



Immersive Learning & Signature Experience/Road Through Xavier Progress Report (October 2019)

In 2017, the Signature Experience Task Force delivered a report proposing a four-year plan directing all Xavier students toward multiple, year-specific, high-impact learning experiences that engage diverse communities and ideas in a discerning and reflective way. This proposal was incorporated by faculty into the Academic Plan, 2017-20 (2.2 “*Delivering the Signature Experience*”) with the recommendation that following participation in First Year Seminar and GOA, a student’s “Road Through Xavier” should now include a guided, immersive learning opportunity that could be fulfilled through existing and new curricular and co-curricular programs. In addition to its inclusion in the Academic Plan, this initiative was included in the **University Strategic** and **Annual Plans** as noted below:

The Academic Plan (2.1) identifies four possible high-impact learning experiences that should receive priority resourcing, including (emphasis added):

- a. **Affordable immersion experiences;**
- b. **Affordable study abroad experiences;**
- c. **Community-engaged or service-learning projects;**
- d. Undergraduate research.

University Strategic Plan (FY 19- FY 21), Goal #2 “To develop and maintain dynamic undergraduate academic programs that are built upon our Jesuit core curriculum and led by committed faculty and staff...Goal 2 will be achieved through... *Implementing the **Immersive Learning Experience** and developing the Vocation -Discernment Experience completing the major components of the four-year student Road through Xavier.*”

Xavier University Annual Goals, (FY 2018-19) (2) D: “*Develop **Immersive Learning** Program for fall 2019 launch and develop Vocational Discernment Signature Experience Component.*”

To accomplish these broad goals, a set of strategies, tasks, and measures were proposed with input from the Office of the Provost, Associate Provost, and the Eigel Center’s faculty and staff Advisory Group (*Appendix A*). Broadly, these strategies focus on:

- increasing **CAPACITY** of for-credit immersive learning experiences;
- proper academic **ASSESSMENT** of all experiences;
- exploring **INTEGRATION** of these experiences into the core curriculum;
- developing **RESOURCES** that support student and faculty engagement;
- integrating **DIVERSITY** outcomes that address critical social questions;
- establishing clear **COMMUNICATIONS** about all experiences for students via the Road through Xavier platform and faculty/staff **ADVISING**, and;
- incorporating shared goals with **COMMUNITY** immersion partners that are mutually beneficial.

The Eigel Center is tasked with implementation of these strategies, and focused on the following in 2018-19:

- 1) supporting faculty to integrate immersive and engaged learning into curriculum through course design;
- 2) launching affordable, short term immersive experiences that leverage community assets and academic department expertise; and,
- 3) enhancing student preparation and reflection for immersive learning opportunities.

The following executive overview summarizes strategic progress towards these goals and recommended next steps.

Highlights for 2018-19

- Student Learning Outcomes for Immersion Refined
- FLC on Immersive Learning and Academy for Community Engaged Faculty Increase Capacity
- Pilot Immersion in Community Education Successful
- Immersive Learning and Service Learning Attributes Introduced
- Four New Short term Immersions added for fall 2019

CAPACITY

Current Immersive Learning Participation

The question of our capacity to offer immersive learning opportunities for all students required an assessment of existing availability and current student engagement. Fr. Wendt examined existing programming, culling existing data from study abroad, service learning, internships and practicum, and co-curricular offerings. The following attempts to capture totals and percentages of undergraduate students who participated in immersive learning experiences out of 4997 Undergraduates in 2018-19:

- Academic Courses: 692 students or 14% of undergraduates;
- Study Abroad: 386 students or 8% of undergraduates (Summer 2018 – Spring Break 2019);
- Co-Curricular: 508 students or 10% of undergraduates

Total Undergraduate Immersive Experiences: **1,586***

This figure* includes 1,066 unique students or approximately 21% of 4,997 undergraduates who had at least one immersive learning experience during the academic year. It should also be noted that 271 of these students, or 5%, had multiple immersive learning opportunities. A proposed goal is insuring 25% of our undergraduate students participate in an immersive learning experience in 2019-20, and one-third in 2020-2021.

