GC JOURNEYS

2021-2022
ANNUAL REPORT

WELCOME TO THE 2021-2022 GC JOURNEYS ANNUAL REPORT.

Not only was the university able to celebrate a several successes in forwarding our signature initiative, but we saw an increase in participation in GC Journeys, as a bounce back from the pandemic. This increase in participation certainly coincides with our increase in retention.

Here are a few highlights from 2021-2022:

- An increased number of student participation in GC Journeys.
- GC received a Gates Foundation Grant to support faculty leading HIPs.
- Both First Year Seminar (TREK) & Career Milestones were redesigned.
- The GC Journeys Symposium, featuring national speakers, was a huge success.
- GC was one of seven universities selected to participate in the College & Beyond Study on the Liberal Arts, funded by the Andrew W. Mellon Foundation.
- GC Journeys funded more Transformative Projects and Experiences than in previous years.
- GC Faculty created resources developed for faculty leading Transformative Experiences (Faculty Successful Frameworks).

Thank you all for your participation and support of GC Journeys!

Experience	2021-2022	Difference from 2020-2021
First Year Experience	1,684	+147
Career Milestones	826	+306
Capstone	1,287	+266
Leadership	792	+16
Undergrad Research	2,437	+700
CbEL	297	-169
Internships	1,420	+458
Study Abroad	230	+20
Total Student Participation	8,766	+1,744

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GC JOURNEYS PARTICIPATION DATA

Experience	2018-2019	2019-2020	2020-2021	2021-2022	Difference
First Year Experience	1,642	1,519	1,537	1,684	+147
Career Milestones	452	324	520	826	+306
Capstone	1,053	1,118	1,021	1,287	+266
Leadership	584	602	776	792	+16
Undergrad Research	1,318	2,325	1,737	2,437	+700
CbEL	477	728	466	297	-169
Internships	1,076	1,086	962	1,420	+48
Study Abroad	255	203	3	23	+20
Total Student Participation	**6,857**	**7,905**	**7,022**	**8,766**	**+1,744**

2018-19 (YEAR 1, 2019-20 (YEAR 2), 2020-21 (YEAR 3), AND 2021-22 (YEAR 4)
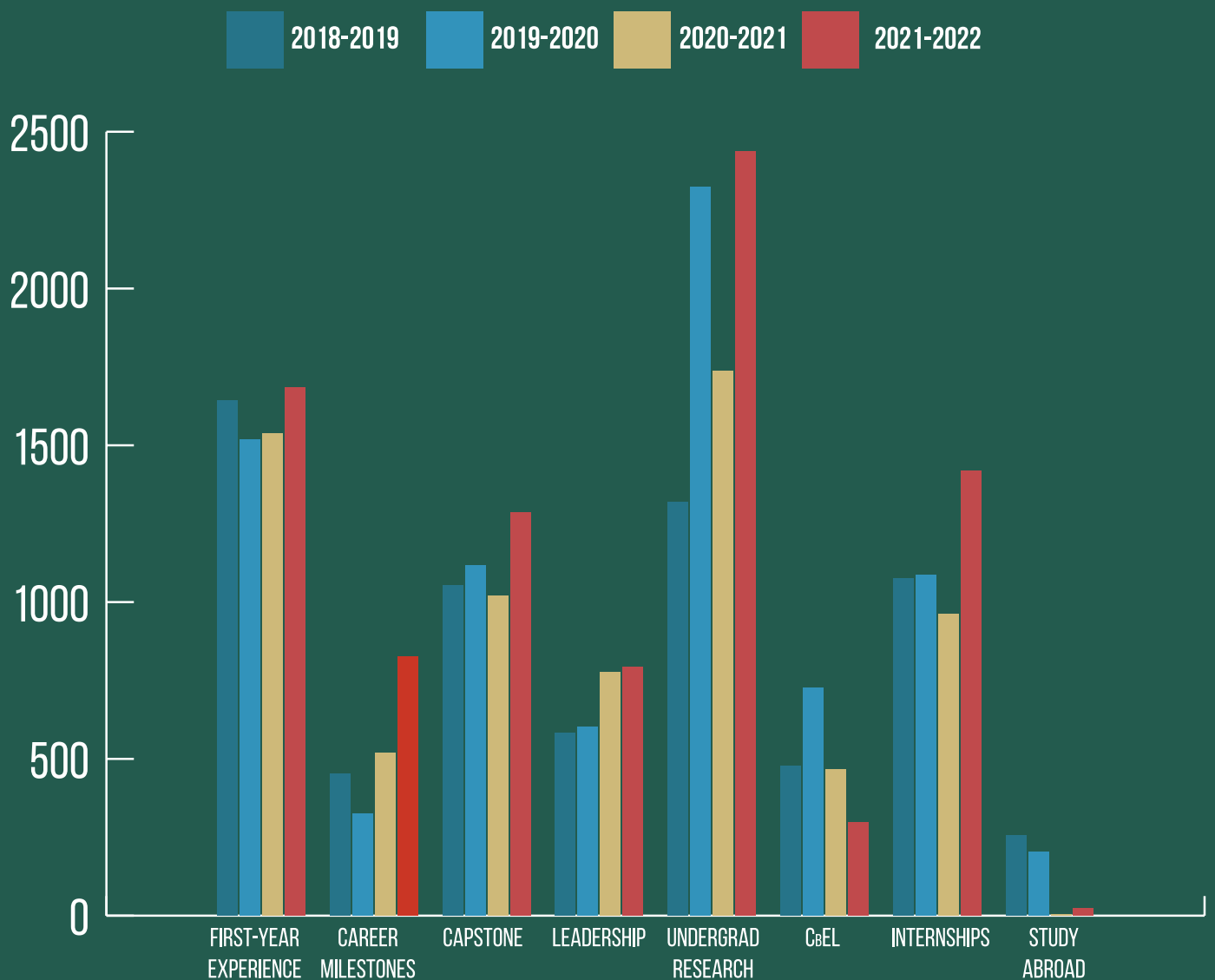
GC JOURNEYS PARTICIPATION BY EXPERIENCE

UNDERGRAD RESEARCH 27.8%

FIRST YEAR EXPERIENCE 19.21%

INTERNSHIPS 16.2%

CbEL 3.39%

LEADERSHIP 9.03%

CAPSTONE 14.68%

CAREER MILESTONES 9.42%

2021-2022 EXPERIENCES

- FIRST YEAR EXPERIENCE
- INTERNSHIPS
- CAPSTONE
- CAREER MILESTONES
- LEADERSHIP
- CbEL
- UNDERGRAD RESEARCH
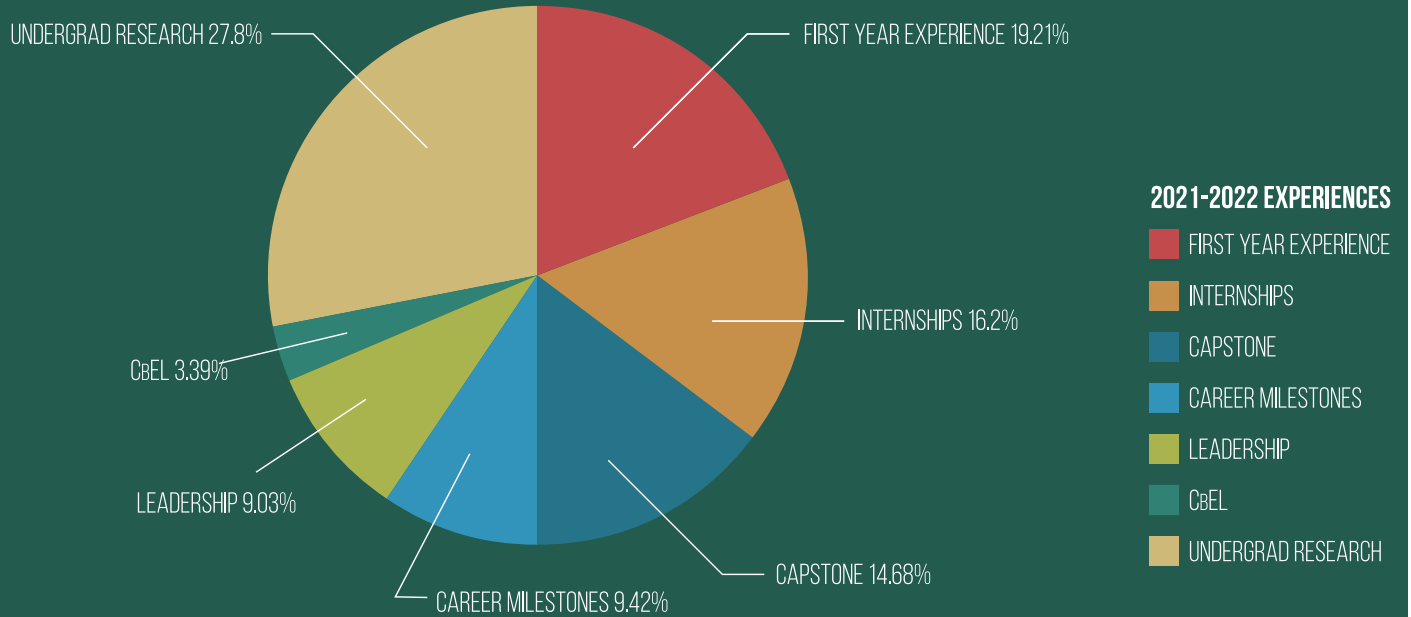
SUM OF STUDENT PARTICIPANTS BY EXPERIENCE

Experience	Participants
Undergraduate Research	2.4K
First-Year Experience	1.7K
Internships	1.4K
Capstone	1.3K
Career Milestones	0.8K
Leadership	
CbEL	0.3K
Study Abroad	0.0K
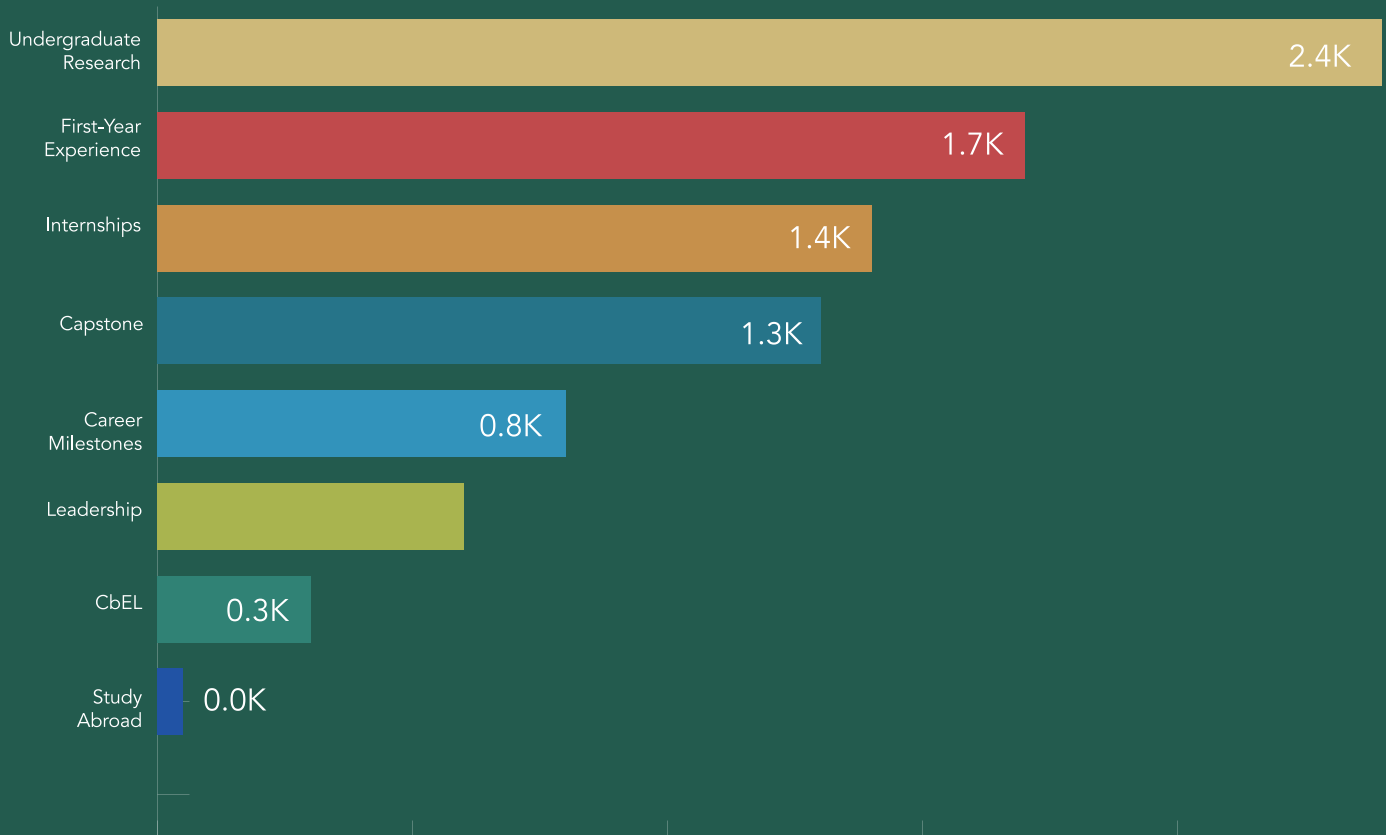
GC JOURNEYS FACULTY DEVELOPMENT SESSIONS IN 2021-2022

Fall 2021

A Framework of Effective Teaching Behaviors	Simeco Vinson
Transformative Experiences through Backward Design and TILT - Intentional Goals, Intentional Results	Jaclyn Queen and Simeco Vinson
Engaging Students in Collaborative Learning and Critical Thinking with Technology	Si Zhang and Jaclyn Queen
Promoting Inclusive Teaching: Universal Design for Learning (UDL): Part I	Si Zhang and Simeco Vinson
Transformative Experiences	Cynthia Alby and Simeco Vinson
Essential Learning Outcomes	Cynthia Alby and Simeco Vinson
Promoting Inclusive Teaching: Universal Design for Learning (UDL): Part II	Si Zhang and Simeco Vinson
Transformative Experiences and Essential Learning Outcomes	Cynthia Alby and Simeco Vinson

Spring 2022

Community Building in a Digital Environment	Simeco Vinson
Making the Capstone work for your faculty AND your students	Stephanie McClure
Developing Student Critical Thinking Through Higher-Order Questioning	Simeco Vinson
From Classroom to Work Experience, Incorporating Skills into a HIP Internships	Angela Criscoe
Transforming Your Courses with Community-based Engaged Learning	Stefanie Sevcik
Design for Transformative Learning and Essential Learning Outcomes	Cynthia & Simeco
Faculty Teaching in Study Abroad	Stephanie McClure and Jehan El-Jourbagy with Jarris Lanham from the International Education Center

Summer 2022

Developing Student Critical Thinking Through Higher-Order Questioning	Simeco Vinson
Developing Problem Solving - The Process, Strategies, Tips and Tricks	Simeco Vinson
Building community in an online environment	Alison and Jaclyn
Technology Tools to Enhance Student Engagement	Alison and Jaclyn

GC JOURNEYS DEPARTMENTAL PLANNING MINI-GRANTS

2022 WINNERS

- Department of Accounting
- Department of Economics and Finance
- Department of Information Systems and Computer Science
- Department of English
- Department of Management,
- Marketing, and Logistics
- Department of Psychology
- Department of World Languages and Cultures

The departmental planning mini-grants were awarded to help increase students' access to Transformative Experiences.

