and Module requirements concurrently. Modules earn three hours of graded academic credit. Faculty seeking Culture credit for a Module must submit to the C4 Committee a proposal answering the following questions:

- 1) With what living culture will the students interact? How will this experience provide them with intercultural experience? (Students

should engage in intercultural interactions, which we describe as a personal interaction between individuals of different cultures that highlights different culturally defined viewpoints, beliefs, and/or behaviors.)

- 2) How will the instructor prepare the students to interact with this culture?
- 3) In what ways and how frequently will the students interact with this culture?
- 4) For an international Module, will the students stay overseas at least 14 days (including travel time)? For a domestic Module, will the students interact with the target culture for at least 45 hours?
- 5) How will this intercultural experience encourage the students to think critically about their own culture and the culture under study?
- 6) How will the instructor gauge ways in which this experience affects the students' conceptions of their own culture?
- 7) How will the instructor measure what knowledge the students gain of the culture's heritage, values, histories, and beliefs?

Answering these questions will ensure that Modules offer the kind of academic rigor we expect for our students' intercultural experiences.

Since familiarity with the local language and customs during an international experience can facilitate interaction with the new culture, the C4 Committee, with the Culture Director, will especially emphasize and support Modules that are tied to foreign language study. Indeed, the options available through the new C4 program will allow Centenary faculty and students to think creatively about how to fulfill these requirements. For instance, a Module might offer both Culture and Community credit by featuring an international service-learning project.

3. Language study. Students who complete two semesters of language study at or above the 300-level with a minimum final grade of C will be awarded Culture credit.

The Centenary community believes that we can and should help our students appreciate the diversity of human cultures and therefore overcome ignorance and intolerance. This Culture program will allow us to achieve exactly these ends through intercultural experiential education. Equipped with a liberal arts education and intercultural experience, our alumni will promote compassionate clarity in the global community. This distinctive, experience-based program will enhance students' self-knowledge and social awareness through intercultural engagement.

Community

The Community component of C4 re-envisioned service-learning at Centenary to achieve experiential liberal arts education that will make our students better global citizens. Students will engage with serious academic content and personalize their experiences: with various choices for fulfilling this requirement, they can truly explore and serve their community and better connect their service-learning experience with future career goals. This Community

experience will inspire students and provide a model for them, regardless of their careers, to find ways that they might use their education and training for volunteer action in their communities.

Our students will make the community their classroom, so that they might expand how they understand their role within the community and be transformed. We will create a bridge between the academic campus and our surrounding community so that we might encourage civic responsibility in our students. Students will select service-learning opportunities that best serve their academic, personal, and career goals while achieving our C4 mission for them to gain enhanced self-knowledge and social awareness through civic involvement.

Toward this end, our Director of Service-Learning will sustain and build on extant partnerships with service providers while invigorating our faculty and staff to enact these revised initiatives across campus and throughout our global community. The Community Coordinator coming on board in August 2010 will particularly maintain and create relationships with service organizations that our alumni maintain vocational or volunteer connections with in our local community and beyond. This broad network will ensure more opportunities for our students to engage in more than volunteer episodes but in real experiential education through service-learning.

The registrar will track students who have earned Community credit by their successful completion of the non-credit GED 150; students receiving credit for GED 151 automatically receive credit for the cross-listed course GED 150; students completing traditional academic courses approved to carry Community credit will receive credit for GED 150 once the C4 Committee determines that they have satisfactorily met the Community requirements.

Students may earn this Community credit through any of the following paths:

1. GED 151A. Students currently register for GED 151A, a non-credit course, when they plan to complete Service-Learning credit. We will now modify this course in the following ways:
 - 1) Teach a formal curriculum that introduces students to the goals of service-learning,
 - 2) Improve student reflection on the service experience, and
 - 3) Grant one credit hour.

This pass-fail course will improve upon the former GED 151A by focusing on learning outcomes rather than mere service experiences. The course will now require five student experiences and assignments:

- 1) Approximately 15 service-content hours. Students will meet for one hour-long meeting per week to learn about the value of service, discuss personal skills and abilities relevant to community needs, hear from guest speakers, and reflect together on their service-learning experiences. These meetings will improve how we prepare our students for service generally and their placements specifically, responding to concerns our community partners have raised.

- 2) Two or more service-focused convocations. Community staff will make sure that three or four such convocations are offered each semester, identifying relevant convocations scheduled by other campus groups and inviting, as needed, service-providing members of the greater community to share how they integrate service and civic engagement in their lives.
- 3) Thirty or more field hours in a service opportunity approved by the Director of Service-Learning.
- 4) Final project. Students will have wide latitude for this part of the overall reflection process; the Director of Service-Learning will help determine the most appropriate final project for each student and service project. Examples: a photo essay of the service site, an essay on the experience, a film of the experience of the community they served, or a research paper on some discipline-specific (i.e., sociological or political) resources and implications of the service or service population.
- 5) Community and C4 assessment questionnaire.

Other current sections of GED 151 (the Christian Leadership Center Colloquium and service projects in the Department of Education) largely satisfy these requirements and will require only minor modifications.

2. Existing and new courses. Some courses already in our academic catalogue could be modified to meet the criteria for Community credit—for example, one faculty member teaches a human growth and development course that might require students to develop "enrichment" activities for humans of various ages (infants, children, elders). Departments seeking Community credit for an existing or new course will submit a proposal to the C4 Committee. Successful syllabi will indicate relevant academic content customary for the course but will also include three service-learning requirements:
 - 1) Four or more service-content hours, like attending service-focused convocations or hearing faculty or guests lectures relevant to the service content of the course.
 - 2) Thirty or more field hours.
 - 3) Community and C4 assessment questionnaire.

The Centenary faculty has already indicated broad support for teaching service-learning in their courses. In a March 2007 survey, approximately 60% of the faculty responded and 76% of them (or 45% of the entire faculty body) expressed at least some interest in teaching Community courses: 23% said they would definitely teach Community courses, 11% said they would probably do so, 32% were interested but needed more information, and 34% were not interested at all. Faculty from all divisions and most departments indicated existing courses that seemed potentially apt to carry Community credit. The VISTA Volunteer from Louisiana Campus Compact, scheduled to come on board in August 2009, will help train our faculty so that they might better understand service-learning, make community contacts appropriate for their courses, and then integrate service-learning into their courses. Our Community staff will then continue to offer appropriate training, often

coordinated with the Louisiana Campus Compact, for ongoing service-learning projects and courses.

The Centenary community recognizes the importance of a healthy mind and body as well as the interdependence of people and the environment; we cannot truly educate our students without helping them see the connection between contemplation and service. That is, our students must not only practice ethical scholarship but also apply that scholarship to the needs of those around them. Centenary has as its purpose to cultivate in our students integrity, intellectual and moral courage, responsibility, fairness, and compassion; this Community program will allow us to pursue such creative practical application of classroom learning in service to others. Equipped with a liberal arts education and service-learning experience, our alumni will then connect their intellects to opportunities in our global community. This distinctive, experience-based program will enhance students' self-knowledge and social awareness through civic involvement.