Increasing Capacity and Affordability

This spring the Center piloted a course based immersion with Professors Donna-Hutschinson Smyth and Julie Kugler-Ackley. Partnering with St. Vincent de Paul (SVDP), faculty and SVDP staff led 20 students through a weekend long immersion in Cincinnati's West End that included a community-led talk and tour on resources for educators, one-on-one client visits, a poverty simulation, and intensive reflection. The course served as one of several that leveraged the new **Immersive Learning Canvas Modules** (See "Integration") designed by Eigel Faculty Director, Professor Diane Ceo-DiFrancesco. While assessment from the pre/post and evaluations are still being reviewed, Professor Kugler-Ackley reflected that the weekend immersion offered "tangible, concrete examples of the power and need for advocacy and awareness for teachers, of what their students and families experience."

In satisfaction of our capacity goals, the Center is collaborating with faculty to launch at least **four** affordable, accessible domestic immersive learning experiences this fall (*Appendix B*). Faculty from each College are represented in these pilot courses, including four of the participating faculty that were incentivized through the Eigel Center Academy for Community Engaged Faculty. These experiences include weekend immersions in Cincinnati with St. Vincent DePaul and Community Matters in Lower Price Hill, and three regional experiences in Detroit. These experiences are concurrent with in class instruction by faculty in Marketing, Philosophy, and Theology. The costs incurred for these experiences come in at an efficient \$274 per student experience and an anticipated semester budget of \$17,000 (*Appendix C*). It is anticipated that 4-5 more experiences will be offered in spring 2020 in fulfillment of University goals.

ASSESSMENT

Following its initial report, the Signature Experience Task Force developed a draft of common student learning outcomes and essential elements they believed necessary for authentic immersive learning experiences. The SLOs provide a key set of common objectives for faculty interested in integrating immersive learning into curriculum, as well as increase our institutional ability to capture data and better assess these experiences across all three colleges. Following a review and

revision from Professor Ceo-DiFrancesco, the outcomes were integrated into an immersive learning preparatory module and new course attribute for immersive learning.

Immersive Learning Canvas Preparation and Reflection Modules

Developed by Dr. Ceo-DiFrancesco with feedback from the Eigel Center Advisory Group and recommendations from faculty engaged in immersive learning, a Canvas-based curriculum for students participating in immersive experiences offers four modules to better prepare students and to prompt critical reflection (*Appendix D*). A faculty guide was also developed as a resource for ease of integration and inclusion of these modules in an existing course, as well as a pre- and post assessment to provide an indirect measure of students' growth. Module topics include immersive learning terminology, identity and self-awareness, and an overview of frameworks that reinforce inequity. During the spring, 2019 semester **182 students** enrolled in six (6) classes and four (4) co-curricular experiences participated in piloting the Immersive Learning Modules. Nine (9) faculty members and two staff members utilized this valuable resource. (See *Appendix E* for raw data from pre/post-survey results and a list of courses/programs that participated in the pilot.)

In order to assess the immersive learning student learning outcomes, pre and post Qualtrics survey were administered to the 182 students enrolled in 6 classes and 4 co-curricular immersive learning experiences, all of whom utilized the CANVAS modules during the Spring 2019 semester. Initial results based on the 102 students who completed the post survey reveal several important points. 86% of the students chose the immersive learning opportunity based on its topic or theme, while 32% also chose the experience because it was tied to their major. For 53% of the students, this was their first immersive learning experience, while the remainder of the students had participated in a previous immersive learning experience at Xavier.

Preliminary data comparing the 182 respondents from the pre-survey, compared to the 102 participants in the post survey demonstrates growth in student knowledge, attitudes, values and perspectives related to diverse populations. Specifically, students reported gains in self-awareness, recognizing privilege in society. Their comfort level interacting with people from different backgrounds increased. They reported increased awareness of their assumptions about those who are different, and an interest in future opportunities to learn about others and to build new relationships. Finally, there was an increase in action plans against injustice and a marked increase in students' commitment to oppose injustices.

Assessment of this initiative has been directly supportive of the University's ongoing HLC (Higher Learning Commission) Assessment Academy project focused on building institutional capacity to create, support, assess, and improve Immersive Learning experiences, both curricular and co-curricular, as an integral aspect of our student experience, rooted in our Jesuit Catholic mission.

INTEGRATION

Since the Signature Experience Task Force report was delivered in 2017, discussions have been ongoing with the Core Curriculum about integrating immersive learning into the core as proposed by the Task Force.