GC Journeys Departmental Planning Mini-grants were awarded for departments to analyze the department/program's current GC Journeys plan and to create an action plan for institutionalizing, strengthening, and/or expanding students access to Transformative Experiences (High-Impact Practices) within the department's curriculum.

GC JOURNEYS PROJECT MINI-GRANTS

The GC Journeys Project Mini-Grants were offered to support individual transformative learning experiences (First Year Experience, Capstone, Undergraduate Research, Leadership, Community based Engaged Learning). These were used from everything to funding equipment for undergraduate research to travel for Service Learning projects.

SPAN 3020 .... Community-based Engaged Learning (Service Learning)
21475 ARTS 1620 .... Community-based Engaged Learning (Service Learning)
Intro to the Computer in Art
Leadership Academy... Leadership
Sociology of Food and Agriculture, SOCI 3433.. Community-based Engaged Learning (Service Learning)
Ethnographic Methods ANTH 4950.. Mentored Undergraduate Research and Creative Endeavors
Nonprofit Management PUAD 3950 II .... Community-based Engaged Learning (Service Learning)
Global Corporate LeadershipBUAD 4505................................. Study Abroad/Study Away
FINC4505: Financial Management and Programming............................. Mentored Undergraduate Research and Creative Endeavors
Community of Practice: Writing in Your Discipline
University Career Center .... Internships
Capstone Research BIOL 4996... Capstone
Genetics BIOL2100/BIOL2999 .... Mentored Undergraduate Research and Creative Endeavors
Printmaking II ARTS 3300 .... Mentored Undergraduate Research and Creative Endeavors
BIOL 2999 .... Mentored Undergraduate Research and Creative Endeavors
BIOL 4999.. Mentored Undergraduate Research and Creative Endeavors
BIOL2999/3999 .... Mentored Undergraduate Research and Creative Endeavors

20 FACULTY COMPLETE 2ND ANNUAL SUMMER HIPS COURSE

Twenty Georgia College faculty participated in the 2nd annual Summer Course focused on developing high-impact practices in the classroom. Co-facilitated by the Center for Teaching and Learning and GC Journeys, these faculty worked with mentors in the areas of Leadership, Study Abroad, Undergraduate Research, Community based Engaged Learning, First Year Experience, Capstone, and Internships. The participants also worked with AAC&U fellow (and former Provost at University of West Georgia), Dr. Micheal Crafton. According to one of the facilitators, Dr. Cynthia Alby, "I suspect one of the main reasons GC has so many high quality transformative experiences is because we have so many opportunities for faculty to receive intensive coaching. I'm not sure many institutions have that level of faculty building up other faculty."

Dominic DeSantis	Biological and Environmental Sciences	Capstone
Caroline Collier	Computer Science	FYAS
Nancy Beasley	English	FYAS
Steven Elliot-Gower	Government	FYAS
Catherine Fowler	Nursing	Leadership
Chika Unigwe	English	Leadership
Jolene Cole	Library	Leadership
Lauren Pilcher	English	Leadership
Tsu-Ming Chiang	Psychology	Leadership
Lorianne Hamilton	Computer Science	Service Learning
Stephanie Jett	Psychology	Service Learning
Whitney Heppner	Psychology	Service Learning
Kevin Hunt	Health and Human Performance	Study Abroad
Lee Kirven	World Languages and Cultures	Study Abroad
Paulette Cross	Teacher Education	Study Abroad
Trae Welborn	History and Geography	Study Abroad
Gita Phelps	Computer Science	Undergraduate Research
Mary Rickard	Management, Marketing, and Logistics	Undergraduate Research
Mehrnaz Hedayati	Management	Undergraduate Research
Min Kim	Government	Undergraduate Research

Undergraduate Research Releases 2nd Journal Issue

by Maggie Smith

Launched in 2020, the second issue of Undergraduate Research is now available, both in print and online. This journal is a national journal, Issue #2 features authors from Swarthmore College, Temple University, and Georgia College, among others. Dr. Kelly Massey, Editor-in-Chief, and Dr. Alesa Liles, Managing Editor, just successfully produced the second edition of the journal, where they increased the number of manuscripts accepted and plan to continue this trend with Issue 3 next semester.

Dr. Kelly Massey, Editor-in-Chief, commented, "I am extremely grateful to Dr. Spirou and Dr. Cofer for their belief in my abilities to lead this journal. It has been most fulfilling, and I am so thankful that I have the opportunity to make a difference in these young researchers' lives". Dr. Massey also recommended, Luri Piovezan's "Atomic Culture and Cultural industry: Their Spread and Acceptance in America During 1940s and 60s." According to Massey, this young scholar had significant growth during the entire process and noted that their manuscript was incredibly interesting.

Although the journal is a rigorous and competitive process for students, the publication is a huge achievement for the students featured, who can use this to boost their resumes, as well as but an amazing talking point for interviews with potential graduate programs and/or employers. Anyone interested can find Undergraduate Research Issue #2 here, or physical copies on campus.

UNDERGRADUATE
R E S E A R C H
Journal

VOLUME 1 | ISSUE 2 | SUMMER 2021

GATES GRANT FUNDS

HIPS CHAMPIONS

The GC Journeys program will be the beneficiary of Gates Frontier grant, in accordance with the University System of Georgia for the Fall 2021 and Spring 2022. The grant will allot for three 'champions' to help promote high-impact practices on campus for the upcoming year. These HIPs Champions serve as faculty who have led these experiences and who can offer guidance to other faculty. This grant will help further our GC Journeys initiative and greatly contribute to increasing our graduation and retention rates.

The High-Impact Practices (HIPs) Champions are:
1. Dr. Stephanie McClure, Capstones
2. Dr. Stefanie Sevcik, Community based Engaged Learning
3. 3) Angela Criscoe, Internships

This grant will allow experienced faculty to help expand faculty support for the GC Journeys program.

Dr. Stefanie Sevcik, Community based Engaged Learning

Angela Criscoe, Internships

Dr. Stephanie McClure, Capstone

GEORGIA COLLEGE

TREK

FIRST-YEAR SEMINAR

GC FACULTY REDESIGN

FRESHMAN SEMINAR

In January 2021, As part of the Georgia College Retention Committee, Dr. Dorman tasked a sub-committee of GC faculty and staff to work on re-designing the First Year Academic Seminar. The sub-committee is made of co-chairs Dr. Lisa Griffin and Jordan Cofer as well as members: Drs. Nicole Declouette, Brent Evans, Ken McGill, Lee Gillis, Michelle Johnson and Erin Weston. As part of their work, the subcommittee met with faculty, such as Dr. Cynthia Alby, and First Year Experience expert, Dr. Nirmal Trivedi (Kennesaw State University). The result is TREK, a course built around four course outcomes:

In March 2021, the committee asked academic departments for volunteers to participate in a pilot program. As a result, this Fall, 30 faculty-led sections, representing 16 departments, will participate in this pilot. Dr. Lisa Griffin noted, "when we offered a pilot section, we thought we would have 5-10 volunteers, but we ended up with 30." As for the future of the TREK pilot, the committee hopes to gather as much data before presenting any type of long-term recommendations. According to Dr. Jordan Cofer, "we are going to offer multiple assessments for this pilot and after this semester, we are hoping to have a clearer picture of how to proceed."

UNDERGRADUATE RESEARCH PROJECT LEADS TO THE DISCOVERY OF A NEW SPECIES

by Margaret Smith

Amphipods might have never crossed your mind before because although they are minuscule in size, they are in fact a huge deal. Amphipods are crustaceans that can be found in almost every environment; they are key indicators in determining the health of their surroundings. Their presence or absence can tell you a lot about their habitat, which is helpful in our current ecological climate. They allow you to have a record of what's there before it changes, so as a society, we can make changes before the environments are gone.

You must be thinking, why all the talk about Amphipods? Because now one more species has been added to the list. Earlier this year, Georgia College's very own Assistant Professor of Biology, Dr. White, and junior Environmental Science major, Sally Sir, discovered a never before identified species of Amphipod while investigating a sample from White's own collection she acquired during her postdoctoral studying in Okinawa, Japan.

The sample had laid dormant on White's shelf until she decided to bring it out so Sir could start the examination process as an undergraduate research project. Two months later, after further investigation and sending it off to be finalized, they got the results back confirming that it is in fact a new species of Amphipod. The sample is now back in review having the details finalized, and after publication, the name of the new species will be released. While the team awaits these results, they have some exciting news to share with their fellow Bobcats on their latest endeavors in the world of science. They have added a new member to the team, sophomore Biology major, Elizabeth Durham.

With Covid-19 travel restrictions being lifted recently, the team has had the chance to travel abroad to Panama to do their own field work and implement the tools they've learned in the classroom. Dr.White says, "It feels really nice to be teaching a new taxonomist how to do this. This is really a great example of the undergraduate research that we do here and a really nice way to show that students really are involved in research, and they're not just washing dishes in the lab".

The trip to Panama was funded by a grant from the National Science Foundation whose goal is understanding biodiversity through taxonomic training, teaching students to identify, describe, and understand how species are related to each other, focusing on the Smithsonian in Panama. There, they worked collaboratively to obtain a sample of their own, which they have sent off to the lab and are expecting its arrival in the next couple of weeks. Durham describes her time working with Amphipods, "I have been surprised at all the different aspects of studying amphipods: you use microscopes, drawings, and you're using the imaging system. Gaining perspective about how different every research project is and that's why I think I enjoy it, so much because it's very unique and I'm always learning something new. I would never have the opportunity to go to Panama without research, it was my first time out of the country". They cannot wait for their fresh material to get in so they can start identifying, and hopefully find yet another new species to add to the list of Amphipods. Sir noted that, "There is so much to learn in the world in science and overall, I didn't even know this was something I didn't know before I started it".

CAREER PLANNING MILESTONE RE-DESIGN

In an effort to create more collaboration between curricular and co-curricular career development planning, and to increase the number of students who complete the Career Planning Milestones, the program underwent a re-design. During the Spring and Summer 2021 semester the Career Center worked with a diverse advisory board comprised of both on-campus and employer stakeholders to plan the revision. The program was implemented this semester, and under the revised plan, students have a variety of ways they can satisfy the requirements of each milestone.

The Career Center is still collecting information on courses and/or programming that have learning objectives tied to career development. If you have a course, assignment, and/or assist students in engaging in co-curricular activities that cover one or more of the following milestones: self-awareness and career exploration, professional networking and engagement, resume writing skills, or interviewing skills, please submit information here.

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For more information on the Career Planning Milestones re-design, contact Lauren Easom at **lauren.easom@gcsu.edu**
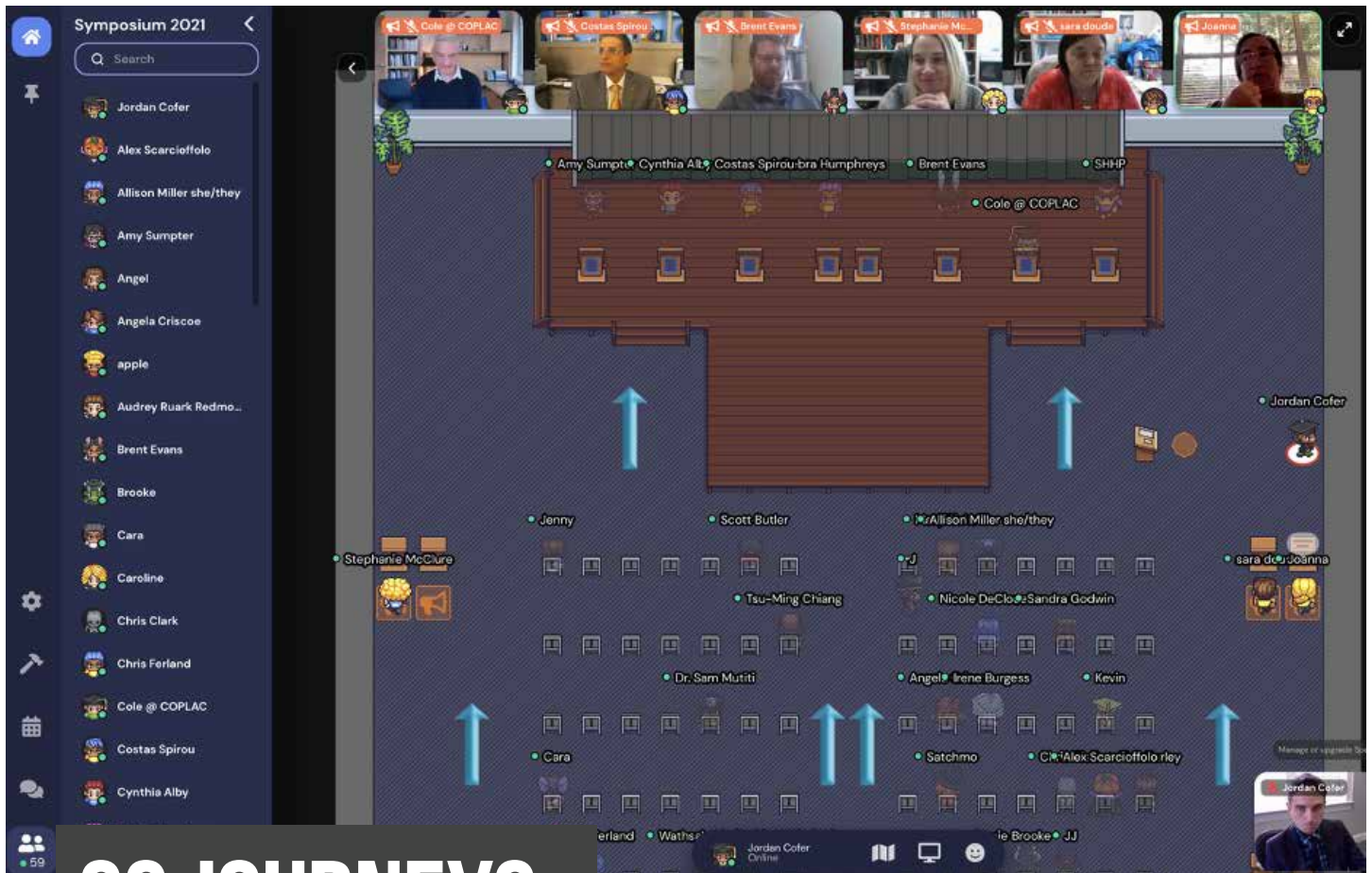
GC JOURNEYS
SYMPOSIUM A SUCCESS

The GC Journeys Symposium, which was held virtually using GatherTown on Oct 29th, featured nationally renown panelists and GC faculty discussing the future of the liberal arts. The Symposium also featured sessions on transformative experiences. The symposium had 80 participants.