VII. Timeline

The QEP Steering Committee has constructed the following timeline to reflect realistic implementation of the entire C4 plan, considering availability of resources and appropriate planning to achieve our learning outcomes. We will implement the three C4 components in a staggered order: Career will fully implement for Fall 2009, Culture will see some changes over the next months but will fully implement for Fall 2010, and Community will undergo many changes over the next years but will fully implement for Fall 2011. We will conduct periodic program assessment throughout this staggered implementation and continue to expect increased achievement of student learning outcomes in the years to follow. Thus, this timeline demonstrates a clear and concrete plan whereby the Centenary community, over the next three years, will hire new staff, launch curricular changes, and make new partnerships in our local and global communities so that our students might enjoy real experiential education.

May 2008	Career Services hires Assistant Director.
	Provost advertises for Director of Service-Learning.
June 2008	Career Services begins developing policies and procedures for internships.
	Career Services begins developing GED 253.
July 2008	Career Services begins developing policies and procedures for attaching Career credit to existing courses and begins designing an assessment tool for these experiences.
	Director of Service-Learning sends new agreements to current and potential partner agencies, including a letter introducing them to the new Community concept.
	New Director of Service-Learning trains with outgoing director and begins meeting with current and potential partner agencies.
August 2008	Career Services solicits faculty to test the internship process in Fall 2008.
	Provost interviews and hires incoming Director of Service-Learning.
	Students completing GED 151 use new Community assessment tool.
September 2008	Director of Career Services introduces new Career changes in the first faculty meeting, the first all-staff meeting, the first Trustee meeting, and the student newspaper.
	Director of Intercultural Affairs and Director of Service-Learning advertise for Administrative Assistant to Community and Culture.
	Director of Intercultural Affairs submits proposals to Academic Policy Committee requesting that students who spend at least a summer or semester abroad automatically receive a waiver for May Module and to Centenary Plan Committee that such students automatically receive intercultural credit.

	<p>Director of Intercultural Affairs begins identifying new international exchange programs.</p> <p>QEP Steering Committee requests that Faculty Coordinating Committee explore curricular changes to May Module requirement: determine where responsibilities for implementing and overseeing Module reside, and consider increasing academic standards for Module and assigning a grade for Module work.</p>
October 2008	<p>QEP Steering Committee meets with C4 Committee to discuss implementation and offer continued guidance, inviting appropriate alumni and community members especially to comprise a C4 Advisory Board.</p> <p>Career Services works with faculty who earlier expressed interest in attaching Career credit to courses they already teach, so those faculty can submit relevant proposals to C4 Committee and to Course Review and Petitions Committee as needed.</p> <p>Director of Intercultural Affairs and Director of Service-Learning interview and hire Administrative Assistant to Community and Culture.</p>
November 2008	<p>Director of Career Services offers training for faculty regarding Career courses and Career-credit internships.</p>
December 2008	<p>Students completing Career-credit internships take new Career assessment tool.</p> <p>Students completing GED 151 use new Community assessment tool.</p>
January 2009	<p>Career Services submits GED 253 proposals to Course Review and Petitions Committee and Academic Policy Committee.</p> <p>Director of Service-Learning begins developing policies and procedures for attaching Community credit to new and existing courses.</p> <p>C4 Committee evaluates Community assessment tool with Summer and Fall 2008 data, modifying as appropriate.</p>
February 2009	<p>Director of Career Services offers training for faculty regarding Career courses.</p> <p>Director of Service-Learning offers training for faculty regarding Community courses.</p> <p>Director of Service-Learning advertises for and begins interviewing VISTA volunteer candidates.</p>
March 2009	<p>Director of Service-Learning begins soliciting faculty for Community course proposals to submit to C4 Committee.</p> <p>Director of Intercultural Affairs advertises for May Module Coordinator.</p> <p>Director of Intercultural Affairs develops assessment tool for Culture credit acquired through study abroad or language study.</p> <p>QEP Steering Committee meets with C4 Committee to discuss implementation and offer continued guidance.</p>

April 2009	Director of Intercultural Affairs interviews and hires May Module Coordinator.
May 2009	Students completing Career-credit internships take new Career assessment tool.
August 2009	Career program begins first semester fully launched.
	C4 Committee evaluates Career assessment tool with Fall 2008 and Spring 2009 data, modifying as appropriate.
	VISTA Volunteer begins work with Community program.
	May Module Coordinator begins.
September 2009	Director of Career Services offers training for faculty regarding Career courses.
	Director of Service-Learning introduces new Community changes at the first faculty meeting, the first all-staff meeting, and the first Trustee meeting of the academic year.
	Director of Service-Learning continues to offer faculty training in Community courses and solicit them for Community course proposals.
	VISTA Volunteer helps faculty identify and develop service opportunities that fit their academic needs.
	Director of Intercultural Affairs creates preliminary international exchange agreements with new study abroad partners.
October 2009	QEP Steering Committee and C4 Advisory Board meet with C4 Committee to discuss implementation and offer continued guidance.
	C4 Committee submits revised Community catalogue copy to Academic Policy Committee as needed.
November 2009	C4 Committee reviews Community course proposals and faculty with approved courses then submit proposals to Course Review and Petitions Committee and Academic Policy Committee as needed.
	Director of Service-Learning works with Christian Leadership Center (CLC) and Department of Education to make sure GED 151C and GED 151E meet new Community requirements.
December 2009	Students enrolled in GED 250 and 253 use new Career assessment tool.
January 2010	C4 Committee assesses GED 250 and GED 253 student learning outcomes and charges Career Services to modify GED 253 course content, internship program, and/or Career learning outcomes as appropriate.
	Director of Service-Learning advertises for Community Coordinator.
	Director of Service-Learning submits syllabus for GED 153 to Course Review and Petitions Committee for approval.
	CLC and Department of Education submit relevant changes to GED 151C and GED 151E to Course Review and Petitions as needed.

February 2010	<p>Director of Intercultural Affairs signs new international exchange agreements.</p> <p>C4 Committee works with Alumni Relations to develop a C4 assessment questionnaire for alumni.</p>
March 2010	<p>QEP Steering Committee and C4 Advisory Board meet with C4 Committee to discuss implementation and offer continued guidance.</p> <p>Director of Service-Learning continues to offer faculty training in Community courses and solicit them for Community course proposals.</p>
April 2010	<p>Director of Service-Learning advertises for Community Coordinator.</p>
May 2010	<p>Director of Intercultural Affairs begins recruiting international exchange participants for Spring 2011.</p>
July 2010	<p>Director of Service-Learning interviews and hires Community Coordinator who trains with Director of Service-Learning as well as VISTA Volunteer and meets with current and potential partner agencies.</p>
August 2010	<p>C4 Committee assesses GED 250 and GED 253 student learning outcomes and charges Career Services to modify GED 253 course content, internship program, and/or Career learning outcomes as appropriate.</p> <p>VISTA Volunteer leaves.</p> <p>Community no longer offers GED 151A but offers GED 153 and attaches GED 150 to relevant traditional academic courses for the first time.</p> <p>Director of Intercultural Affairs introduces new Culture changes at the first faculty meeting, the first all-staff meeting, and the first Trustee meeting of the academic year.</p> <p>Culture program begins first year fully launched.</p>
September 2010	<p>Director of Intercultural Affairs works with new international exchange participants to complete application process.</p>
October 2010	<p>QEP Steering Committee and C4 Advisory Board meet with C4 Committee to discuss implementation and offer continued guidance.</p> <p>Director of Intercultural Affairs develops policies and procedures aimed at increasing study abroad participation.</p>
January 2011	<p>C4 Committee assesses GED 153 and Community-credit course learning outcomes and charges Director of Service-Learning to modify content and learning outcomes as appropriate.</p> <p>New international exchanges students begin attending Centenary.</p>
February 2011	<p>Alumni Relations conducts C4 alumni survey for the first time.</p>
March 2011	<p>QEP Steering Committee and C4 Advisory Board meet with C4 Committee to discuss implementation and offer continued guidance.</p>

