



HLC Accreditation 2016-2017

Evidence Document

President

Strategic Planning Steering Committee

Strategic Plan Dashboard: Timeline for Implementation Applied Learning Experience Measurement

Wichita State University
Strategic Plan Dashboard
Timeline for Implementation
Applied Learning Experience Measurement
Updated: June 29, 2016

The long-term purpose of the Applied Learning metric on the University's Strategic Plan Dashboard is to:

Confirm at the College level that each student meets a College graduation requirement that an applied learning or research experience is met through satisfactory completion of designated courses or experiences that meet a set of defined criteria

Long Term Implementation

The following outlines the long-term process to identify and measure Applied Learning experiences at the College level.

SPRING 2016 Strategic Planning Steering Committee¹ developed a **definition** and **list of criteria** that constitute an Applied Learning Experience ([see p. 4](#))

Fall 2018 established as **target date** for 100% implementation

SUMMER 2016 College Deans requested to **operationalize the graduation requirements** for Applied Learning Experiences in their Colleges. Experiences may be operationalized at the college, department, or program level via:

- a specific course or set of courses
- an experience or set of experiences
- a combination of courses and experiences (e.g., [Engineer of 2020](#))

FALL 2016 Assistant to the President for Strategic Planning and **Registrar's Office** implement process to add Applied Learning designation to students' transcripts

¹ Committee responsible for development of strategic planning dashboard, college annual review process, and structure of Strategic Plan Advancement Committee. Committee finished their work Spring 2016.

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FALL 2016 – SPRING 2017

Strategic Plan Advancement Committee² **evaluates and validates** College submissions of Applied Learning Experience proposals and provides feedback about whether criteria are met

All **proposals due** February 1, 2017 to meet Fall 2018 target

SPRING 2017 – FALL 2017

Colleges use **Curriculum Change Process** to (1) add approved Applied Learning Experience requirements to the Undergraduate and Graduate Catalogs and (2) put the Applied Learning designation in the Degree Audit process

- NOTE: The graduation requirements for Applied Learning experiences will be built into the Degree Audit process in Degree Works. **Students' transcripts** will be noted with an Applied Learning designation when earned

SPRING 2017

College **Advising Centers trained** to track student plans of study for fulfilling College Applied Learning graduation requirements

SPRING 2017

Assistant to the President for Strategic Planning and the Provost's Office investigate adding to the **Alumni Survey** or **Undergraduate and Graduate Exit Surveys** a **question** to ensure we assess students' perceptions, e.g., *Percent of graduating students who positively answer the question: "Did your Applied Learning experience prepare you for your job?"*

² New committee (Fall 2016) responsible for monitoring university dashboard, facilitating college annual review process, reviewing university goals, and reviewing tools and metrics for changes.

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Short Term Implementation

Prior to the implementation of the long-term measurement of Applied Learning Experiences, a baseline measurement of Applied Learning will be implemented for display on the University's Strategic Plan Dashboard. The following outlines the short-term method to measure and report Applied Learning Experiences at the College level.

- Program level: Percent of graduating students participating in an Applied Learning course as a graduation requirement in a major
 - Courses identified by Course Title as: Practicum, Internship, Co-op, Rotation, Service Learning, Performance, Ensemble, Thesis, or Dissertation
 - Colleges will identify specific majors with a designated Applied Learning course as a graduation requirement
 - Office of Planning & Analysis will supply the percent of graduating students participating in an Applied Learning course in these majors for display on the Strategic Plan Dashboard

- Student level: Percent of graduating students participating in an Applied Learning course
 - Courses identified by Course Title as: Practicum, Internship, Co-op, Rotation, Service Learning, Performance, Ensemble, Thesis, or Dissertation
 - Office of Planning & Analysis will supply the percent of graduating students participating in an Applied Learning course (identified by Course Title) for display on the Strategic Plan Dashboard

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Applied Learning

Definition:

Applied learning occurs when students develop knowledge, skills, and values from personal direct experiences that go beyond the traditional lecture or lab. Applied learning encompasses a variety of activities including service learning, undergraduate research, theses, dissertations, and other creative (e.g., live performances) and professional services (e.g., practicums, internships, clinical rotations, and cooperative education).

Criteria:

To be considered Applied Learning, the personal direct experience must fit the above definition and all the following criteria:

- mirrors or embodies knowledge and practice in real world situations
- prepares student for a career or post graduate education
- involves development or creation of a work product, service, or idea
- includes occupationally focused work
- applies learned program skills
- engages populations outside the university

Other experiential opportunities that fit the definition of applied learning may be submitted for consideration.

Thesis and dissertation courses fit the Applied Learning definition and criteria.