"This symposium was actually the brainchild of some our faculty," said Dr. Cofer, Associate Provost for Transformative Learning Experiences. "We weren't sure how many people would attend, but we ended with 72 registrants and 80 participants. We think word of mouth spread and that this type of participation shows a real desire for these types of opportunities," said Cofer.

In addition to a well attended panel on the Liberal Arts, the Symposium featured sessions on leading a Community-based Engaged Learning experiences, the new Vertical Integrated Programs for Undergraduate Research, and revised Career Milestones.

As a result of the GC Journeys Symposium, faculty interested in CbEL (Community based Engaged Learning) can join a Community of Practice focused on leading CbEL experiences.

SERVICE LEARNING IN THE COMMUNITY HEALTH POSTER SHOWCASE

On December 2nd, Dr. Ernie Kaninjing moderated the Community Health Poster Showcase, sponsored by the School of Health and Human Performance. Participating students showcased the results of semester-long community health service learning projects

GC JOURNEYS DEPARTMENTAL MINI-GRANTS WINNERS

Spring 2022 GC Journeys Departmental Planning Mini-grants offer up to $5,000 for departments to analyze the department/program's current GC Journeys plan and to create an action plan for institutionalizing, strengthening, and/or expanding students access to Transformative Experiences (HIPs) within the department's curriculum.

Congrulations to these departments. Faculty leading individual projects can still apply for the GC Journeys Project Mini-grants. These mini-grants will provide funding support for supplies, etc. for individual projects, so faculty leading transformative experiences. These will be decided on a rolling basis. GC Journeys Project Mini-Grants can be found here.

This year's award recipients are:

- Department of Accounting
- Department of Economics and Finance
- Department of Information Systems and Computer Science
- Department of English
- Department of Management, Marketing, & Logistics
- Department of Psychology
- Department of World Languages and Cultures

FIRST YEAR EXPERIENCE HOSTS SUCCESSFUL EVENT

On Friday February 18th the first floor of the Maxwell Student Union filled with over 200 students who were eagerly waiting to build their own GC Journeys stuffed animal. The Office of the First-Year Experience partnered with GC Journeys to bring the "Build a Pal" event to campus.

Students learned about the different transformative experiences offered through GC Journeys, then took a slip of paper to write how they hoped to be transformed by their GC Journeys experience. They placed the slip into their new stuffed animal to be reminded about their aspirations each time they saw their "pal." The 200 animals each came with their own adoption certificate and GC Journeys shirt, they were all claimed within 30 minutes.

This was the second time the GC Journeys Build a Pal event has been held on campus in the past three years, and students are already asking when it will return.

GC JOURNEYS RECOGNIZED BY USG

GC Journeys was named the 2021 Regents' Momentum Year Award for Excellence in Teaching and Curricular Innovation winner. Members of the Georgia College community were invited to the Board of Regents ceremony honoring award recipients.

GC STUDENT, MAX HARLEY, WINS BEST UNDERGRADUATE PAPER

Seniovr Economics Major, Maxwell P. Harley, recently won the Best Undergraduate Research Paper at the Academy of Economics and Finance (AEF) Conference. He was mentored by Dr. Brooke Conaway. His paper was titled, "Does the Edition of a Sony PlayStation 5 Affect Its Secondary Market Price?"

SAVANNAH TAYLOR NOMINATED FOR COPLAC AWARD

Savannah Taylor is Georgia College's nominee for COPLAC's David J. Prior Award. The David J. Prior Award recognizes senior-level undergraduates whose academic careers and future goals have been shaped by the transformative power of the liberal arts and sciences experience at a COPLAC institution.

Ms. Taylor is a senior Economics and Languages double-major from Metro Atlanta. She has been involved in several transformative experiences, including environmental and service learning projects, the Leadership Certificate program, the GEM (Georgia Educational Mentorship) program, undergraduate resarch, and GC's Newman Civic Fellow.

MARKETING MAJOR, NICHOLAS BROOKS, AWARDED THE DOREEN SAMS AWARD FOR UNDERGRADUATE RESEARCH

Nicholas Brooks, a senior Marketing major from Dacula, GA received the Dr. Doreen Sams Award, in honor of his undergraduate research efforts. Brooks is mentored by Dr. Durongkadej and recently took part in the CFA Institute Research Challenge. This is a worldwide competition between universities in which teams are given a company's stock to research based on their geographic location. Mr. Brooks' team was assigned the Genuine Parts Company, which was founded in Atlanta in 1928 and has grown to become the world's largest automotive aftermarket network. Mr. Brooks' team prepared a research report, which was judged to be one of the top five reports, placing the team into a presentation competition against four universities. This was Georgia College's first year being selected to present and GC was the only university to do so without a Finance major on the team. The GC team finished in third place overall.

Mr. Brooks noted that the competition was a fantastic opportunity to apply what he has learned in his Finance and Marketing courses to real life. "Dr. Durongkadej and Dr. Ling were great resources to go to when our team had questions or problems with our research. I learned through this competition how valuable it is to have a diverse team and how helping others succeed helps you succeed!"

The Dr. Doreen Sams Award comes from a generous gift from faculty to honor the work of Dr. Sams, a recently retired Professor of Marketing who served as one of the founding members of MURACE (Mentored Undergraduate Research and Creative Endeavors). Dr. Sams has served as the MURACE Faculty Coordinator from 2012-2022, the former President of the Georgia Undergraduate Research Consortium, a CUR (Council of Undergraduate Research) board member, an author of The Mentoring Undergraduate Research Handbook, and an editor of Undergraduate Research. Dr. Sams has been a driving force for organizing and advocating for undergraduate research influence undergraduate research institutionally, statewide, and even nationally. She has mentored several undergraduate researchers during her career. Additionally, she has helped organize much of GC's undergraduate research efforts and has been an integral part of the GC Journeys initiative.

JOHNS HOPKINS
UNIVERSITY

Six students from the Department of Art, mentored by three faculty members, will present at the Johns Hopkins University Richard Macksey National Undergraduate Humanities Research Symposium on April 8th-10th. The research symposium is an annual symposium hosting students from across the nation interested in presenting their scholarship. It is the first conference of its kind, as there has been no other national platform for undergraduates in the humanities to share their work. The national conference is competitive, highlighting the strength of GC's student work.

GC students presenting include:

- Ashley Johnson, " Interpreting Mankind's Earliest Form of Communication: The Relevance of Rock Art in the Modern Era." (Mentor: Dr. Elissa Auerbach)

- Claire O'Neill & Leslie Calvert, "Little Free Libraries of Baldwin County" (Mentor: Dr. Matthew Forrest)

- Hannah Conti, Amelia Jebram, & Maya Whipple, "Shopping with Senefelder: From Pixels to Limestone in Fine Art Prints." (Mentor: Dr. William Fisher)

2022 STUDENT RESEARCH CONFERENCE PARTICIPATION EXCEEDS PREVIOUS YEARS

On Friday, March 25th, Georgia College hosted the 25th anniversary of the Student Research Conference. The conference highlights undergraduate research and creative endeavors from GC students has run continuously. This year's conference included poster sessions, oral research presentations, online poster presentations, as well as special sessions hosted by the Digital Humanities Collective, and Community based Engaged Learning.

The conference was co-chaired by Drs. Doreen Sams, Hasitha Mahabaduge, and Stefanie Sevcik. According to Dr. Sams, "it was great to see participation levels close to the 2019 conference, and exceeding our 2020 and 2021 conference participation."

2022 Student Research Conference Winners:

- Best Poster (In Person): Maung Tlung

- Best Presentation (In Person): Robert (Seth) Rozelle

- Best Poster (Virtual): Abigail Sindersine, Eliza Berry, and Jessica Berry

- Best Presentation (Virtual): Evan Sinclair

GCSU FACULTY, STUDENTS, AND COMMUNITY MEMBERS PRESENT AT 2022 GULF-SOUTH SUMMIT

GCSU faculty, students, and Baldwin county community members presented on March 24th at the 2022 Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education.

The mission of the Gulf-South Summit is to promote networking among practitioners, research, ethical practices, reciprocal campus-community partnerships, sustainable programs, and a culture of engagement and public awareness through service-learning and other forms of civic engagement.

Dr. Kelley Ditzel (Public Administration), Dr. Nicole DeClouette (Special Education), Barbara Coleman (Executive Director, Life Enrichment Center), and Jay Warren (Activities Director & Music Therapist, Life Enrichment Center) participated in a panel discussion titled: "Resilience through a Global Pandemic: How a Nonprofit Organization Innovates to Survive Covid."

Dr. Stefanie Sevcik (English & CbEL Champion), Jessica Butler (Undergraduate, Accounting), and Danielle Bartlett (Undergraduate, Biology) delivered a presentation titled:
"Sex, Resistance, and Zoom: Developing a Resilient Remote Service-Learning Collaboration During a Global Pandemic."

UNDERGRADUATE RESEARCH LAUNCHES NEWEST ISSUE

We are very excited to release the latest issue of the Undergraduate Research journal. The Winter 2022 is our THIRD issue to date, and they keep getting better and better! This issue contains our first multi-author manuscripts, which is an exciting insight into the progression of collaborative experiences within undergraduate research. We also have contributors several different types of institutions ranging from Ivy League to Research 1 institutions to Liberal Arts institutions, both public and private. And once again, this issue features amazing artwork from students in our own Georgia College art program. Undergraduate Research is always a great mix of disciplines, and we are excited to examine premiere undergraduate research for future issues.

Dr. Kelly P. Massey, Editor-in-Chief, Undergraduate Research

REACHING NEW HEIGHTS:
Study Abroad Group Hits the Ropes

Sometimes GC Journeys are literally journeys. In this case, Professor El-Jourbagy's study abroad students are planning to journey to Sweden and Denmark this summer to study corporate sustainability and leadership. For four weeks, they will be centered out of Lund, a university town in southern Sweden, and traveling in the region to learn more about Nordic businesses and culture.

Prior to their departure, however, the group got out of the classroom and up onto the climbing tower at Georgia College's East Campus. Hosted by the Outdoor Center, the team-building exercise started with ice breakers, giving students a chance to get to know each other better.

After putting on their harnesses and helmets and receiving a safety talk, the group took on two climbing challenges: a rope climb to a cargo net and then a climb up to platforms, requiring students to jump across from one small platform to another.

"The climbing exercises were done in pairs with additional students serving as spotters and backup belayers," explained Professor El-Jourbagy. "They got to partner with their roommate on the first climb and then with their travel mate on the second. This gave us a chance to confront difficult situations and learn how we react to challenges."

Participants included J. Whitney Bunting College of Business students Brett Bennett, Callie Fagan, Stephanie Geier, Jacob Hankinson, Reilly Kay, Mia Kugelman, Anna McDaniel, Savannah Peebles, Evan Stallard, and Max Weber.

The group will next meet in Lund, Sweden on Saturday, June 25.

GEORGIA COLLEGE PARTICIPATES IN USG SUMMIT

Momentum Summit V was held on March 11th at Columbus State University as part of the University System of Georgia's Momentum Year initiative. The initiative focuses on each institution's student success plan. During the Summit, each institution presented on their successes, while collaborating with institutions across the state. The Georgia College team consisted of: President Cox, Provost Spirou, Dr. Chris Ferland, Dr. Jordan Cofer, Dr. Jennifer Flory, and Dr. Shawn Brooks.

4 GC STUDENTS PRESENT AT 'POSTERS AT THE CAPITOL'

On March 30th, Georgia College sent four students to present at the 4th annual Posters at the Capitol event. 'Posters at the Capitol' is a competitive event that highlights some of the top undergraduate research from around the state. The students were able to present their research for state legislatures in attendance. Also in attendance were lobbyists, members of industry, presidents and administration from Georgia colleges and universities, as well as members of the general public.

This was the first time that Posters at the Capitol has occurred in person since 2020. According to Dr. Jordan Cofer, who helped organize the event, "the amount of foot traffic exceeded our previous years. I know that GC students were able to present to legislators and members of industry." One observer, Dr. Maged Henary, Associate Professor and Associate Chair of Chemistry, at Georgia State University, was so impressed he has asked Georgia College students to submit for the upcoming Biological Stain Commission Conference in Atlanta.

GC Students Participating Include:

- Cody Cox
  (Mentor: Dr. Hasitha Mahabaduge)
- Lauren Stone
  (Mentor: Dr James Daria)
- Evan Dunnam
  (Mentor: Dr. Hasitha Mahabaduge)
- Matthew Berry
  (Mentor: Dr. Hasitha Mahabaduge)

GEORGIA COLLEGE HOSTS USG TEACHING AND LEARNING CONFERENCE SITE

Georgia College was selected as one of four host sites for the 2022 University System of Georgia Teaching and Learning Conference. Georgia College hosted faculty from 14 different institutions. GC's Center for Teaching and Learning coordinated with Dr. Denise Domizi, Director of Faculty Development for the USG, to host the conference.

Dr. Josh Eyler, Director of Faculty Development at the University of Mississippi, and author of How Humans Learn: The Science and Stories Behind Effective College Teaching, presented to attendees on how grades can undermine learning and jeopardize our students' wellbeing.

GC READS 2021 SUMMARY REPORT

Fifty-eight GCReads microseminars were held on Friday August 13th as a required component of Weekend of Welcome. Microseminar sessions were scheduled across two 75-minute sessions, from 12:45-2pm and 2:15-3:30pm. Nearly every session was held in the Arts & Sciences Building. We had 46 faculty, staff, and administrators volunteer to facilitate sessions with representatives from every college.

Students were informed about GCReads during their summer orientation session, and sent follow-up reminders via email. If students did not register themselves for a microseminar, they were assigned to one. This year 10 essays were selected for GCReads under the theme of Reflecting on Civility. These essays were available to students at no cost through a libguide created by the GC library. Registration for GCReads was also facilitated via LibGuide.

Student Feedback
205 students responded to the GCReads Student Survey. Of these respondents:
- 97.1% of students indicated they read their assigned essay
- 91.2% of students felt GCReads was a good introduction to academics at Georgia College
- 79.5% of students rated their GCReads experience as "excellent" or "good"

Select comments from students:
It allowed me to see the different points of view, not only throughout the students in the class but understand the article on a deeper level.

The discussion was in-depth and I thoroughly enjoyed it.

My instructor was so welcoming and kind! He gave each student his phone number in case we ever need anything.

I learned so much!

Facilitator Feedback
- 24 facilitators responded to the GCReads Facilitator Survey. Of these respondents:
- 88% rated their experience with GCReads as "excellent" or "good"
- 71% reported that "all" or "most" of their students spoke up or otherwise participated
- 88% reported that organization of GCReads was "excellent" or "good"

Select comment from a facilitator:
- Had some great discussions with my group that led to making some good suggestions for their upcoming college experiences.