<p>August 2011</p>	<p>C4 Committee assesses GED 153 and Community-credit course learning outcomes and charges Director of Service-Learning to modify content and learning outcomes as appropriate.</p> <p>C4 Committee evaluates recent student assessments for Culture credit (May Module, study abroad, etc) and charges Director of Intercultural Affairs to modify content and learning outcomes as appropriate.</p>
<p>October 2011</p>	<p>QEP Steering Committee and C4 Advisory Board meet with C4 Committee to discuss implementation and offer continued guidance.</p>
<p>January 2012</p>	<p>C4 Committee assesses GED 153 and Community-credit course learning outcomes and charges Director of Service-Learning to modify content and learning outcomes as appropriate.</p>
<p>March 2012</p>	<p>QEP Steering Committee and C4 Advisory Board meet with C4 Committee to discuss implementation and offer continued guidance.</p>

The entire C4 program will continue assessment each semester, and the C4 Committee will help those staff and faculty directly overseeing the components to make changes appropriate to our learning outcomes. The Director of Intercultural Affairs, Director of Career Services, and Director of Service-Learning will continue to train faculty and solicit proposals to integrate the C4 programs that they facilitate into courses. Our entire campus community will work together to make C4 not merely another program but a true achievement in experiential education.

VIII. Organizational Structure

Our newly appointed Assistant Dean, Dr. Meg Webber, will carry central responsibility for implementing and continuing this QEP: Dr. Webber will serve as the one individual who directs and coordinates our QEP efforts but also provides accountability for those who will oversee the daily work of the C4 program. Thus, the QEP operates out of the Provost's office, and the Assistant Dean will remain in place throughout all ten years of the QEP. The Assistant Dean will not work alone, though, connecting with all members of our campus community through two QEP governing bodies: the renamed C4 Committee and the newly organized C4 Advisory Board. These groups will together oversee implementation and continuation of our QEP.

The C4 Committee (which the standing Centenary Plan Committee will become, with representatives from the faculty, staff, student body, and Board of Trustees) will read all C4 student reflections, compile assessment data, and make recommendations as needed. As the Centenary Plan Committee has done regularly since its inception, the C4 Committee will read these assessments, grant C4 credit as appropriate, and compile assessment data each semester. Annually now, the C4 Committee will also review that assessment data with the help of C4 Advisory Board to be formed in Fall 2008.

The QEP Steering Committee will expand and become the C4 Advisory Board, which will continue to help review and interpret assessment data while providing ongoing response and help as the C4 program is implemented and then sustained. To this end, the C4 Advisory Board will meet with the C4 Committee once per semester. This board will be comprised of representatives from all aspects of our campus community:

- Faculty representatives from the QEP Steering Committee,
- Staff not serving on the C4 Committee but integral to assessing and implementing the continued program, like the Assistant Dean and Director of Alumni Relations,
- Students not serving on the C4 Committee,
- Trustees not serving on the C4 Committee,
- Alumni, and
- Members of our larger community who oversee internships and service-learning projects.

The C4 Advisory Board will augment the C4 Committee by adding more voices from QEP shareholders. The C4 Advisory Board will meet twice annually with the C4 Committee to ensure timely program implementation, discuss recently collected assessment data, and determine together what recommendations to issue. The C4 Committee will send a memo articulating these to the Assistant Dean, who will implement those changes with the program directors.

The Assistant Dean will provide ongoing leadership for the C4 program directors (Director of Career Services, Director of Intercultural Affairs, and Director of Service-Learning). The offices these directors manage have other non-QEP responsibilities within our campus community, but all that they do relevant to the

QEP will involve them directly with the Assistant Dean charged with QEP implementation. On a daily basis, these program directors will maintain profitable community relationships, collect student reflections, conduct assessment surveys, and daily implement the policies created, and revised as needed, by the C4 Committee.

The C4 Committee will generally oversee and modify the QEP and all C4 activities: it is simply within their organizing charge to do exactly this. The program directors also serve on this committee and provide essential counsel, bringing their experience and expertise to all committee conversations. Especially as the C4 Committee discusses program improvements, these directors will be able to offer valuable insight into what our students, faculty, staff, and community members desire and need. They can also indicate to the committee the feasibility, especially in terms of resources, of actually implementing suggested improvements.

Thus, we see that all QEP shareholders have great opportunities to help implement and maintain the QEP. Our campus community and beyond will actively participate together in assessing, improving, troubleshooting, and practically working out the C4 program day-by-day:

- Faculty will serve on the various governing committees, provide feedback for assessment data, advise students, oversee internships and guided research opportunities, and teach C4-credit courses.
- Administrative staff (especially the Director of Career Services, the Director of Intercultural Affairs, and the Director of Service-Learning) will carry out the daily work of the C4 program while other staff provide help and oversight through the C4 Advisory Board; the Assistant Dean serves as the point person for all QEP implementation and continuation, but other staff might oversee internships or service-learning projects.
- Administrators, especially the Assistant Dean, will continue to work with QEP implementation and continuation, providing the leadership necessary for ongoing success.
- Students will serve on the various governing committees and work with faculty and staff to create C4 proposals for internships, guided research opportunities, service-learning projects, and other C4 experiences. More significantly, feedback provided through student assessments will remain the most crucial element in our continued program implementation, for by it the C4 Committee will make relevant changes to the program.
- Trustees will serve on the various governing committees and provide oversight for off-campus internships and service-learning projects located at their businesses or agencies.
- Alumni will serve on the C4 Advisory Board and provide ongoing feedback regarding C4 effectiveness as they begin and continue in their careers.
- Members of our larger community will serve on the C4 Advisory Board and provide ongoing feedback on C4 effectiveness in our community.

IX. Resources

Centenary College will provide the financial and physical resources necessary to implement the QEP and ensure its continued success. Our Strategic Plan clearly confirms our institutional commitment to the QEP: providing sufficient resources for this program is essential to our College mission. For this reason, the College president and executive staff have prioritized QEP success in budget decisions; the 2008-2009 College budget already includes the dedicated funds indicated below, and the administration has pledged to continue providing adequate funding for QEP operation. C4 is an integral part of College operations.

The table below represents a summary of the QEP budget (see Appendix G for a complete QEP financial resource plan) beginning with full implementation of Career in Fall 2009, followed by a restructuring of Culture for full implementation in Fall 2010, and complete implementation of Community in Fall 2011. The budget represents a five-year resource plan starting in Fall 2008; the 2011-2013 academic years represent full resource utilization for the QEP.