FIRST DESTINATION SURVEY - CAREER CENTER

CAREER OUTCOMES

.48% .36%

15.20%

61.5

■ Working ■ Continuing Education ■ Military ■ Volunteering
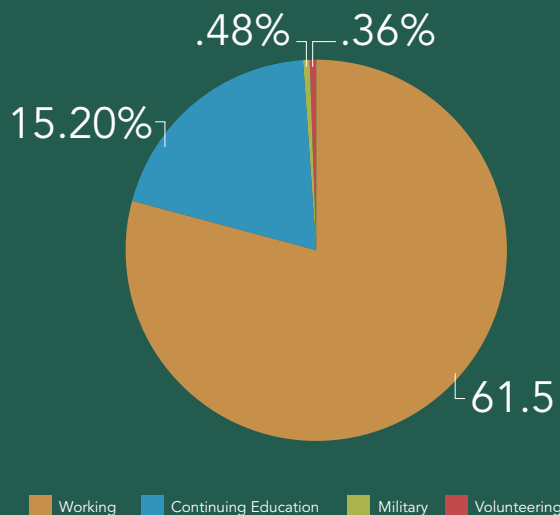
Class of 2021
(Spring/Summer/Fall 2021 Graduates)

Overall Response Rate: 50%
- Working - 77.6%
- Still Seeking - 22.1%
- Not Seeking - 0.4%

Career Outcomes
- Working – 61.5%
- Continuing Education – 15.2%
- Military - 0.48%
- Volunteering – 0.36%

TOP 20 EMPLOYERS

Emory Healthcare
Children's Healthcare of Atlanta
Gwinnett County Public Schools
TTI Power Equipment
Bibb County Board of Education - GA
Northside Hospital
Georgia College & State University
Georgia Military College
Georgia Department of Public Health
Cherokee County School District (GA)

Grant Thornton
PricewaterhouseCoopers (PwC)
Baldwin County School District - GA
GEICO
Forsyth County Schools
Richmond County School System
Amazon
Houston County Board of Education
DeKalb County School District
Paulding County School District

TOP 10 CONTINUING EDUCATION RESPONSES BY SCHOOL NAME

Georgia College & State University
University of Mississippi
The University of Georgia
Mercer University
Georgia State University

Georgia Institute of Technology
Augusta University
Lincoln Memorial University
Georgia Southern University
University of St. Augustine for Health Sciences

STUDENT PERCEPTIONS OF IMPACTS OF TRANSFORMATIVE EXPERIENCES AT GEORGIA COLLEGE & STATE UNIVERSITY (SPRING 2022)
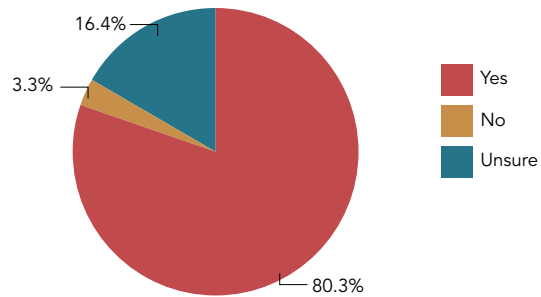
In Spring 2022, GC Journeys administered a program assessment for students completing their capstone courses. They self-identified as having completed an average of 3.88 TEs per student, an increase from 2.68 in 2020-2021.
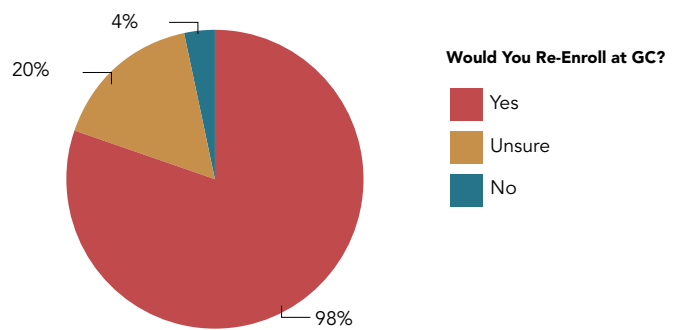
GC Journeys Program Outcomes:
Georgia College graduates are:
- Critical and creative problem solvers
- Ethical, reflective and engaged citizens
- Skilled communicators
- Service-oriented leaders and professionals who are dedicated to excellence

2020-2021 GC Journeys Program Assessment

How Transformative Was GC Journeys?
- Transformative — 81.62%
- Somewhat Transformative — 14.71%
- Not Very Transformative — 3.68%

2021-2022 GC Journeys Program Assessment

How Transformative Was GC Journeys?
- Transformative — 80.8%
- Somewhat Transformative — 16.16%
- Not Very Transformative — 3%

Would You Re-enroll at GC?

- Yes — 80.3%
- No — 3.3%
- Unsure — 16.4%

# of Participants by Would You Re-enroll at GC?

Would You Re-Enroll at GC?
- Yes — 98%
- Unsure — 20%
- No — 4%

Why Did You Go To College?

- To better myself (better/job/salary/education) — 111
- Felt like it was expected of me to go — 61
- Interested In My Major — 59
- Other — 5
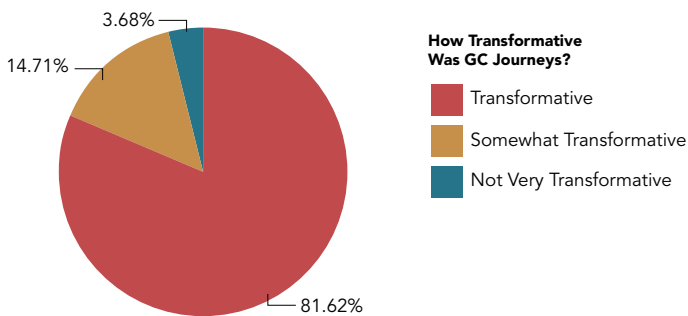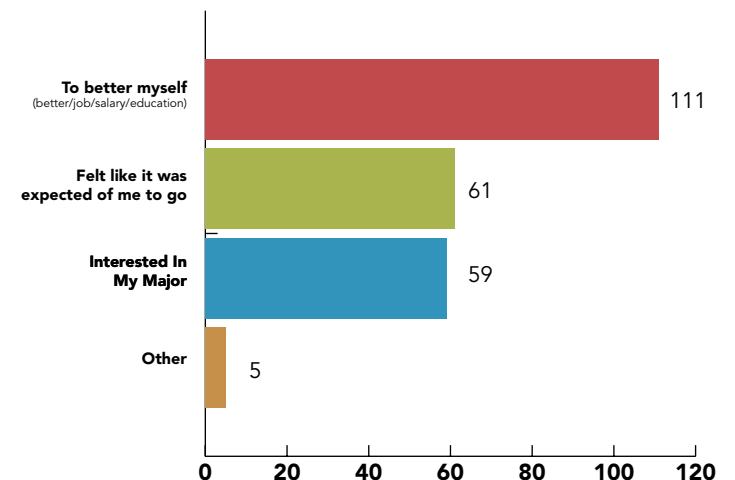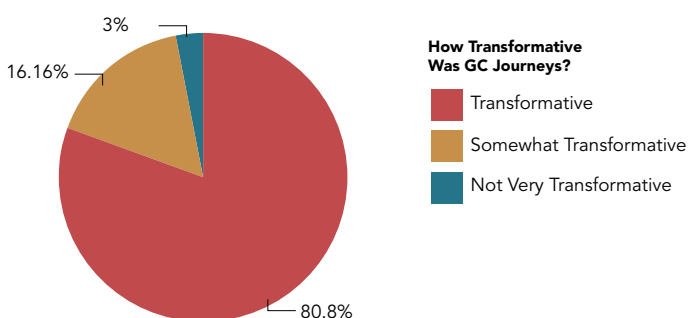
What Do Students Think?

" " I had the autonomy to choose my own path within the experience.

" " Seeing my growth from where I was to where I am now.

" " Gaining soft skills that can't be taught but are instead gained through experience.

" " The most satisfying thing about the culmination of these experiences is my sense of accomplishment and pride that has come with doing so. As well as the amount of recognition I received inside and outside of this university for my undergraduate research projects.
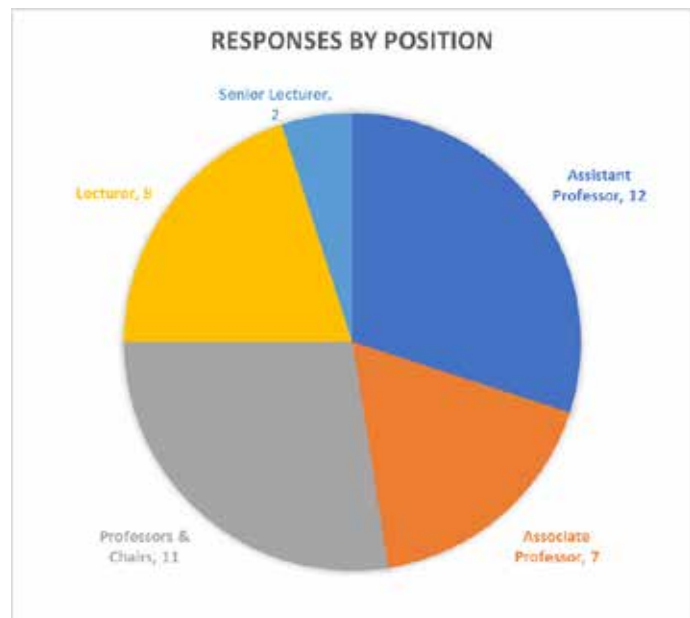
GC Journeys Report

2021
2022

J. Whitney Bunting
College of Business

What Are We Doing Now?

Survey Response Rate

Faculty were sent a questionnaire in the Fall of 2021. By January of 2022, 80% of faculty responded (40 out of 50). Of those not responding, five represent IS/CS, three represent MGMT/MKT/LOG, and two represent ECON/FINC. The survey sought to determine how many faculty are already engaged in high-impact practices (HIPs) and how many have interest in incorporating HIPs into their teaching and scholarship. Jim Berger with the Center for Teaching and Learning provided input on the survey instrument prior to it being sent out.

RESPONSES BY POSITION

Senior Lecturer, 2
Lecturer, 8
Professors & Chairs, 11
Assistant Professor, 12
Associate Professor, 7

80% of faculty responded to the survey

The responses reflect all positions in the College of Business, with 12 Assistant Professors, 11 Professors & Chairs, 8 Lecturers, 7 Associate Professors and 2 Senior Lecturers responding to the survey.

More than half of those who responded discussed benefits of GC Journeys, such as learning more than in the classroom, providing realistic experiences, developing interpersonal skills, and increasing student engagement.

GC Journeys in the CoB

The College of Business does have some strong areas when it comes to high impact practices. Over 50% of our faculty members work with **Career Services** in providing professionalism and career-oriented skills, such as resume reviews and mock interviews. Almost half of our faculty work with undergraduates on **mentored research**, guiding them in student-led and faculty substantive research. A similar number also connect students with **internships**. Half of all faculty members have also taken part in a **First Year Experience**.

1 Fifty-three percent (52.5%) of faculty connected students with Career Services

Our strongest area is in Career Milestones with over half of the faculty connecting students with these resources and opportunities. Faculty report inviting **Career Services** to speak to their classes or requiring resume reviews. Other specific examples of faculty promoting career services include embedding career benchmarks into the course, requiring students to get on LinkedIn, requiring a mock interview, and incorporating the Elevator Pitch competition.

2 Fifty percent (50%) of faculty have engaged in the First Year Experience

According to faculty responses to the survey, half of our faculty have engaged in a **First Year Experience**, either with GC Reads, attending the Academic Expo, or teaching or presenting to a TREK course. Fourteen (14) faculty indicated having interest in taking part in a First Year Experience, and fifteen (15) indicated they are not interested. Eleven (11) were ambivalent in this area.

3 Forty-eight percent (47.5%) facilitate internships AND engage in MURACE

Two additional strong areas for the College of Business are assisting students with securing **internships** and working with undergraduates to complete **research**. Faculty provide students with informal, job shadowing experiences, and some serve as internship coordinators for their departments. Faculty work with students on honors options and some work on research projects with students during the summer. A few professors have coauthored papers with students and others have assisted students on preparing research for conference presentation.
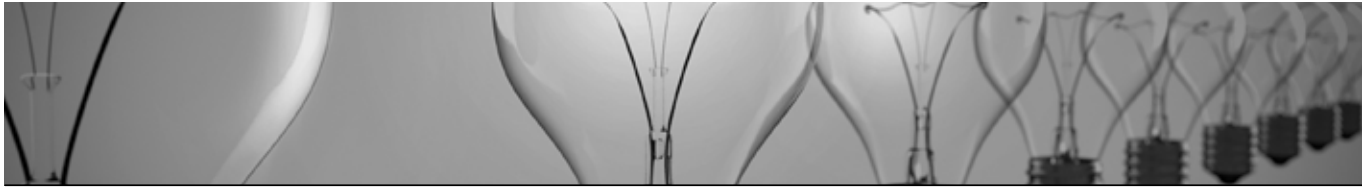
Areas of Opportunity

An outlier in the survey was the report of activity with **capstone courses**. Only 25 percent of faculty report being involved with capstones, though all of our students reap the benefit of these courses. An opportunity for faculty might be to rotate delivery of these courses among members of the department, based on interest.

Three main areas of opportunities for the College of Business are **community-based engaged learning** (CbEL), leadership development and study abroad. Currently, only 25 percent of faculty report being involved with CbEL. One business ethics course requires students to engage in service learning in the community, and a few classes use client-based consulting projects (such as Strategic Marketing).

Very few faculty members (15%) reported affiliating with the Office of Leadership and specifically engaging in **leadership development**. This area also had the fewest number of explanatory comments.

High Impact Practice	Brief Description	Faculty Engagement
Study Abroad	Educational experiences through travel and site visits	13%
Community-Based Engaged Learning	Professional and service experiences outside of the classroom	25%
Leadership	Helping students make positive change and serve	15%

The last area of opportunity for the College of Business is in **study abroad**. Fewer than thirteen percent (13%) of faculty have led such programs. Two faculty who spearheaded such programs have since retired or moved on (Cynthia Orms and Dee Sams). Faculty currently leading study abroad programs include Joy Godin, Tanya Goette, and Jehan El-Jourbagy.

Faculty Interest in High Impact Practices

Faculty were asked about their interest in engaging in GC Journeys.
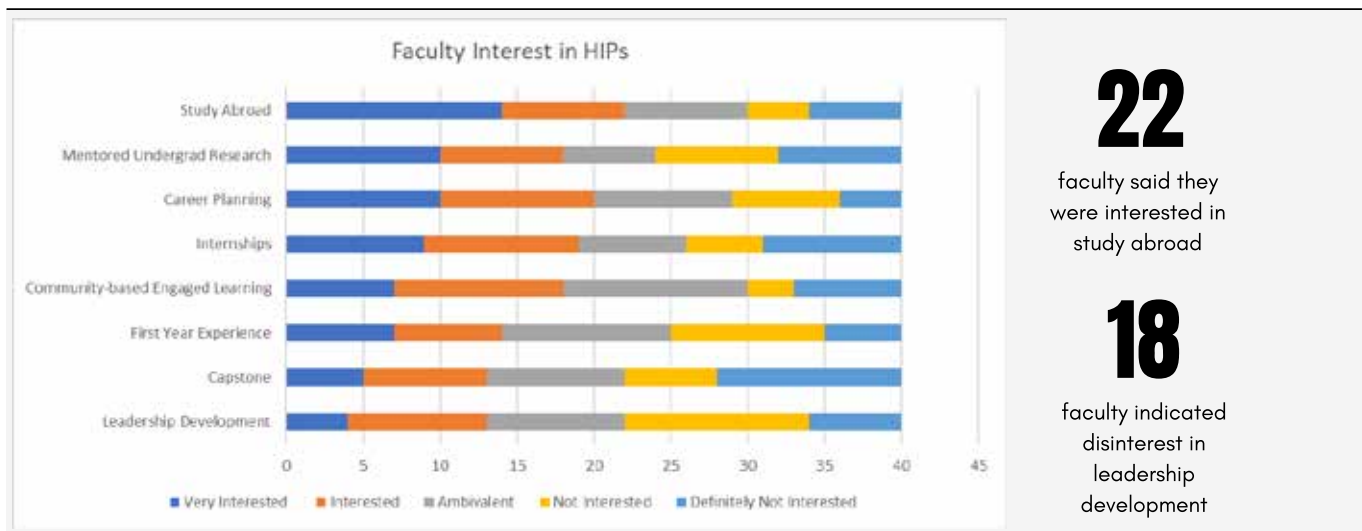
22

faculty said they were interested in study abroad

18

faculty indicated disinterest in leadership development

Faculty were asked what might incentivize them to engage in High Impact Practices. Here are some of their responses:

- Stipend (compensation) and/or a course release (more time)
- Recognition and/or awards
- Approval to develop a capstone for accounting students
- Consideration/recognition in annual reviews and with promotion and tenure
- Fewer preps

"These experiences produce a **well-rounded** student who is better equipped to thrive in a professional setting."

Suggestions for the Future

- Mock interviews should be useful and impactful (dress requirement, adequate time)

- More **funding** for student experiences (and easy reporting requirements)

- Meetings to provide **information** about these opportunities (such as study abroad)

- Record **videos** with detailed information and steps to take

- Provide at least one **study abroad** experience for each major

- Reduce the **number of preps** for faculty members

- Provide information on how to incorporate HIPs into courses

- Provide a **peer mentor**

- Be supportive of students attending conferences

- Connect CoB student organizations and faculty advisors with the **Office of Leadership**

GC Journeys is a "point of differentiation for the university."

Contact

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GC JOURNEYS FACULTY RESOURCES

Frameworks for Success

The frameworks were created by Georgia College a faculty
committee with expertise in each transformative experience.
The goal of each framework is to offer a resource for
faculty leading these experiences.

FRAMEWORKS FOUND ON THE FOLLOWING PAGES

GC JOURNEYS

Framework for Success | Capstone

GEORGIA COLLEGE HIGH-IMPACT PRACTICES

GC JOURNEYS CAPSTONE

Component — 4 - Highest Impact | 3 - Higher Impact | 2 - High Impact | 1 - Missing or Low Impact

Adherence to Characteristics — Were the high impact practice characteristics implemented as they were intended?

Characteristic 1

Scaffolded courses in a sequence lead up to the capstone course.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The program **include**s a series of scaffolded courses in a requisite order leading to a comprehensive capstone experience with a strong relationship across knowledge, skills, and dispositions.	The program **includes** a series of scaffolded courses in a requisite order leading to a comprehensive capstone experience with a moderate relationship across knowledge, skills, and dispositions.	The program **includes** a series of scaffolded courses in a requisite order leading to a comprehensive capstone experience with a weak relationship across knowledge, skills, and dispositions.	The program **does not include** a series of scaffolded courses in a requisite order leading to a comprehensive capstone experience without a relationship across knowledge, skills, and dispositions.

Characteristic 2

Students required to synthesize and apply what they have learned as a culminating experience.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Students are required to synthesize and apply knowledge, skills and dispositions relative to their field.	Students are required to demonstrate their understanding and ability to apply knowledge, skills and dispositions relative to their field.	Students are required to demonstrate their understanding of knowledge, skills and dispositions relative to their field.	Students are not required to demonstrate their ability to synthesize and/or apply knowledge, skills and dispositions relative to their field.

Characteristic 3

Faculty guidance and feedback in the course of an independent or collaborative research project enriches learning as represented by student self-reported gains.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Faculty provides **extensive** ongoing, descriptive feedback to students. Opportunities exist for students to integrate the feedback into their work for improvement across the capstone experience.	Faculty provides **moderate** ongoing, descriptive feedback to students. Opportunities exist for students to integrate the feedback into their work for improvement across the capstone experience.	Faculty provides **minimal** ongoing, descriptive feedback to students. Opportunities exist for students to integrate the feedback into their work for improvement across the capstone experience.	Faculty **does not provide** ongoing, descriptive feedback to students. Opportunities do not exist for students to integrate feedback into their work for improvement across the capstone experience.

Characteristic 4

Students reflect on the process.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Multiple opportunities exist for students to synthesize and demonstrate clear and explicit connections that encompass their knowledge across the program and into their professional career.	**Multiple opportunities** exist for students to demonstrate clear and explicit connections that encompass their knowledge across the program and into their professional career.	A **few opportunities** exist for students to demonstrate clear and explicit connections that encompass their knowledge across the program and into their professional career.	**No opportunities** exist for students to demonstrate connections that encompass their knowledge across the program and into their professional career.

Quality of the Program

Was the program of high caliber?

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The program is **well-developed** and organized, with clear instructions outlining appropriate deadlines and relevant resources. Faculty across the disciple continuously review and refine the program to ensure high-quality.	The program is **moderately developed** and organized, with clear instructions outlining appropriate deadlines and relevant resources. Faculty teaching the capstone course continuously review and refine the program to ensure high-quality.	The program is **minimally developed** and organized, with clear instructions outlining appropriate deadlines and relevant resources. Faculty teaching the capstone course continuously review and refine the program to ensure high-quality.	The program is **not well developed** or organized, and lacks clear instructions outlining appropriate deadlines and relevant resources. Faculty review and refine the program for improvement.

Exposure

How likely was **every** participant exposed to each component of the program?

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Students have an equal opportunity to actively **participate in all learning activities** leading to successful professional outcomes.	Students have an equal opportunity to actively **participate in most learning activities** leading to successful professional outcomes.	Students have an equal opportunity to actively **participate in a few learning activities** leading to successful professional outcomes.	Students **do not** have an equal opportunity to actively **participate in learning activities** leading to successful professional outcomes.

Complexity

To what level of complexity were students exposed?

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Students have opportunities to participate in experiences that require them to create and/or evaluate, synthesize, and apply knowledge, skills, and dispositions that mirror their future professions.	Students have opportunities to participate in experiences that require them to analyze and apply knowledge, skills, and disposition that mirror their future professions.	Students have opportunities to participate in experiences that require them apply knowledge, skills, and disposition that mirror their future professions.	Students have opportunities to participate in experiences that require them to understand knowledge, skills, and disposition that mirror their future professions.

DEFINITIONS

Quality

Refers to the structure and logistics of the program. Does the program lay out in easy-to-understand terms the timelines, location of documents, steps to get involved, who to contact, etc. A well-structured and clearly defined experience is one that allows people to know exactly what they need to do and how.

Inclusivity

Focuses on the equity piece of the programming and whether each participant is able to participate. Reviewers would look for whether certain groups of participants are assigned less meaningful task (think women being assigned to take notes while men are being asked to make executive decisions) or are groups being given special access not normally available to other participants? Structures that prevent discrimination on whatever basis are ones that will ensure that all participants gain the most from the experience.

Responsiveness

Looks at the level of engagement of a program. Programs can ask participants to engage with the experiences by observing or through passive activities or by actively performing the steps necessary to understand and appreciate what they are learning. An example of low responsiveness in a study abroad program, for example, would be placing participants in a tour, where they are passive participants. High responsiveness would, instead, ask students to engage with their host family, participate in cultural activities, converse with locals, collaborate with international participants, etc. The level of responsiveness has to do with how engaged the participants are in learning about the experiences of the HIP.

Complexity

Examines the degree participants are asked to demonstrate their skills. Simple tasks, requiring low-level skills, would rate low on the complexity scale. More complex tasks that require the creation of materials or approaches, synthesis of information, or deep analysis would rate high on the complexity scale. Consider the tasks that may be required of participants in an internship. Filing papers or getting coffee or reading company literature would rate lower on the complexity scale whereas analyzing quarterly results, creating reports, developing strategic plans would rate higher on the scale.

GC JOURNEYS

Framework for Success
Community-Based Engaged Learning

GEORGIA COLLEGE HIGH-IMPACT PRACTICES

GC JOURNEYS
COMMUNITY-BASED ENGAGED LEARNING

Component — 4 - Highest Impact │ 3 - Higher Impact │ 2 - High Impact │ 1 - Missing or Low Impact

Definition of HIP — At Georgia College, Community-based Engaged Learning (CbEL) courses require student participation in service projects or community engagement (either on campus or through institutional partnerships with off-campus organizations) and integrate the service experience into course content.

Adherence to Characteristics — Were the high impact practice characteristics implemented as they were intended?

Characteristic 1

Students integrate theory and practice.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The program provides opportunities for students who meet **all** of the following criteria:	The program provides opportunities for students to meet **most** of the following criteria:	The program provides opportunities for students to meet **some** of the following criteria:	The program **DOES NOT** provide opportunities for students to meet any of teh following criteria:
• Establish a connection between course concepts/reading material and real-life problems.	• Establish a connection between course concepts/reading material and real-life problems.	• Establish a connection between course concepts/reading material and real-life problems.	• Establish a connection between course concepts/reading material and real-life problems.
• Think critically articulating problems and possible solutions: students define a situation as problematic, identify the problem, explore the root causes of that problem, envision solutions.	• Think critically articulating problems and possible solutions: students define a situation as problematic, identify the problem, explore the root causes of that problem, envision solutions.	• Think critically articulating problems and possible solutions: students define a situation as problematic, identify the problem, explore the root causes of that problem, envision solutions.	• Think critically articulating problems and possible solutions: students define a situation as problematic, identify the problem, explore the root causes of that problem, envision solutions.
• Engage civically in the context of a class.	• Engage civically in the context of a class.	• Engage civically in the context of a class.	• Engage civically in the context of a class.

Characteristic 2

Students have direct experiences in community settings.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Students have **20+ hours** of direct contact with community partner and/or beneficiary.	Students have **15-19 hours** of direct contact with community partner and/or beneficiary.	Students have **10-14 hours** of direct contact with community partner and/or beneficiary.	Students have **under 10 hours** of direct contact with community partner and/or beneficiary.
This includes **at least two** of the following:	This includes **some** of the following:	This includes **some** of the following:	This **could** include the following:
• Formal and informal meetings with partner	• Formal and informal meetings with partner	• Formal and informal meetings with partner	• Formal and informal meetings with partner
• Training sessions	• Training sessions	• Training sessions	• Training sessions
• On-site experiences, interactions with beneficiaries	• On-site experiences, interactions with beneficiaries	• On-site experiences, interactions with beneficiaries	• On-site experiences, interactions with beneficiaries
• Pre- or post-experience gatherings	• Pre- or post-experience gatherings	• Pre- or post-experience gatherings	• Pre- or post-experience gatherings
• Written communications with partner and/or beneficiary	• Written communications with partner and/or beneficiary	• Written communications with partner and/or beneficiary	• Written communications with partner and/or beneficiary
• Other forms of direct contact	• Other forms of direct contact	• Other forms of direct contact	

Characteristic 3

Students participate in mutually beneficial partnerships with community organizations.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The following steps are in place and there is evidence of each to create mutually beneficial partnerships: • Build relationships with potential community partners • Establish goals with community partners • Co-create projects with mutual benefit in mind • Communicate consistently and adjust as needed	**Most of the steps are in place** and there is evidence of each to create mutually beneficial partnerships: • Build relationships with potential community partners • Establish goals with community partners • Co-create projects with mutual benefit in mind • Communicate consistently and adjust as needed	**Some of the following steps are in place** and there is evidence of each to create mutually beneficial partnerships: • Build relationships with potential community partners • Establish goals with community partners • Co-create projects with mutual benefit in mind • Communicate consistently and adjust as needed	**There is not a structure in place** to gauge the development and evidence of mutually beneficial partnerships.

Characteristic 4

Students critically reflect on their community-based experiences.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
There is an **intentional and clearly defined structure** in place for critical reflection of the experience that include the following: • A minimum of pre, during and post experience reflection • A variety of methods for the delivery of the reflection (written - journals, essays; oral - small group discussions, presentations; or visual - art) • A mix of intentional prompts for reflection as well as an openness to unexpected outcomes. • Reflection that focuses on both the experience as well as the transferable skills and application of the experience to the students • Includes community members in the reflection that takes place during the experience (at minimum)	There is a **clearly defined structure** in place for critical reflection of the experience that include the following: • A minimum of during and post experience reflection • A clear method of delivery for the reflection (written - journals, essays; oral - small group discussions, presentations; or visual - art) • A mix of intentional prompts for reflection as well as an openness to unexpected outcomes. • Reflection that focuses on both the experience as well as the transferable skills and application of the experience to the students • Considers impact to community in reflection	There is a **structure** in place for critical reflection of the experience that is missing 1 or 2 of the following: • A minimum of a post experience reflection • A clear method of delivery for the reflection written - journals, essays; oral - small group discussions, presentations; or visual - art) • A mix of intentional prompts for reflection as well as an openness to unexpected outcomes. • Reflection that focuses on both the experience as well as the transferable skills and application of the experience to the students • Considers impact to community in reflection	There is **not a clearly defined structure** in place for critical reflection of the experience.

Quality of the Program

Was the program of high caliber?

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The Program provides opportunities for students to meet **at least four** of the following criteria:	The Program provides opportunities for students to meet **three** of the criteria below:	The Program provides opportunities for students to meet **two** of the criteria below:	The Program allows students to meet only **one** of the criteria below:
• Apply concepts learned in class to real problems	• Apply concepts learned in class to real problems	• Apply concepts learned in class to real problems	• Apply concepts learned in class to real problems
• Enhance learning beyond the reading of course material	• Enhance learning beyond the reading of course material	• Enhance learning beyond the reading of course material	• Enhance learning beyond the reading of course material
• Analyze the complexity of real-life problems and critically propose solutions	• Analyze the complexity of real-life problems and critically propose solutions	• Analyze the complexity of real-life problems and critically propose solutions	• Analyze the complexity of real-life problems and critically propose solutions
• Gain greater understanding of social/ethical issues in the field	• Gain greater understanding of social/ethical issues in the field	• Gain greater understanding of social/ethical issues in the field	• Gain greater understanding of social/ethical issues in the field
• Gain a sense of civic responsibility	• Gain a sense of civic responsibility	• Gain a sense of civic responsibility	• Gain a sense of civic responsibility

Exposure

How likely was **every** participant exposed to each component of the program?