QEP Budget Summary

Description	Academic Year				
	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Career					
Faculty Stipends	\$ 4,500	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
Current Reallocated Payroll Costs	37,934	39,092	40,460	41,876	43,342
Current Reallocated Non-Payroll Costs	7,250	7,468	7,692	7,922	8,160
Culture					
New Administrative Positions	11,906	48,935	53,507	55,380	63,007
Faculty Stipends	-	-	13,500	19,800	19,800
Current Reallocated Payroll Costs	12,739	13,153	13,613	14,090	14,583
Current Reallocated Non-Payroll Costs	2,934	3,022	3,113	3,206	3,302
Community					
New Administrative Positions	65,842	76,893	125,258	129,376	133,904
Supplies and Miscellaneous	2,738	7,820	2,905	2,992	3,082
Current Reallocated Non-Payroll Costs	3,154	10,238	3,741	3,446	3,550
QEP Administration & Oversight					
Training and Development Costs	10,000	15,000	20,000	20,600	21,218
Technology Costs	5,000	5,000	5,000	5,000	5,000
Physical Space Costs	-	12,000	-	-	-
Other Costs	1,750	1,750	-	-	-
Current Reallocated Payroll Costs	10,000	10,350	10,712	11,087	11,475
Total	\$ 175,747	\$ 259,721	\$ 308,501	\$ 323,776	\$ 339,422

This budget supports a solid plan to stagger QEP implementation over the next three years so that hiring new staff, launching new curricular changes, and creating new partnerships within the local and global communities can be resourced in a reasonable and timely schedule that will ensure a successful implementation. This budget will also be examined each year, and any necessary adjustments in resource requirements will be made as needed.

Academic and Administrative Resources

Administrative resources to support Career implementation have been augmented as a result of hiring an Assistant Director of Career Services in May

2008. This additional resource has allowed Career Services to begin developing policies and procedures for internships and GED 253.

Culture will be similarly enhanced by hiring a May Module Coordinator in August 2009. The new Coordinator will manage all international and domestic May Modules, which with increased academic rigor will attract more students and require more administrative attention.

For Community, we advertised for a replacement Director of Service-Learning in May 2008 (our current part-time Director is retiring, and we have revised the job description as a full-time position) and have filled this with an alumnus who starts August 1, 2008. This Director will begin developing new policies and procedures for Community-credit courses and prepare (with a VISTA volunteer coming next summer) to train faculty regarding Community courses. The Community Coordinator will then continue this training and serve as the primary interface between our campus and larger communities, especially helping to connect our faculty with service agencies that meet their Community course needs.

Faculty and Staff Development

Training of faculty and staff as well as workshops for students, alumni, trustees, community employers, and others will be critical to the success of the QEP. Faculty and staff will need ongoing assistance as they develop courses to carry C4 credit and oversee research and internships eligible for C4 credit. In recognition of increased faculty workload associated with these C4-credit experiences, the QEP budget reflects faculty stipends as appropriate and increased compensation for May Modules. Workshops will communicate the C4 goals to students, alumni, trustees, and participating community members. Additional costs have been added for faculty and staff to join professional organizations and attend conferences in order to increase their understanding of and involvement in experiential education.

Other Resource Needs

This QEP takes into consideration intangible needs (campus ethos and understanding) as well as tangible needs (financial resources, personnel, and physical space) for QEP implementation. Non-payroll related costs will increase to support the various technology requirements (computers, licensing, etc) and professional memberships for staff as needed. Resources will also support the marketing efforts necessary to successfully implement and communicate the QEP to all stakeholders. Centenary remains committed to the financial and other resources necessary for QEP success.

Our Facilities staff has also determined increased physical needs with QEP implementation. Career has sufficient space for current and future operations in recently renovated office space. Culture and Community also have appropriate space for current operations, but more staff will require more office space. The Intercultural Affairs and Service-Learning offices share the 2910 Building on campus with Alumni Relations, which occupies about one-third of the first floor. With a capacity of over 5,300 square feet, the 2910 Building has a mostly unused second floor that could be converted to office spaced as needed; the two

conference rooms on the first floor could also be converted to office space. Because the building is at full technological capacity, additional costs would be incurred to increase phone and computer capabilities; such an upgrade would cost approximately \$12,000 and is anticipated to occur as the 2009-2010 academic year begins.

X. **Assessment of the C4 Program**

The overall effectiveness of the C4 program cannot be evaluated accurately by simply assessing responses from students completing individual program components. We will assess specific components (see Appendix F) to measure our students' knowledge, skills, and attitudes as they complete individual components, but we must also measure the actual learning that has taken place as a result of *C4 program* participation.

The central challenge of assessing the C4 program, then, is creating an instrument that observes, measures, and quantifies experiential learning. While it may seem difficult to quantify experience, we can certainly observe change in personal values that a learner expresses in overt behavior. We will establish an initial baseline so that as students progress through the program, the institution can effectively measure and quantify (see benchmarks indicated below) the actual learning that results from the entire C4 experience.

As described previously in Section IV, the C4 program has three learning outcomes. In assessing the last two of these outcomes, we look closely to Bloom's taxonomy of educational objectives—particularly those reflecting the affective domain developed by Krathwohl, Bloom, and Masia. The affective domain points toward the way we manage emotional responses like "feelings, values, appreciation, enthusiasms, motivations, and attitudes" (Krathwohl, Bloom, and Masia). We target the affective domain (as opposed to Bloom's psychomotor or cognitive domains) because much of the College's current activities are already directed at improving our students' cognitive skills and knowledge. However, the College purpose importantly addresses improving our students' emotional lives as well: we seek to "build a community focused on ethical and intellectual development, respect and concern for human and spiritual values, and the joy of creativity and discovery." The C4 program is the principal (and possibly only) formal vehicle through which the College might foster these changes in values and attitudes.

When developing the rubrics below, we drew heavily upon Bloom's five-tier hierarchy, adapting it to our needs at Centenary, compressing the first two and final two levels of Bloom's scale. While both receiving and responding to phenomena (levels 1 and 2) are important precursors to the more advanced levels of affective knowledge, they are too unsophisticated to serve as an acceptable end-point for our students' development through this program; the C4 Committee therefore does not need to distinguish between these particular levels as it assesses our program. We have also compressed organization and internalizing values (levels 4 and 5) because distinguishing between these levels without direct, extended behavioral observation will likely prove difficult. Additionally, while we hope that all our students will ultimately internalize their values, we recognize that it may take several additional years of post-graduation life experience to achieve that level of development.

We will assess each outcome through the following rubrics:

Outcome 1: Students will demonstrate an understanding of the connections between classroom learning and practical application.

0 points	Student makes no connections between C4 and classroom experiences.
1 point	Student makes connections between the C4 component just completed and other C4 or classroom experiences
2 points	Student makes connections across both C4 and classroom experiences.

Outcome 2: Students will demonstrate enhanced self-knowledge through their C4 experience.

0 points	Student displays no evidence of increased personal awareness as the result of C4 experiences.
1 point	One of the following must be present: <ol style="list-style-type: none"> 1. Student describes a set of values and choices without overt comment on them. 2. Student questions or challenges different values and choices but easily continues accepting similar views to those previously held.
2 points	One of the following must be present: <ol style="list-style-type: none"> 1. Student demonstrates a set of values and choices and can discriminate those values from others' values and choices. 2. Student initiates behavior related to his/her values and choices but lacks consistency and commitment to those values.
3 points	Two of the following must be present: <ol style="list-style-type: none"> 1. Student identifies and logically defends his/her values and choices. 2. Student describes how he/she put these values and choices into practice and shows an adherence and commitment to those values. 3. Student displays self-critical evaluation.