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Every student in the course has access to all of the components of the service project regardless of background and the course **meets all** of the following criteria:	Every student in the course has access to all of the components of the service project regardless of background and the course meets **at least three** of the following criteria:	Every student in the course has access to most of the components of the service project regardless of background and the course meets **at least two** of the following criteria:	Most students in the course have access to some of the components of the service project regardless of background and the course meets **at least one** of the following criteria:
• Each student participates in a service project for a minimum of twenty hours • Participation in the project i is a significant, required component of the course and graded • Service Project is fully integrated into the readings and assignments on the syllabus and considered heavily in student grading • At least five formal and informal reflections on the service project are required components of the course	• Each student participates in a service project for a minimum of fifteen hours • Participation in the project is a required component of the course and graded • Service Project is integrated into the syllabus and considered significantly in student grading • Multiple formal and informal reflections on the service project are required components of the course	• Each student participates in a service project for a minimum of ten hours • Participation in the project is a required component of the course • Service Project is integrated into the syllabus and considered in student grading • Reflection on the service project is a required component of the course	• Students participate in a service project for under ten hours • Participation in the project is a required component of the course • Service Project is integrated into the syllabus and considered in student grading • Reflection on the service project is a required component of the course

Complexity

To what level of complexity were students exposed?

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Evidence demonstrates that **all** of the following criteria have been met:	Evidence demonstrates that **two** of the following criteria have been met:	Evidence demonstrates that **one** of the following criteria have been met:	Evidence demonstrates that **none** of the following criteria have been met:
• Students were exposed to new ideas/cultures (challenged pre-existing assumptions, grapple with values/beliefs/situations different from their own, get outside their comfort zone) • High level of engagement with the community partner • Collaborative work • Creation of a unique solution to a current issue	• Students were exposed to new ideas/cultures • High level of engagement with the community partner • Collaborative work • Creation of a unique solution to a current issue	• Students were exposed to new ideas/cultures • High level of engagement with the community partner • Collaborative work • Creation of a unique solution to a current issue	• Students were exposed to new ideas/cultures • High level of engagement with the community partner • Collaborative work • Creation of a unique solution to a current issue

Responsiveness

How engaged were the participants of the program?

4 - Highest Impact

Evidence demonstrates that students have the opportunity to engage in the experience in the following categories and levels:

Behaviorally - students are able to take a highly active role in their learning. They have the opportunity to provide input in the implementation of the current and future experiences.

Cognitively - students are provided with frequent and intentional opportunities to make and discuss connections between new knowledge and their shared experience related to future endeavors.

Emotionally - intentional opportunities are provided to develop interpersonal relationships and skills between students and community partners.

3 - Higher Impact

Evidence demonstrates that students have the opportunity to engage in the experience in the following categories and levels:

Behaviorally - students are able to take an active role in their learning. They have the opportunity to provide input in the implementation of the experience.

Cognitively - students are provided with intentional opportunities to make and discuss connections between new knowledge and their shared experience.

Emotionally - opportunities are provided to develop interpersonal relationships between students and community partners.

2 - High Impact

Evidence demonstrates that students have the opportunity to engage in the experience in the following categories and levels:

Behaviorally - students are able to take an active role in their learning during the scheduled experience.

Cognitively - students are provided with at least one opportunity to make and discuss connections between new knowledge and their shared experience.

Emotionally - at least one opportunity is provided to develop interpersonal relationships between students and community partners.

1 - Missing or Low Impact

Evidence demonstrates that students have the opportunity to engage in the experience in the following categories and levels:

Behaviorally - students are able to take a passive role in their learning.

Cognitively - students have little or no opportunity to connect new knowledge with their experience.

Emotionally - students have little or no opportunity to develop relationships or personal connection with community partners.

Example of student products for evaluation
Student reflections and work produced

Other examples of items for evaluation
Utilize student surveys, community partner interviews/surveys to gauge:

- Reciprocity developed
- Nonprofit capacity increased
- Student agency and voice increased

DEFINITIONS

Quality

Refers to the structure and logistics of the program. Does the program lay out in easy-to-understand terms the timelines, location of documents, steps to get involved, who to contact, etc. A well-structured and clearly defined experience is one that allows people to know exactly what they need to do and how.

Inclusivity

Focuses on the equity piece of the programming and whether each participant is able to participate. Reviewers would look for whether certain groups of participants are assigned less meaningful task (think women being assigned to take notes while men are being asked to make executive decisions) or are groups being given special access not normally available to other participants? Structures that prevent discrimination on whatever basis are ones that will ensure that all participants gain the most from the experience.

Responsiveness

Looks at the level of engagement of a program. Programs can ask participants to engage with the experiences by observing or through passive activities or by actively performing the steps necessary to understand and appreciate what they are learning. An example of low responsiveness in a study abroad program, for example, would be placing participants in a tour, where they are passive participants. High responsiveness would, instead, ask students to engage with their host family, participate in cultural activities, converse with locals, collaborate with international participants, etc. The level of responsiveness has to do with how engaged the participants are in learning about the experiences of the HIP.

Complexity

Examines the degree participants are asked to demonstrate their skills. Simple tasks, requiring low-level skills, would rate low on the complexity scale. More complex tasks that require the creation of materials or approaches, synthesis of information, or deep analysis would rate high on the complexity scale. Consider the tasks that may be required of participants in an internship. Filing papers or getting coffee or reading company literature would rate lower on the complexity scale whereas analyzing quarterly results, creating reports, developing strategic plans would rate higher on the scale.

GC JOURNEYS

Framework for Success | Global Learning

GEORGIA COLLEGE HIGH-IMPACT PRACTICES

GC JOURNEYS
GLOBAL LEARNING

Global Learning involves study abroad, study away or other learning experiencees for students that enrich student learning through course content, first-hand experiental learning, and critical reflection. A range of avenues are pursued for exploring diversity, world cultures, and difficult questions and issues. Students are applying what they are learning in a real-world setting and reflect on their experiences as part of the course requirements (AACU).

Component — 4 - Highest Impact | 3 - Higher Impact | 2 - High Impact | 1 - Missing or Low Impact

Definition of HIP — Credit-bearing in-classroom and out-of-classroom field/experiential activities occurring domestically or internationally that allow students to apply disciplinary knowledge to new, complex situations beyond the classroom.

Adherence to Characteristics — The degree of implementation of the high impact practice characteristics

Characteristic 1

Encountering the complexities of global issues.

Examples:
- Interact with a culture and/or region distinct from their own and engage in academic inquiry and application afforded by the specific off-campus setting.
- Demonstrated commitment from local partner.
- Cultural activities are programmed and necessary

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The program activities and (associated) assignments include **ample** opportunities for the students to encounter complexities of global issues. Cultural visits are recommended and programmed — at least 8 cultural visits are programmed.	The program activities and (associated) assignments include **several** opportunities for the students to encounter complexities of global issues. Cultural visits are recommended and programmed — at least 6 visits are programmed.	The program activities and (associated) assignments include **some** opportunities for the students to encounter complexities of global issues. Some cultural visits are recommended and programmed — 3-5 visits are programmed.	The program activities and (associated) assignments include **minimal or no** opportunities for the students to encounter complexities of global issues. 1-2 cultural visits programmed and recommended or no cultural visits included.

Characteristic 2

Interacting with other cultures.

Example:
- Integration of cultural learning with discipline-specific content.

Please note, some disciplines may provide a rationale against fully integrating cultural learning with discipline-specific content (e.g. programs focused on the environment/animals).

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Program design and implementation place equal emphasis on intercultural and discipline-specific learning outcomes that are clearly outlined in the course syllabus. The program includes multiple, ongoing opportunities for intercultural learning.	Program design requires students to have a connection with host community through exposure to multiple experiences of a limited duration. At least one concrete student intercultural learning outcome accompanies discipline-specific learning outcomes.	Program design requires students to have a connection with host community through exposure, but the experiences are limited for the duration, I.e., there are only a couple of meaningful intercultural experiences incorporated. One concrete student intercultural learning outcome accompanies discipline-specific learning outcomes.	Intercultural learning is briefly mentioned/included in the syllabus and/or in the program design, but it is not well developed and the students do not have a meaningful cultural experience.

Characteristic 5

Developing cultural and linguistic competency in a non-native language.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The program includes elements designed to give students **significant** exposure to and practice in, use and understanding of a non-native language, as well as related cultural aspects.	The program includes elements designed to give students **some** exposure to and some practice in, use and understanding of a non-native language, as well as related cultural aspects.	The program includes elements designed to give students **minimal** exposure to and minimal practice in, use and understanding of a non-native language, as well as related cultural aspects.	The program **does not** provide students either exposure to or practice in, use and understanding of a non-native language, nor related cultural aspects.

Characteristic 6

Dissemination — public demonstration of competence

Examples:
- Journals, blogs, or other forms of reflective writing
- Group discussions of pre-trip expectations, group experiences, and post-trip debriefing.
- Oral presentation to peers or others.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The program provides **ample** opportunities for students to provide a public demonstration of their experiences in the program.	The program provides **several** opportunities for students to provide a public demonstration of their experiences in the program.	The program provides **some** opportunities for students to provide a public demonstration of their experiences in the program.	The program provides **limited or no** opportunities for students to provide a public demonstration of their experiences in the program.

Quality of the Program
Was the program of high caliber?

Suggestions for High Quality:

- Course objectives are clearly defined, and program-specific elements are identified and described in detail
- Objectives include intercultural learning
- The learning objectives and the site itself are closely integrated.
- Assignments/evaluation are clearly presented.
- The program leader provides ongoing feedback to the students throughout the program.

4 - Highest Impact

Program information is very well defined with specific examples.

Participants have ample opportunities to engage with the host institution, community, and/or other program-specific elements are identified and described in detail in the program proposal and syllabus and aligned with HIP requirements

The learning objectives and the site itself are closely integrated. Program design and integration of place put equal emphasis on place-based education and discipline-specific learning. Student engagement with the place is essential to the learning.

Program design requires students to have ongoing, meaningful connection with host community through multiple means, helping students develop a broad base of knowledge about the country.

3 - Higher Impact

Course objectives are somewhat defined, objectives somewhat include intercultural learning, the itinerary and activities somewhat complement learning goals, and assignments/evaluation are somewhat presented.

The place has been taken into consideration. The learning objectives and the site itself has many integrated components where utilization of place-based education occurs.

Program design includes several activities that requires students to interact directly with the local place in a meaningful way.

2 - High Impact

Proposal is sketchy and non-specific in terms of academic rigor and integrity and HIPs implementation.

The place has moderately been taken into consideration. The learning objectives and the site itself has some integrated components. Some utilization of place-based education occurs.

Program design includes several activities that requires students to interact directly with the local place in a meaningful way.

1 - Missing or Low Impact

Program does not demonstrate innovative concept design and appeal.

The learning at the proposed destination is not closely linked to learning outcomes. The course could be taught at the home campus.

Students peripherally interact with the place as tourists.

Exposure

How likely was **every** participant exposed to each component of the program?

Examples:

- Participants have ample and equitable opportunities to engage with the host institution, community, and/or other program-specific elements are identified and described in detail in the program proposal and syllabus and aligned with HIP requirements.

- Typically, course-based, with faculty defined curriculum aligned with the history, culture, languages, resources, industries, issues, or environment of the site.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The program affords access to **all** programmed activities for every participant.	The program affords access to **most** programmed activities for every participant.	The program affords access to **some** programmed activities for every participant.	The program affords access to **limited** programmed activities for every participant.

Responsiveness

How engaged were the participants of the program?

Were they passive in the activity or did they get to actively participate?

Example:

- Students in a language and culture program have improved linguistic skills (appropriate for their level) and are better acquainted with the host culture allowing them to make basic judgment decisions about acceptable behavior in the host culture as well as being able to navigate basic tasks such as ordering food, taking a cab, ordering (train/bus) tickets, etc.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The program is designed to provide **ample** opportunities for the participants to engage in a meaningful way providing them with a long-lasting impact and skills applicable in- and out- of the classroom as reflected in the in the syllabus and program outcomes and demonstrated acquisition of knowledge through a variety of required graded assignments.	The program is designed to provide **several** opportunities for the participants to engage in a meaningful way providing them with a long-lasting impact and skills applicable in- and out- of the classroom as reflected in the syllabus and program outcomes and demonstrated acquisition of knowledge through a variety of required graded assignments.	The program is designed to provide **some** opportunities for the participants to engage in a meaningful way providing them with a long-lasting impact and skills applicable in- and out- of the classroom as reflected in the syllabus and program outcomes and demonstrated acquisition of knowledge through a variety of required graded assignments.	The program is designed to provide **limited** opportunities for the participants to engage in a meaningful way providing them with a long-lasting impact and skills applicable in- and out- of the classroom as reflected in the syllabus and program outcomes and demonstrated acquisition of knowledge through a variety of required graded assignments.

Complexity

To what level of complexity were students exposed?

Do the activities incorporate the four C's?

The four C's of 21st Century Skills are:

• **Critical thinking** — compare and contrast cultural (dis)similarities and/or apply the course material.

• **Creativity** — students use a variety of approaches to solve a problem and apply the material studied.

• **Collaboration** — students are able to collaborate with peers from the program and the host culture in a meaningful way to show acquisition of (content) knowledge and intercultural competence.

• **Communication** — students are able to communicate their thoughts in a meaningful and cohesive way using appropriate vocabulary/jargon for the discipline to convey ideas and solutions

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The program offers opportunities for the students to incorporate/ demonstrate **all four** of the following skills: critical thinking skills, creativity, collaboration, and communication.	The program offers opportunities for the students to incorporate/ demonstrate **three** out of the following four skills: critical thinking skills, creativity, collaboration, and communication.	The program offers opportunities for the students to incorporate/ demonstrate **two** out of the following four skills: critical thinking skills, creativity, collaboration, and communication.	The program **does not** offer opportunities for the students to incorporate/ demonstrate the following four skills: critical thinking skills, creativity, collaboration, and communication.

Sample list of opportunities and activities to which the students are exposed:

• (Business) Site visits
• Tours of local attractions and completing a critical reflection activity
• Conversation partner program
• Internship
• Shows and exhibits
• Food experiences

• Day trips
• Homestays
• Free time
• Service-learning
• International Collaborative projects
• Students learn, observe, and take part in a local customs, events, celebrations, and activities.

DEFINITIONS

Quality

Refers to the structure and logistics of the program. Does the program lay out in easy-to-understand terms the timelines, location of documents, steps to get involved, who to contact, etc. A well-structured and clearly defined experience is one that allows people to know exactly what they need to do and how.

Inclusivity

Focuses on the equity piece of the programming and whether each participant is able to participate. Reviewers would look for whether certain groups of participants are assigned less meaningful task (think women being assigned to take notes while men are being asked to make executive decisions) or are groups being given special access not normally available to other participants? Structures that prevent discrimination on whatever basis are ones that will ensure that all participants gain the most from the experience.