Outcome 3: Students will demonstrate enhanced social-awareness through their C4 experiences.

0 points	Student displays no evidence of increased social awareness as the result of C4 experiences.
1 point	One of the following must be present: <ol style="list-style-type: none"> 1. Student expresses surprise that others do not conform to his/her own worldview. 2. Student describes a desire to serve others in a way that merely reinforces his/her own worldview.
2 points	One of the following must be present: <ol style="list-style-type: none"> 1. Student uses respectful language when describing human and spiritual realities different from his/her own. 2. Student initiates interaction with others who have different worldviews and participates in serving others.
3 points	Two of the following must be present: <ol style="list-style-type: none"> 1. Student reports integration of some behaviors or beliefs from others with different worldviews. 2. Student defends tolerance and delights in the discovery of others. 3. Student serves with others and recognizes the interconnected nature of our world.

Assessment Tool

As a direct means of assessment, students completing their second and third C4 components will respond to a questionnaire designed to evaluate their experience with the entire C4 program. The C4 Committee will read and assess the short (300-500 words), narrative responses to each of these questions:

1. How does your experience in the C4 component you just completed connect with your experiences in other C4 components and traditional classrooms?
2. What common issues and questions have your various experiences in the C4 program brought to your attention? Compare and connect the personal, social, and professional revelations you have had in your C4 experiences thus far.

The QEP Steering Committee has developed these questions to help our students articulate the effectiveness of the overall program in their own experience and to provide us with information that will allow us to assess our intended learning outcomes. These questions reflect experience gained with a service-learning assessment tool tested with a focus group in Fall 2007: it featured questions that were too targeted and specific, inadvertently encouraging students to respond with brief factual answers rather than with reflective narrative, so the QEP Community Subcommittee revised the questionnaire to include fewer questions that invited longer (200- to 300-word) prose answers. Students completing a similar assessment tool for Intercultural Experience have responded well, writing concretely and reflectively, so the QEP Steering Committee has used the model of a few open questions to invite the same kinds of responses for C4 program assessment.

Benchmarks

We will establish baseline benchmarks for the program by assessing students as they begin their first C4 experience. Their answers to the following questions, derived from our C4 assessment tool above, will be assessed according to the same end-of-experience rubrics also noted above:

1. Think about your previous experiences exploring possible future professions, engaging with people who are different from you, and participating in community service. How do those experiences connect with each other and with your previous classroom experiences?
2. Again thinking about your previous experiences exploring possible future professions, engaging with people who are different from you, and participating in community service, what common issues and questions have these experiences brought to your attention?

Students will begin responding to these questions as early as Fall 2008, while elements of the C4 program are rolling out (see component-specific assessments in Appendix F); every semester thereafter, students completing their second or third C4 component will complete this questionnaire. At the beginning of each semester, the C4 Committee will read and assess student answers from the

previous semester, reporting these results to the college community annually (at all-faculty, all-staff, and Board of Trustee meetings, and in the student newspaper). Additionally, the C4 program will be formally assessed every five years in the campus-wide program review cycle.

We expect to see steady increases in student responses between August 2008 and May 2015, when Centenary will graduate the class that matriculated the first year of full C4 implementation. Our benchmarks reflect student performance on the pre-questionnaire; that is, they reflect baseline understanding, knowledge, and awareness before students experience the C4 program and therefore assess measurable increases in student learning.

Benchmarks for Outcome 1: Students will demonstrate an understanding of the connections between classroom learning and practical application.

- 50%, or baseline + 25% (whichever is greater), of students who have completed two C4 components will score 1 or 2.
- 75%, or baseline + 50% (whichever is greater), of students who have completed three C4 components will score 1 or 2.

Benchmarks for Outcome 2: Students will demonstrate enhanced self-knowledge through their C4 experience.

- 50%, or baseline + 25% (whichever is greater), of students who have completed two C4 components will score 2 or 3.
- 75%, or baseline + 50% (whichever is greater), of students who have completed three C4 components will score 2 or 3.

Benchmarks for Outcome 3: Students will demonstrate enhanced social-awareness through their C4 experience.

- 50%, or baseline + 20% (whichever is greater), of students who have completed two C4 components will score 2 or 3.
- 65%, or baseline + 40% (whichever is greater), of students who have completed three C4 components will score 2 or 3.

Additional Assessment Measures

The direct measures described above will provide essential data for assessing the C4 program. We will also assess the program with the following tools:

1. The C4 program is designed not only to enrich our students' experiences but more importantly to impact their lives in a way that affects how they work and serve after graduation. So that we can learn whether or not the C4 program has made such an impact, the C4 Committee will work with Alumni Relations to develop a questionnaire for our alumni as another direct means of assessment. Every two years, Alumni Relations will send this survey to all alumni who graduated at least five years before; the C4 Committee will then collect this convergent data and consider appropriate

changes to the program so that we might see increased civic involvement in our alumni.

2. Centenary participates in the National Survey of Student Engagement (NSSE) and will continue to find it useful as an indirect means of assessing C4 program effectiveness. NSSE grants our students yet another way to indicate their level of engagement with the larger global community, their perception of the C4 program goals and learning outcomes, and the impact of experiential education on their general intellectual and social growth.

NSSE questions specifically related to experiential learning, study abroad, cultural understanding, value development, and joint research with faculty will be especially helpful to our C4 assessment. Generally, since NSSE gauges student engagement, we expect that C4 will result in better results across the board as students become more engaged in their learning environment and larger global community. After full C4 implementation we specifically expect to see statistically significant increases in students' reported engagement as indicated by their responses to the following questions:

- Participated in a community-based project (e.g., service learning) as part of a regular course.
 - Talked about career plans with a faculty member or advisor.
 - Worked with faculty members on activities other than coursework committees, orientation, student life activities, etc.
 - Work on a research project with a faculty member outside of course or program requirements.
3. Centenary expects to conduct the Noel-Levitz student satisfaction inventory annually for the next several years, including a personalized question about the new C4 program as another indirect means of assessment. As C4 comes online, we expect to see incremental improvements in student views of this program. By the time first-year students matriculating in the 2011-2012 academic year graduate, we expect 80% of the student body to indicate that the C4 program is "important" or "very important" and 70% of students to report being "satisfied" or "very satisfied" with the program.

The C4 Committee will use all assessment data to make appropriate changes to the C4 program and its assessment tools, implementing new instruments as needed. For example, the C4 Committee might charge members of the Centenary community (program directors, the registrar, etc) to report on how many students engage in summer research or how many GED 253 participants also do career-specific internships. The C4 Advisory Board will also help the C4 Committee review and interpret all assessment data; the C4 Committee will then send annual memos articulating recommendations to the Assistant Dean, who will implement changes as needed with the program directors.

XI. Appendix A: Purpose Statement of Centenary College

Centenary is a selective liberal arts college offering undergraduate programs and limited number of graduate programs in the arts, humanities, natural sciences, and social sciences, which strengthen the foundation for students' personal lives and career goals. Students and faculty work together to build a community focused on ethical and intellectual development, respect and concern for human and spiritual values, and the joy of creativity and discovery.