Responsiveness

Looks at the level of engagement of a program. Programs can ask participants to engage with the experiences by observing or through passive activities or by actively performing the steps necessary to understand and appreciate what they are learning. An example of low responsiveness in a study abroad program, for example, would be placing participants in a tour, where they are passive participants. High responsiveness would, instead, ask students to engage with their host family, participate in cultural activities, converse with locals, collaborate with international participants, etc. The level of responsiveness has to do with how engaged the participants are in learning about the experiences of the HIP.

Complexity

Examines the degree participants are asked to demonstrate their skills. Simple tasks, requiring low-level skills, would rate low on the complexity scale. More complex tasks that require the creation of materials or approaches, synthesis of information, or deep analysis would rate high on the complexity scale. Consider the tasks that may be required of participants in an internship. Filing papers or getting coffee or reading company literature would rate lower on the complexity scale whereas analyzing quarterly results, creating reports, developing strategic plans would rate higher on the scale.

GC JOURNEYS

Framework for Success | Internships

GEORGIA COLLEGE HIGH-IMPACT PRACTICES

Component — 4 - Highest Impact │ 3 - Higher Impact │ 2 - High Impact │ 1 - Missing or Low Impact

Definition of HIP — *Internships:* Internships are typically one-time work or service experiences related to the student's major or career goal. The internship plan generally involves students working in professional settings under the supervision and monitoring of practicing professionals. Internships can be paid or unpaid and the student may or may not receive academic credit for performing the internship.

Co-Op: Cooperative education programs, or co-ops, provide students with multiple periods of work in which the work is related to the student's major or career goal. The typical program plan is for students to alternate terms of full-time classroom study with terms of full-time, discipline- related employment. Since program participation involves multiple work terms, the typical participant will work three or four work terms, thus gaining a year or more of career- related work experience before graduation. Virtually all co-op positions are paid and the vast majority involve some form of academic credit.

Adherence to Characteristics — Were the high impact practice characteristics implemented as they were intended?

Characteristic 1

The experience must be an extension of the classroom: a learning experience that provides knowledge gained in the classroom.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The Internship opportunity integrates responsibilities and tasks that are directly related to the student's academic discipline. Concepts, theories, and practices learned in the classroom are applied and further knowledge is gained through the work	The Internship opportunity integrates responsibilities and tasks that are directly related to the student's academic discipline. Concepts, theories, and practices learned in the classroom are applied.	The Internship opportunity incorporates a minimal amount responsibilities and tasks that are directly related to the student's academic discipline.	The Internship opportunity does not include responsibilities and tasks that are directly related to the student's academic discipline.

Characteristic 2

The skills or knowledge learned must be transferable to other employment settings.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Student demonstrates mastery or proficiency in performing a **minimum of 5 transferrable skills** related to Georgia College's Career evaluation standards: • Oral/Written Communication • Teamwork/Collaboration • Technology Literacy • Leadership • Professional and Work Ethic • Career Management, Global and Intercultural Fluency	Student demonstrates mastery or proficiency in performing a **minimum of 4 transferrable skills** related to Georgia College's Career evaluation standards: • Oral/Written Communication • Teamwork/Collaboration • Technology Literacy • Leadership • Professional and Work Ethic • Career Management, Global and Intercultural Fluency	Student demonstrates mastery or proficiency in performing a **minimum of 3 transferrable skills** related to Georgia College's Career evaluation standards: • Oral/Written Communication • Teamwork/Collaboration • Technology Literacy • Leadership • Professional and Work Ethic • Career Management, Global and Intercultural Fluency	Student demonstrates mastery or proficiency in performing **fewer than 3 transferrable skills** related to Georgia College's Career evaluation standards: • Oral/Written Communication • Teamwork/Collaboration • Technology Literacy • Leadership • Professional and Work Ethic • Career Management, Global and Intercultural Fluency

Characteristic 3

The experience has a defined beginning and end.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The experience has a defined start and end date for the Internship.	The experience has a tentative agreement of Internship start and end dates.	The experience does not yet have an agreed upon Internship start and end date.	The experience does not have a defined beginning and end.

Characteristic 4

There are clearly defined learning objectives/goals related to the professional goals of the coursework. And internship experience expectations as outlined within the course.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The employer/supervisor has identified **5 or more learning objectives/goals** related to the professional goals and internship experience expectations as outlined within the course.	The employer/supervisor has identified **3-5 learning objectives/goal**s related to the professional goals and internship experience expectations as outlined within the course.	The employer/supervisor has identified **less than 3 learning objectives/goal**s related to the professional goals and internship experience expectations as outlined within the course.	The employer/supervisor **does not include learning objectives/goals** related to the professional goals and internship experience expectations as outlined within the course.
Goals were specific, measurable, achievable, realistic and timely (SMART) experience.	Goals met 4 of 5 SMART criteria (Specific, Measurable, Achievable, Relevant, Timely)	Goals met 3 of 5 SMART criteria (Specific, Measurable, Achievable, Relevant, Timely)	Goals met less than 3 of 5 SMART criteria (Specific, Measurable, Achievable, Relevant, Timely)

Characteristic 5

There is supervision by a professional with expertise and educational and/or professional experience.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The supervisor has a degree in the academic discipline, and **five or more years** of professional experience in industry.	The supervisor has a degree in the academic discipline, and **three - five years** of professional experience in industry.	The supervisor has a degree in the academic discipline, and **1-2 years** of professional experience in industry.	The supervisor has a related - degree in the academic discipline, and/or **less than 1 year** of professional experience in industry.

Characteristic 6

There is routine feedback by the employer.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The immediate supervisor provides **ongoing formal and informal** feedback at specific intervals and as needed on the student's • Oral/Written Communication • Teamwork/Collaboration • Technology Literacy • Leadership • Professional and Work Ethic • Career Management, Global and Intercultural Fluency	The immediate supervisor provides **formal** feedback at the mid-point and end of experience relating to the student's • Oral/Written Communication • Teamwork/Collaboration • Technology Literacy • Leadership • Professional and Work Ethic • Career Management, Global and Intercultural Fluency	The immediate supervisor provides **informal** feedback on the student's • Oral/Written Communication • Teamwork/Collaboration • Technology Literacy • Leadership • Professional and Work Ethic • Career Management, Global and Intercultural Fluency	The immediate supervisor provides **little to no** feedback on the student's • Oral/Written Communication • Teamwork/Collaboration • Technology Literacy • Leadership • Professional and Work Ethic • Career Management, Global and Intercultural Fluency

Characteristic 7

There are resources, equipment, and facilities provided by the
host employer that support learning objectives/goals.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The supervisor has a degree The employer provides a specific working location, all equipment and resources needed to exceed the learning objectives/goals.	The employer provides a working location, all equipment and resources needed to meet the learning objectives/goals.	The employer provides a location, minimal equipment and/or resources needed to meet the learning objectives/goals.	The employer does not provide any specific working location, equipment or resources needed to meet the learning objectives/goals.

Quality of the Program

Was the program of high caliber?

Suggestions for High Quality:

We are using the quality learning scale that is included in
the Cb-EL Rubric. We believe it is applicable here.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
The student **"strongly agrees"** that the program helped him/her: • Apply concepts learned in class to real problems. • Enhance learning beyond the reading of course material • See the complexity of real-life problems and their solutions. • Gain greater understanding of social/ethical issues in the field. • Gain a sense of civic responsibility.	The student **"agrees"** that the program helped him/her: • Apply concepts learned in class to real problems. • Enhance learning beyond the reading of course material • See the complexity of real-life problems and their solutions. • Gain greater understanding of social/ethical issues in the field. • Gain a sense of civic responsibility.	The student is **"neutral"** that the program helped him/her: • Apply concepts learned in class to real problems. • Enhance learning beyond the reading of course material • See the complexity of real-life problems and their solutions. • Gain greater understanding of social/ethical issues in the field. • Gain a sense of civic responsibility.	The student **"strongly disagrees"** that the program helped him/her: • Apply concepts learned in class to real problems. • Enhance learning beyond the reading of course material • See the complexity of real-life problems and their solutions. • Gain greater understanding of social/ethical issues in the field. • Gain a sense of civic responsibility.

Exposure

How likely was **every** participant exposed to each component of the program?

4 - Highest Impact

Students provide **5** examples of which they were given exposure to:

ONE
A learning experience as an extension of the classroom.

TWO
Gaining transferrable skills/knowledge

THREE
A specified start and end date and time.

FOUR
Opportunities to achieve the objectives/goals of the experience.

FIVE
A professional supervisor with expertise and/or educational experience in the related field.

SIX
Routine feedback from supervisor.

SEVEN
Resources, equipment, and facilities to suppor the learning objectives/goals.

3 - Higher Impact

Students provide **4** examples of which they were given exposure to:

ONE
A learning experience as an extension of the classroom.

TWO
Gaining transferrable skills/knowledge

THREE
A specified start and end date and time.

FOUR
Opportunities to achieve the objectives/goals of the experience.

FIVE
A professional supervisor with expertise and/or educational experience in the related field.

SIX
Routine feedback from supervisor.

SEVEN
Resources, equipment, and facilities to suppor the learning objectives/goals.

2 - High Impact

Students provide **2-3** examples of which they were given exposure to:

ONE
A learning experience as an extension of the classroom.

TWO
Gaining transferrable skills/knowledge

THREE
A specified start and end date and time.

FOUR
Opportunities to achieve the objectives/goals of the experience.

FIVE
A professional supervisor with expertise and/or educational experience in the related field.

SIX
Routine feedback from supervisor.

SEVEN
Resources, equipment, and facilities to suppor the learning objectives/goals.

1 - Missing or Low Impact

Students provide **little to no** examples of which they were given exposure to:

ONE
A learning experience as an extension of the classroom.

TWO
Gaining transferrable skills/knowledge

THREE
A specified start and end date and time.

FOUR
Opportunities to achieve the objectives/goals of the experience.

FIVE
A professional supervisor with expertise and/or educational experience in the related field.

SIX
Routine feedback from supervisor.

SEVEN
Resources, equipment, and facilities to suppor the learning objectives/goals.

Responsiveness

How engaged were the participants of the program?

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Students demonstrated proficiency in integrating discipline specific content learned in class and knowledge learned during internship to produce superior artifacts during their internships. Students took the lead in seeking opportunities for professional growth.	Students were able to build and expand on discipline specific content learned in class during their internship experience that resulted in robust artifacts. Students also made some efforts in seeking avenues for professional growth.	Students applied discipline specific knowledge learned in class inconsistently and showed limited professional growth during internship. Artifacts were below expectation.	Students did not demonstrate the ability to apply discipline-specific knowledge learned in class and showed no signs or professional growth during internship.

Complexity

To what level of complexity were students exposed?

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Students were routinely exposed to **challenging and complex work** related to their professional goals.	Students were routinely exposed to **complex work** related to their professional goals.	Students were exposed to **some complex work** related to their professional goals, but not on a routine basis.	Students were primarily asked to do simple tasks with **minimal complexity**.

DEFINITIONS

Quality

Refers to the structure and logistics of the program. Does the program lay out in easy-to-understand terms the timelines, location of documents, steps to get involved, who to contact, etc. A well-structured and clearly defined experience is one that allows people to know exactly what they need to do and how.

Inclusivity

Focuses on the equity piece of the programming and whether each participant is able to participate. Reviewers would look for whether certain groups of participants are assigned less meaningful task (think women being assigned to take notes while men are being asked to make executive decisions) or are groups being given special access not normally available to other participants? Structures that prevent discrimination on whatever basis are ones that will ensure that all participants gain the most from the experience.

Responsiveness

Looks at the level of engagement of a program. Programs can ask participants to engage with the experiences by observing or through passive activities or by actively performing the steps necessary to understand and appreciate what they are learning. An example of low responsiveness in a study abroad program, for example, would be placing participants in a tour, where they are passive participants. High responsiveness would, instead, ask students to engage with their host family, participate in cultural activities, converse with locals, collaborate with international participants, etc. The level of responsiveness has to do with how engaged the participants are in learning about the experiences of the HIP.

Complexity

Examines the degree participants are asked to demonstrate their skills. Simple tasks, requiring low-level skills, would rate low on the complexity scale. More complex tasks that require the creation of materials or approaches, synthesis of information, or deep analysis would rate high on the complexity scale. Consider the tasks that may be required of participants in an internship. Filing papers or getting coffee or reading company literature would rate lower on the complexity scale whereas analyzing quarterly results, creating reports, developing strategic plans would rate higher on the scale.

GC
JOURNEYS

Framework for Success
Undergraduate Research

GEORGIA COLLEGE HIGH-IMPACT PRACTICES

GC JOURNEYS
UNDERGRADUATE RESEARCH

Component — 4 - Highest Impact | 3 - Higher Impact | 2 - High Impact | 1 - Missing or Low Impact

Definition of HIP — *Undergraduate Research (UR):* The Council of Undergraduate Research (CUR) defines it as "An inquiry or investigation conducted by an undergraduate student that makes an original, intellectual, or creative contribution to the discipline(s)." "Undergraduate research, scholarship, and creative inquiry is fundamentally a pedagogical approach to teaching and learning. With an emphasis on process, CUR defines undergraduate research as: A mentored investigation or creative inquiry conducted by undergraduates that seeks to make a scholarly or artistic contribution to knowledge." — Updated 2021

*Because of the individual nature of UR, we have designed this rubric to evaluate specific projects conducted by individuals in classes and mentored research experiences except the Quality of the Program which is intended to use in evaluating UR at the department, college, and university levels.

Characteristic 1
Originality

4 - Highest Impact

The mentor (faculty or staff) provides opportunities for students to recognize, understand, develop, and/or complete original research projects related to the field of study, and the course meets **at least four** of the following criteria:

- The mentor facilitates students' learning experiences by clearly explaining best practices, standards, and expectations for conducting research in the area of study, including how the concept of originality is defined by experts in that field.

- The mentor helps students to recognize and evaluate existing research in the field (e.g. conducting a literature review, creating an annotated bibliography, or replicating an experiment). to get a better sense of what constitutes an original contribution to the field.

- Best practices for original research in the field are integrated into the assignments in the course, giving students the autonomy to develop their own research questions, hypotheses, proposals, methods, and/or topics.

- Components of at least one research project that allows for student originality as a contribution to the field of study are scaffolded throughout the course to provide support and mentorship to students.

- The originality of the students' work in one or more research projects is reflected in the course grade in some way (for example, students might be evaluated on how they support a unique and impactful argument in a research paper, or develop an original experiment with the potential to contribute new knowledge to the field, or a creative and effective way to address the concerns of a client, or an innovative technique or approach to a creative performance).

3 - Higher Impact

The mentor (faculty or staff) provides opportunities for students to recognize, understand, develop, and/or complete original research projects related to the field of study, and the course meets **at least three** of the following criteria:

- The mentor facilitates students' learning experiences by clearly explaining best practices, standards, and expectations for conducting research in the area of study, including how the concept of originality is defined by experts in that field.

- The mentor helps students to recognize and evaluate existing research in the field (e.g. conducting a literature review, creating an annotated bibliography, or replicating an experiment). to get a better sense of what constitutes an original contribution to the field.