Consistent with its affiliation with the United Methodist Church, the College encourages a lifelong dedication not only to learning but also to serving others. It strives to overcome ignorance and intolerance; to examine ideas critically; to provide an understanding of the forces that have influenced the past, drive the present, and shape the future; and to cultivate integrity, intellectual and moral courage, responsibility, fairness, and compassion.

In pursuit of these ideals, the College challenges its students throughout their education to write and speak clearly; to read, listen, and think critically; to comprehend, interpret, and synthesize ideas; to analyze information qualitatively and quantitatively; to appreciate the diversity of human cultures; to respect the value of artistic expression; and to recognize the importance of a healthy mind and body and the interdependence of people and the environment.

Academic and co-curricular programs, as well as the example of those who teach and work at Centenary, support students in their development and encourage them to become leaders in the work place, the community, the nation, and the world at large.

XII. Appendix B: Contributors to the QEP

QEP Selection Committee

- Dr. Ross Smith (chair and humanities representative), Associate Professor of Music
- Dr. Matt Weeks (social sciences representative), Assistant Professor of Psychology, social sciences representative
- Dr. Jerry Lisantti (natural sciences representative), Associate Professor of Physics
- Dr. David Hoaas, Professor of Economics and Associate Provost (SACS coordinator)
- Ms. Sarah Drummond (BA '07)
- Ms. Lori Bradshaw, Dean of Student Life (until June 2008)
- Ms. Nancy Carruth (Hon.D.Lt. '83), Academic Affairs Committee (chair) of the Board of Trustees

QEP Steering Committee

- Dr. Ross Smith (chair), Associate Professor of Music
- Dr. David Hoaas, Professor of Economics and Associate Provost (SACS liaison)
- Dr. Darrel Colson, Provost and Dean of the College
- Ms. Jennifer Strange (BA '99), Lecturer in English and Continuing Education Coordinator for the Christian Leadership Center (joined in May 2008)
- Dr. Meg Webber, Assistant Dean and Co-Director of the Academic Resource Center for Students (joined in June 2008)

Career Subcommittee

- Dr. Dana Kress (chair), Professor of French
- Mr. Dennis Taylor, Director of Career Services
- Mr. Mike Pearson, Controller
- Ms. Sarah Drummond (BA '07)

Culture Subcommittee

- Dr. Matt Weeks (chair), Associate Professor of Psychology
- Dr. David Otto (BA '83), Webb Chair of International Studies, Professor of Religious Studies
- Dr. Michelle Wolkomir, Associate Professor of Sociology and Crawford Chair of Liberal Arts
- Mr. Ross Gilbert (BS '08), student
- Ms. April Valentine, Director of Intercultural Affairs (joined in August 2007)

Community Subcommittee

- Dr. Amy Hammond (chair), Assistant Professor of Psychology
- Dr. Beth Leuck, Professor of Biology and Whited-Douglas Chair of Neurobiology
- Ms. Dian Tooke, Director of Service-Learning
- Rev. Betsy Eaves (BA '78), Chaplain and Director of the Christian Leadership Center
- Ms. Carla Alsandor (MBA 04), Director of Alumni Relations

Centenary Plan Committee (to become C4 Committee)

- Faculty representative from the humanities division (currently Dr. Maureen Murov, Associate Professor of Spanish)
- Faculty representative from the natural sciences division (currently Dr. Katherine Brandl, Associate Professor of Mathematics and chair of the committee)
- Faculty representative from the social sciences division (currently, Dr. Melanie Bailey, Assistant Professor of History)
- Student representative, to be appointed
- Director of Intercultural Affairs, Ms. April Valentine
- Director of Service-Learning, Mr. Chris Lavan (BA '06, will join August 2008)
- Director of Career Services, Mr. Dennis Taylor
- Provost (ex officio), Dr. Darrel Colson
- Trustee, to be appointed

XIII. Appendix C: Complete List of QEP Proposals

1. "Centenary Leadership Institute" by Dr. Kathy Fell (Vice President for Development and Associate Professor of English). Network students with alumni to develop leadership skills for the campus and larger community.
2. "Center for Civic Engagement" by Dr. Steve Shelburne (Professor of English). The Center will formalize ties with various civic groups so that our students benefit from internships, service-learning opportunities, and grants that are otherwise more difficult to capture.
3. "An Interdisciplinary Synthesis" by Dr. Gale Odom (Dean of the Hurley School of Music). Diversify our curriculum to include more interdisciplinary courses, senior seminars, and May Modules.
4. "Integrating Service-Learning into the Academic Curriculum" by Dr. Amy Hammond (Assistant Professor of Psychology). Incorporate the Service-Learning component of the Centenary Plan into the academic curriculum rather than treat it as a separate activity, tying service-learning opportunities to existing and new courses.
5. "An International Community of the Twenty-First Century" by Kari Patterson (student) and Dr. David Otto (Professor of Religious Studies and Webb Chair of International Studies). Internationalize the campus community through courses, student experiences, and faculty and staff.
6. "Internships and Career Exploration" by the Centenary Plan Committee (with representatives from the faculty, staff, Board of Trustees, and student body). Allow students to satisfy the career exploration requirement with internships.
7. "Service-Learning Revision" by Dian Tooke (Director of Service-Learning). With a Center for Civic Engagement, connect students with service projects and internships that meet community needs.
8. "Surviving in the Real World" by Virginia Applegate (student) and Francine Campbell (Director of Campus Facilities) in consultation with Dr. Chris Martin (Dean, Frost School of Business). Teach practical skills like managing personal finance and insurance, preparing taxes, and understanding inflation in a course that would fulfill the career exploration requirement.
9. "Wellness Empowerment" by Dr. Shelley Armstrong (Lecturer in Health and Exercise Science, Cross Country Coach). Build and promote comprehensive health initiatives among students and faculty.

XIV. Appendix D: Student Government Association Resolution for QEP Support

Resolution to support and endorse the proposed changes to the Centenary Plan that will be made possible by the implementation of the College's Quality Enhancement Plan.

WHEREAS, Centenary's current Quality Enhancement Plan (QEP) revolves around significant revisions to The Centenary Plan.

WHEREAS, through these revisions, the committee is seeking to further enhance students' options for benefiting from linkages between experience-based programs and rigorous academic courses.

WHEREAS, with the implementation of this QEP, the committee believes that students will enjoy enhanced opportunities for individualized education, prospering through learning opportunities tailored to their particular life goals.

WHEREAS, the QEP proposes to revamp the current plan under the headings of *Careers, Community, and Culture*. The new QEP directs efforts toward experiential or engaged learning; that is, it seeks to reinforce the notion that critically important learning takes place outside the bounds of classrooms as well as within them.

WHEREAS, under the terms of the QEP, Centenary students could fulfill the new *Career* requirement either through coursework (Careers GED 253/250), through professional internships, or through research activities that place them with particular faculty members.

WHEREAS, students would fulfill the *Community* dimension of the QEP by participating in either a "Service Track" (which is a modification of GED 151A) and includes 15 service content hours, two or more service-focused convocations, thirty or more hours of field work, a final project, and completion of the Community Assessment Questionnaire OR a "Learning Track" that is primarily course-based but also includes thirty hours of field work and the completion of the Community Assessment Questionnaire.

WHEREAS, Students may fulfill the *Culture* requirement also through a variety of means, including study abroad experiences, participation in "May Modules" (also a graduation requirement at Centenary), through international service-learning internships, through the study of a foreign language at the 300-level or higher, and via "domestic intercultural immersion." Significant changes noted in the new QEP include beefing up the "May Module" with the assignment of an actual course grade and other modifications.

WHEREAS, these enhancements were already considered earlier this year by the Commission on Colleges of the Southern Association of Colleges and Schools and now the committee is seeking the support of the QEP by the Centenary student body.

Therefore, let it be resolved that the Student Government Association support and endorse the proposed changes to the Centenary Plan that will be made possible by the implementation of the College's Quality Enhancement Plan.

Respectfully submitted by Naomi Will (Vice President of External Affairs, Student Government Association) and Dr. Beth E. Leuck (Professor of Biology).

XV. Appendix E: Community Partners Surveyed

This QEP reflects a community-wide process of proposals, assessments, and revisions, but also community feedback. We wanted to take into account the observations and needs of our local community—especially employers who oversee student internships and local agencies that oversee service-learning opportunities.

The Director of Career Services discussed internships with local employers:

- Content Cortese (BS '85), Louisiana Gas Development Corporation, member of the Centenary National Alumni Association Board
- Sabra Hicks, Camp Forbing Director for the YMCA of Shreveport - Bossier City
- Angie White (BA '93), Vice President of Workforce Marketing for the Northwest Louisiana Economic Development Foundation (NLEDF), member of the Centenary National Alumni Association Board

These employers offered insight into how internships could prove effective for them but also how they could engage in the learning process itself, evaluating how student interns improved in the following skills:

- Interpersonal skills: communication with co-workers, ability to work with others on projects.
- Judgment: ability to make professional decisions.
- Dependability: punctuality, reliability to complete tasks and work the assigned hours per day.
- Learning: ability to learn new tasks quickly.
- Production: able to complete projects and tasks independently as well as with teams, with few errors and attention to detail.

These employers understood the value of internships, helping students gain further training and knowledge in their possible future careers while exposing them to a work environment that they might join in the following years. Thus, one of these employers even stated a deeply felt responsibility to train students for the most marketability as future employees. For the sake of truly achieving our learning goals, we must maintain relationships with internship supervisors like these who will focus on developing our students as keen contributors to the professional world.

A recent study of long-term service-learning partners confirmed the overall need for committed community involvement in C4. Our Director of Service-Learning wanted to know how we might engage with our service partners more effectively and better prepare our students for their experiences. The following agencies provided our Director of Service-Learning with feedback on field supervision:

- Foodbank of Northwest Louisiana
- Community Renewal International (formerly Shreveport-Bossier Community Renewal)
- The Robinson Film Center

- Renzi Education and Art Center
- Volunteers of America of North Louisiana
- Glen Zadeck, Canine Comrades at The Glen Retirement System
- The McDade House
- Shreveport Regional Arts Council

These service partner agencies indicated a general satisfaction with the students we send them, but they also felt that our students did not sufficiently understand their responsibilities to the agencies they served nor the general importance of serving their community. We must help our students develop appropriate expectations for what they will see and do in the field.

XVI. Appendix F: Component Learning Outcomes and Assessment Rubrics

Overall effectiveness of C4 cannot be evaluated accurately by simply assessing its individual program components. The most important actions this QEP takes, then, is to assess the C4 program in its entirety (see Section X). However, the individual components also have specific learning outcomes driven by the larger C4 program goals and learning outcomes (see Section IV). We must continue to assess component effectiveness, but we will do so with expectations of increased academic rigor and affective transformations in students. The C4 Committee will assess these program components using the following rubrics and benchmarks.

Career

We aim for Centenary students to demonstrate practical application of knowledge acquired through coursework, internships, or research experiences that prepares them for professional careers or graduate school. To this end, students will submit a written response (paper, journal, or portfolio) or participate in discussion groups to help them reflect on their Career experience. The program will then be assessed according to the following learning outcomes:

1. Students will analyze their career experiences and evaluate their importance in helping them clarify career goals.
2. Students will synthesize their experiences with academic work and articulate how the experiences help them make choices about their personal careers and paths toward career preparation.

In questionnaires completed after the Career experience, students will answer the following questions so that the C4 Committee can assess whether or not their Career experience achieved the learning outcomes:

1. How did you satisfy the Career component of C4 (GED 253, an internship, another course, or research approved for Career credit)?
2. In what ways did your coursework, internship, or research activity prepare you to confront the career challenges offered by the experience in which you participated? Has the experience made you think differently about what courses to take during the rest of your work at Centenary?
3. Identify three professional encounters or activities occurring during this course, internship, or research project. How have they given you deeper career insight?
4. How is the culture of the workplace distinct from or similar to life as a student at Centenary College?
5. What insights do you now have about the career culture encountered that you did not have before your Career experience?
6. How did this interaction make you think critically about your career choice?

The C4 Committee will use the following rubrics to assess the learning outcomes:

Outcome 1: Students will analyze their career experiences and evaluate their importance in helping them clarify career goals.

0 points	Student fails to articulate any positive or negative experiences that affect his/her thinking about career.
1 point	Student identifies one or two experiences that have affected his/her thinking about career and demonstrates that effect.
2 points	Student identifies several experiences that have affected his/her thinking about career and integrates them into career planning.

Benchmark: 80% of students will score 1 or 2.

Outcome 2: Students will synthesize the experiences with academic work and articulate how the experiences help them make choices about their personal careers and paths toward career preparation.

0 points	Student makes no connections between the career experience and academic coursework.
1 point	Student demonstrates connections between the career experience and several academic courses and argues that the two complement each other.
2 points	Student demonstrates connections between the career experience and academic coursework and argues that they form an integrated approach to career planning.

Benchmark: 80% of students will score 1 or 2.

Culture

Centenary students will make cross-cultural comparisons and analyses by conceptualizing cultural interactions, norms, symbols, and artifacts. They will develop these skills through intercultural experiences. Students going abroad will study a foreign culture whereas those who do not travel abroad will study a sub-cultural group. Culture credit will then be assessed according to the following learning outcomes:

1. Students will describe the differences and similarities that make the culture under study an entity different from their own.
2. Students will describe another culture's heritage, history, beliefs, and values.
3. Students will evaluate cultural differences and similarities as they relate to their own lives.

To give students opportunity to reveal whether or not they have achieved these learning outcomes, Module faculty will embed appropriate questions in assignments, and in Spring 2009, the Director of Intercultural Affairs will develop an assessment tool for students acquiring Culture credit through study abroad or language study. The C4 Committee will then read these student responses after approved Culture experiences and use the following rubrics to assess the learning outcomes:

Outcome 1: Students will describe the differences and similarities that make the

culture under study an entity different from their own.

0 points	Student fails to describe any differences or similarities between his/her own culture and the culture under study.
1 point	Student describes differences and similarities between his/her own culture and the culture under study but fails to integrate them into a description of the other culture.
2 points	Student integrates the differences and similarities between his/her own culture and the culture under study into a coherent view of two contrasting cultures.

Benchmark: 80% of students will score 1 or 2.

Outcome 2: Students will describe another culture's heritage, history, beliefs, and values.