- Best practices for original research in the field are integrated into the assignments in the course, giving students the autonomy to develop their own research questions, hypotheses, proposals, methods, and/or topics.

- Components of at least one research project that allows for student originality as a contribution to the field of study are scaffolded throughout the course to provide support and mentorship to students.

- The originality of the students' work in one or more research projects is reflected in the course grade in some way (for example, students might be evaluated on how they support a unique and impactful argument in a research paper, or develop an original experiment with the potential to contribute new knowledge to the field, or a creative and effective way to address the concerns of a client, or an innovative technique or approach to a creative performance).

2 - High Impact

The mentor (faculty or staff) provides opportunities for students to recognize, understand, develop, and/or complete original research projects related to the field of study, and the course meets **at least two** of the following criteria:

- The mentor facilitates students' learning experiences by clearly explaining best practices, standards, and expectations for conducting research in the area of study, including how the concept of originality is defined by experts in that field.

- The mentor helps students to recognize and evaluate existing research in the field (e.g. conducting a literature review, creating an annotated bibliography, or replicating an experiment). to get a better sense of what constitutes an original contribution to the field.

- Best practices for original research in the field are integrated into the assignments in the course, giving students the autonomy to develop their own research questions, hypotheses, proposals, methods, and/or topics.

- Components of at least one research project that allows for student originality as a contribution to the field of study are scaffolded throughout the course to provide support and mentorship to students.

- The originality of the students' work in one or more research projects is reflected in the course grade in some way (for example, students might be evaluated on how they support a unique and impactful argument in a research paper, or develop an original experiment with the potential to contribute new knowledge to the field, or a creative and effective way to address the concerns of a client, or an innovative technique or approach to a creative performance).

1 - Missing or Low Impact

Attempts are made to provide opportunities for original research projects (as defined by the field) at the undergraduate level, but resources and support might be limited due to **one or more** of the following factors:

- Class size might be too large for the mentor to adequately facilitate unique and original research opportunities for students.

- Course load might be too heavy for the mentor to adequately facilitate unique and original research opportunities for students.

- Access to opportunities to produce original research projects might be difficult for students because of prohibitive costs (for example, travel costs or material costs for the research project) or the amount of time needed to commit to developing the project outside of class time.

Characteristic 2
Dissemination

4 - Highest Impact

The mentor provides opportunities for students to disseminate their research, in the classroom or in professional settings related to the field of study such as conferences, client meetings, community engagement, posters or publications, and the course meets **at least four** of the following criteria:

- The mentor provides opportunities to students to disseminate their research with their peers in the course in a manner appropriate for the field (presentations, workshops, poster exhibits, etc.)

- The mentor researches potential opportunities for dissemination beyond the classroom, making that information readily available to all students.

- Best practices for dissemination in the field are fully integrated into the discussions, readings, and assignments in the course.

- Components of the research project are scaffolded throughout the course to provide support and mentorship to all students, helping them to prepare for successful dissemination.

- Successful dissemination of one or more research projects is reflected in the course grade in some way (potentially as extra credit in fields or courses that are more difficult for undergraduate dissemination).

3 - Higher Impact

The mentor provides opportunities for students to disseminate their research, in the classroom or in professional settings related to the field of study such as conferences, client meetings, community engagement, posters or publications, and the course meets **at least three** of the following criteria:

- The mentor provides opportunities to students to disseminate their research with their peers in the course in a manner appropriate for the field (presentations, workshops, poster exhibits, etc.)

- The mentor researches potential opportunities for dissemination beyond the classroom, making that information readily available to all students.

- Best practices for dissemination in the field are fully integrated into the discussions, readings, and assignments in the course.

- Components of the research project are scaffolded throughout the course to provide support and mentorship to all students, helping them to prepare for successful dissemination.

- Successful dissemination of one or more research projects is reflected in the course grade in some way (potentially as extra credit in fields or courses that are more difficult for undergraduate dissemination).

2 - High Impact

The mentor provides opportunities for students to disseminate their research, in the classroom or in professional settings related to the field of study such as conferences, client meetings, community engagement, posters or publications, and the course meets **at least two** of the following criteria:

- The mentor provides opportunities to students to disseminate their research with their peers in the course in a manner appropriate for the field (presentations, workshops, poster exhibits, etc.)

- The mentor researches potential opportunities for dissemination beyond the classroom, making that information readily available to all students.

- Best practices for dissemination in the field are fully integrated into the discussions, readings, and assignments in the course.

- Components of the research project are scaffolded throughout the course to provide support and mentorship to all students, helping them to prepare for successful dissemination.

- Successful dissemination of one or more research projects is reflected in the course grade in some way (potentially as extra credit in fields or courses that are more difficult for undergraduate dissemination).

1 - Missing or Low Impact

Attempts are made to provide opportunities for dissemination. Some students in the course have the opportunity to share their research projects, but resources and support might be limited due to **one or more** of the following factors:

- Class size might be too large for the mentor to provide opportunities for all students to present research within class time.

- Course load might be too heavy for the mentor to adequately research opportunities for students to disseminate research beyond the classroom.

- Access to opportunities to disseminate research might be difficult for students because of prohibitive costs (for example, travel and registration costs at a conference) or the amount of time needed to commit to presenting the project outside of class time (for example, time to attend a conference).

Characteristic 3
Mentorship

4 - Highest Impact

The mentor consistently provides **at least four** of the following functions:

- The mentor educates, evaluates, and challenges mentees academically and professionally by providing training and opportunities that include undergraduate research projects that are appropriate for the field of study.

- The mentor serves as a role model for mentees' behavior, values, and attitudes.

- The mentor provides psychological and emotional support to mentees by encouraging them and helping the individuals to grow.

- The mentor provides support for assessing and choosing an academic and career path by evaluating mentees' strengths, weaknesses, interests, and abilities.

- The mentor publicly acknowledges the achievements of mentees and advocates for mentees.

3 - Higher Impact

The mentor consistently provides **at least three** of the following functions:

- The mentor educates, evaluates, and challenges mentees academically and professionally by providing training and opportunities that include undergraduate research projects that are appropriate for the field of study.

- The mentor serves as a role model for mentees' behavior, values, and attitudes.

- The mentor provides psychological and emotional support to mentees by encouraging them and helping the individuals to grow.

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2 - High Impact

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- The mentor educates, evaluates, and challenges mentees academically and professionally by providing training and opportunities that include undergraduate research projects that are appropriate for the field of study.

- The mentor serves as a role model for mentees' behavior, values, and attitudes.

- The mentor provides psychological and emotional support to mentees by encouraging them and helping the individuals to grow.

- The mentor provides support for assessing and choosing an academic and career path by evaluating mentees' strengths, weaknesses, interests, and abilities.

- The mentor publicly acknowledges the achievements of mentees and advocates for mentees.

1 - Missing or Low Impact

The mentor provides **one or fewer** of the following functions:

- The mentor educates, evaluates, and challenges mentees academically and professionally by providing training and opportunities that include undergraduate research projects that are appropriate for the field of study.

- The mentor serves as a role model for mentees' behavior, values, and attitudes.

- The mentor provides psychological and emotional support to mentees by encouraging them and helping the individuals to grow.

- The mentor provides support for assessing and choosing an academic and career path by evaluating mentees' strengths, weaknesses, interests, and abilities.

- The mentor publicly acknowledges the achievements of mentees and advocates for mentees.

Quality of the Program

Was the program of high caliber?

4 - Highest Impact

The program meets **all** of the following criteria:

- Provides opportunities for students to participate through curricular integration of undergraduate research (primarily through research courses, independent study, and experiential education).

- Provides additional venues for students to immerse in UR outside of classroom (e.g. summer research).

- Provides opportunities for dissemination of results (e.g. travel funding through organizations such as MURACE and SGA).

- Provides administrative support including recognition, funding, faculty development opportunities, course release and manageable teaching load.

3 - Higher Impact

The program provides opportunities for students to meet **at least three** of the following criteria:

- Provides opportunities for students to participate through curricular integration of undergraduate research (primarily through research courses, independent study, and experiential education).

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The program provides opportunities for students to meet **one or fewer** of the following criteria:

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- Provides opportunities for dissemination of results (e.g. travel funding through organizations such as MURACE and SGA).

- Provides administrative support including recognition, funding, faculty development opportunities, course release and manageable teaching load.

Inclusivity

How likely was **every** participant exposed to each component of the program?

4 - Highest Impact

Structures are in place to prevent discrimination and provide equitable exposure. Every student in the course has the opportunity to participate in research projects and the resources and support necessary to complete the projects regardless of background and the course meets **all** of the following criteria:

- Each student participates in at least one major research (as defined by the field of study) project in the course

- Best practices of research in the field are fully integrated into the readings and assignments on the syllabus

- Components of the research project are scaffolded throughout the course to provide support and mentorship to all students

- Successful completion of one or more research projects represents at least 40% of the course grade.

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1 - Missing or Low Impact

Attempts are made to prevent discrimination and provide equitable exposure. Some students in the course have the opportunity to participate in research projects regardless of background, but resources and support might be limited due to **one or more** of the following factors:

- Each student participates in at least one major research (as defined by the field of study) project in the course

- Best practices of research in the field are fully integrated into the readings and assignments on the syllabus

- Components of the research project are scaffolded throughout the course to provide support and mentorship to all students

- Successful completion of one or more research projects represents at least 40% of the course grade.

Responsiveness/Engagement

How engaged were the participants of the program?

4 - Highest Impact

Faculty engage students in an active role during research experience. **At least four** of the following are fulfilled during the process.

- Collecting and summarizing existing research or cultural productions, such as in a literature review.

- Analyzing existing research according to disciplinary requirements.

- Synthesizing a hypothesis, argument, or answer to a research question through evaluation of existing data.

- Performing and/or improving existing research designs/tools.

- Performing experiments to test a hypothesis or producing an artistic performance.

- Developing a presentation, research paper or a performance to disseminate research/creative endeavors to an appropriate audience for the field.

3 - Higher Impact

Faculty engage students in an active role during research experience. **At least three** of the following are fulfilled during the process.

- Collecting and summarizing existing research or cultural productions, such as in a literature review.

- Analyzing existing research according to disciplinary requirements.

- Synthesizing a hypothesis, argument, or answer to a research question through evaluation of existing data.

- Performing and/or improving existing research designs/tools.

- Performing experiments to test a hypothesis or producing an artistic performance.

- Developing a presentation, research paper or a performance to disseminate research/creative endeavors to an appropriate audience for the field.

2 - High Impact

Faculty engage students in an active role during research experience. **At least two** of the following are fulfilled during the process.

- Collecting and summarizing existing research or cultural productions, such as in a literature review.

- Analyzing existing research according to disciplinary requirements.

- Synthesizing a hypothesis, argument, or answer to a research question through evaluation of existing data.

- Performing and/or improving existing research designs/tools.

- Performing experiments to test a hypothesis or producing an artistic performance.

- Developing a presentation, research paper or a performance to disseminate research/creative endeavors to an appropriate audience for the field.

1 - Missing or Low Impact

Faculty only engage students in passive research experiences. Examples may include:

- Collecting and summarizing existing research or cultural productions, such as in a literature review.

- Analyzing existing research according to disciplinary requirements.

- Synthesizing a hypothesis, argument, or answer to a research question through evaluation of existing data.

- Performing and/or improving existing research designs/tools.

- Performing experiments to test a hypothesis or producing an artistic performance.

- Developing a presentation, research paper or a performance to disseminate research/creative endeavors to an appropriate audience for the field.

Complexity

To what level of complexity were students exposed?

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
Faculty exposes students to a variety of complex tasks, requiring students to demonstrate higher level of research skills. E.g. Successfully apply research knowledge to partially or completely fill gap(s) in existing research.	Faculty exposes students to more complex tasks, requiring higher levels of research skills. E.g. Finding gaps in existing research findings and attempting to apply research skills to contribute to existing knowledge.	Faculty exposes students to more complex research tasks. E.g. Comparing, analyzing, and evaluating existing research findings.	Faculty exposes students to lower level research tasks. E.g. Reading, organizing, and reporting existing research findings.

DEFINITIONS

Quality

Refers to the structure and logistics of the program. Does the program lay out in easy-to-understand terms the timelines, location of documents, steps to get involved, who to contact, etc. A well-structured and clearly defined experience is one that allows people to know exactly what they need to do and how.
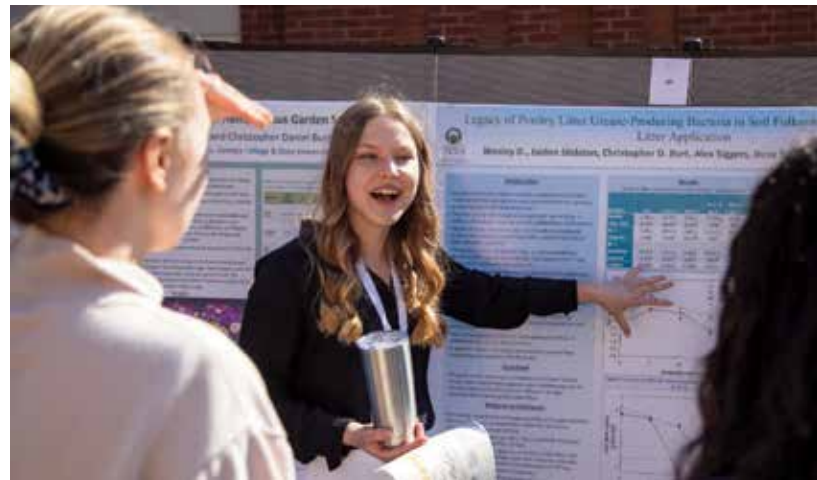
Inclusivity

Focuses on the equity piece of the programming and whether each participant is able to participate. Reviewers would look for whether certain groups of participants are assigned less meaningful task (think women being assigned to take notes while men are being asked to make executive decisions) or are groups being given special access not normally available to other participants? Structures that prevent discrimination on whatever basis are ones that will ensure that all participants gain the most from the experience.

Responsiveness

Looks at the level of engagement of a program. Programs can ask participants to engage with the experiences by observing or through passive activities or by actively performing the steps necessary to understand and appreciate what they are learning. An example of low responsiveness in a study abroad program, for example, would be placing participants in a tour, where they are passive participants. High responsiveness would, instead, ask students to engage with their host family, participate in cultural activities, converse with locals, collaborate with international participants, etc. The level of responsiveness has to do with how engaged the participants are in learning about the experiences of the HIP.

Complexity

Examines the degree participants are asked to demonstrate their skills. Simple tasks, requiring low-level skills, would rate low on the complexity scale. More complex tasks that require the creation of materials or approaches, synthesis of information, or deep analysis would rate high on the complexity scale. Consider the tasks that may be required of participants in an internship. Filing papers or getting coffee or reading company literature would rate lower on the complexity scale whereas analyzing quarterly results, creating reports, developing strategic plans would rate higher on the scale.

GC JOURNEYS

2021-2022
ANNUAL REPORT