0 points	Student cannot describe another culture's heritage, history, beliefs, and values.
1 point	Student describes another culture's heritage, history, beliefs, and values in a factual manner without showing any integration of the four components.
2 points	Student describes another culture's heritage, history, beliefs, and values in an integrated way and shows an understanding of the culture as a whole.

Benchmark: 80% of students will score 1 or 2.

Outcome 3: Students will evaluate cultural differences and similarities as they relate to their own lives.

0 points	Student expresses a preference for a given culture without supporting the choice with any analysis.
1 point	Student describes strengths and weaknesses of another culture by relating them to his/her own ability to function in the world.
2 points	Student evaluates another culture by arguing its benefits for the members of the culture and considers which components of the culture may improve his/her own culture.

Benchmark: 80% of students will score 1 or 2.

Community

We aim for Centenary students to demonstrate increased awareness of their roles within our larger community through service-learning. To this end, the Community component of the C4 program is guided by learning outcomes wherein students will demonstrate five critical skills:

1. Students will analyze whether or not they helped achieve the program/project goals.

2. Students will assess the value of their own skills and abilities for civic and community engagement.
3. Students will reflect thoughtfully and personally on how the experience has impacted their worldview and outlook on life.
4. Students will know the importance of service, the opportunities for civic and community engagement, and the values of their larger communities.
5. Students will identify their roles within the community, recognize what responsibilities members of the community have, and understand the importance of civic engagement for successful communities.

In questionnaires filled out after the Community experience, students will answer the following questions so that the C4 Committee can assess whether or not their Community experience achieved the learning outcomes:

1. Describe your Community setting.
 - Who is served by this program/project/course?
 - What is the purpose of this program/project/course according to its leaders? What do you think its purpose is?
 - What service(s) did you perform? How do your actions support the mission/purpose of your program/project/course?
 - How do you see the program/project/course achieving its mission or purpose?
2. What does your choice of Community experience say about you?
 - Why did you choose this program/project/course?
 - What personal and/or scholastic skills and abilities did you use during your participation?
 - What skills and abilities do you have that may have been useful but were not used?
 - How did what you did make a difference?
3. What did you learn from your Community experience about yourself and/or your program/project/course? If you don't believe you learned anything about yourself from this experience, explain why and suggest what could have made your experience better.
4. Design and describe your ideal service project. Whom would you serve, and why? What would you do, and why?
5. Will you continue in service to the community after you leave Centenary?

The C4 Committee will use the following rubrics to assess the learning outcomes:

Outcome 1: Students will analyze whether or not they helped achieve the program/project goals. Evidence for assessing this outcome should come in response to Questions 1 and 2 above.

0 points	Student exhibits no knowledge of the mission/goal or success of the program/project and does not analyze his/her service within its scope.
1 point	Student is aware of the mission/goal or success of the program/project and describes how his/her participation helped get the project completed within its scope.
2 points	Student discusses the significance of the mission/goal and success of the program/project and describes how his/her participation in

	completing the project achieves long terms goals in the community.
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Benchmark: 85% of students will score 1 or 2.

Outcome 2: Students will assess the value of their own skills and abilities for civic and community engagement. Evidence for assessing this outcome should come in response to Question 2 above.

0 points	Student cannot identify how his/her skills and abilities might be useful to the larger community.
1 point	Student explains how his/her skills and abilities might be useful to the larger community.
2 points	Student explains how his/her skills and abilities are useful to meeting needs the larger community.

Benchmark: 80% of students will score 1 or 2.

Outcome 3: Students will reflect thoughtfully and personally on how the experience has impacted their worldview and outlook on life. Evidence for assessing this outcome should come in response to Question 3 above.

0 points	Student writes a superficial description of his/her experience and exhibits no evidence of having developed a broader worldview.
1 point	Student writes a limited description of his/her experience and exhibits some evidence of having developed a broader worldview.
2 points	Student writes a rich, personal description of his/her experience and exhibits clear evidence of transformation.

Benchmark: 75% of students will score 1 or 2.

Outcome 4: Students will know the importance of service, the opportunities for civic and community engagement, and the values of their larger communities. Evidence for assessing this outcome should come in response to Question 4 above.

0 points	Student exhibits no knowledge of the importance of service, available opportunities, or the community beyond Centenary.
1 point	Student exhibits some knowledge of the importance of service, available opportunities, and/or the community beyond Centenary as they relates to individual projects.
2 points	Student exhibits comprehensive knowledge of the importance of service, available opportunities, and the community beyond Centenary as they relate to the community at large.

Benchmark: 80% of students will score 1 or 2.

Outcome 5: Students will identify their roles within the community, recognize what responsibilities members of the community have, and understand the importance of civic engagement for successful communities. Evidence for assessing this outcome should come in response to Questions 4 and 5 above.

0 points	Student fails to identify his/her role within the community or to recognize what responsibilities community members might have.
1 point	Student identifies his/her role within the community but in a largely utilitarian way.
2 points	Student clearly identifies his/her role within the community, recognizing what responsibilities members of that community might have and/or understanding the relationship between civic engagement and successful communities.

Benchmark: 80% of students will score 1 or 2.

XVII. Appendix G: Bibliography

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XVIII. Appendix H: Schools Reviewed for Best Practices

All three component-specific subcommittees researched relevant programs offered by the other schools in our consortium, the Associated College of the South (ACS):

1. Birmingham-Southern College
2. Centre College
3. Davidson College
4. Furman University
5. Hendrix College
6. Millsaps College
7. Morehouse College
8. Rhodes College
9. Rollins College
10. Sewanee: The University of the South
11. Southwestern University
12. Spelman College
13. Trinity University
14. University of Richmond
15. Washington and Lee University

The Career Subcommittee reviewed career services at the following aspirant and other schools:

1. Arizona State University
2. Baker College
3. Columbia University
4. Emporia State University
5. Louisiana State University – Baton Rouge
6. Louisiana State University – Shreveport
7. Pepperdine University
8. Rice University
9. Sarah Lawrence College
10. Texas Christian University
11. Texas State University
12. University of Arizona
13. Vanderbilt University
14. Washington State University
15. Wheaton College
16. Whitman College

The Culture Subcommittee reviewed intercultural programs offered by the following aspirant and other schools:

1. Amherst College
2. Austin College
3. Belmont University
4. Bowdoin College
5. Louisiana State University – Baton Rouge
6. Louisiana Tech University

7. Loyola University (New Orleans)
8. Pomona College
9. St. Louis University
10. Samford University
11. Southeastern Louisiana University
12. Southern Methodist University
13. Spring Hill College
14. St. Edwards University
15. Stephen F. Austin
16. Swarthmore College
17. Texas Christian University
18. Tulane University
19. University of Arkansas
20. University of Arkansas – Little Rock
21. University of New Orleans
22. University of Louisiana Lafayette
23. Vanderbilt University
24. Williams College

The Community Subcommittee reviewed service-learning practices at the following aspirant and other schools:

1. Bowdoin College
2. Brigham Young University
3. Claremont McKenna College
4. Colorado College
5. Cornell College
6. Duke University
7. Harvey Mudd College
8. Hiram College
9. Holy Cross College
10. McAlester College
11. Pomona College
12. Scripps College
13. Transylvania University
14. Tulane University
15. Wellesley College
16. Wesleyan College
17. Williams College