Following important feedback from both Core Curriculum and Faculty Committee, **new attributes** that designate [Immersive Learning](#) and [Service Learning](#) integrated in courses were designed by the Center based on the work of the Signature Experience Task Force, and the Eigel Scholars' program (*Appendix F*). Attributes were proffered to Department chairs and their faculty prior to fall registration so attributes could be added to courses as appropriate. Currently, 97 courses have added either attribute for this fall. The attributes should primarily aid faculty who want to identify their courses that leverage high impact practices as specified in the current Academic and University Strategic Plans, but also make it easier for advisors and students to include these courses in their academic planning earlier and with more frequency. The attributes will also aid our efforts to improve the University's overall assessment of academic experiences, and identify opportunities to expand and better resource engaged learning at Xavier.

In response to additional feedback from the Core Curriculum Committee (CCC), the Center developed and has proposed an **Immersive and Community Engaged Learning (ICE) Flag** as a more comprehensive path to leverage existing capacity for immersive learning experiences and integration with the Core (*Appendix G*). The CCC is in the process of studying the

proposal including consultation with and feedback from other committees and faculty forums. The committee will take up the issue again in the fall in consultation with Faculty Committee.

RESOURCES

Two significant resources were dedicated this academic year to supporting faculty who want to integrate immersive and community engaged learning into curriculum through course design: a Faculty Learning Community (FLC) on High Impact Immersive Learning Experiences supported by the Center for Teaching Excellence facilitated by Eigel Faculty Director, Diane Ceo-DiFrancesco, and Professor Rashmi Assudani, and the annual Academy for Community Engaged Faculty facilitated by the Eigel Center. The Eigel Center exercised a direct recruitment campaign of faculty for immersive learning programming and integration for the fall 2019 and spring 2020 semesters, which will be ongoing.

The yearlong FLC examined several aspects of immersive learning including faculty design and implementation of experiences that integrate Ignatian pedagogy and how international experiences might be duplicated at the domestic level. Now in its eleventh year, the Faculty Academy led an eight-member cohort through the design and development of new immersive or service learning courses that will be implemented in 2019-20. Faculty participation is noted:

<i>FLC: High Impact Immersive Learning Experiences (2018-19)</i>	<i>Academy for Community Engaged Faculty (Spring 2019)</i>
Rashmi Assudani, Management/FLC Facilitator Eileen Alexander, Health Sciences Diane Ceo-DiFrancesco, Modern Languages/FLC Facilitator Jen Droege, College of Arts & Sciences Jen Gibson, Psychology Russell Lacey, Marketing Mack Mariani, Political Science Stephen Mills, Chemistry Dawn Tolonen, Entrepreneurship/Sedler Center Nathan Wendt, Eigel Center Renee' Zuccherro, Psychology	Lauren Angelone, Early Childhood Education Randy Browne, History Karen Eutsler, Marketing Renea Frey, English Jeffrey Gerding, English Myron Jackson, Besl Chair/Philosophy Richard Mullins, Chemistry Kathleen Timmerman, Computer Science

The Eigel Center is providing ongoing consultation and assistance with design, implementation, and assessment for faculty developing courses out of both of these professional development opportunities.

DIVERSITY

Diversity outcomes were specified by a sub-group of the Signature Experience Task Force and designed to help students recognize discomfort when confronted with difference and identify positive methods of moving through this discomfort. Immersive learning experiences present the opportunity for students to examine personal bias and reflect and respond to critical questions about social justice issues. Our work this year has further incorporated the goals of the D&I Strategic Plan, specifically to "Identify and develop immersive experiences that connect students coursework to community and encourage their solidarity with others." **Goal 5: Obj 5.1, Strategy 2.**

We also know that immersive learning – as a high impact practice – also has a significant impact on student success and retention and can benefit underserved students more so than their more advantaged peers (Kuh, G. D., 2008). The Signature Experience Task Force recommended diversity outcomes that insure immersive experiences will be affordable for all Xavier students. As noted herein, the short-term experiences being launched this fall are integrated into classes and will result in no additional costs to students. It is recommended that future strategies identify funding that defrays the cost of participation in abroad or localized immersions, as well as accommodate students who are dependent on employment to support their educational and living expenses.

COMMUNICATIONS & ADVISING

This fall presentations on immersive learning were made to the Faculty Assembly, each College, and the Board of Trustees. Additional presentations were offered this spring to Student Success Coaches, a collaborative student-centered program in partnership with SGA and the SGA Academic Affairs Committee, a Lunch and Learn session on the

new immersive and service learning attributes for faculty, and a FLC presentation to the President's direct reports. In satisfaction of our strategic tasks, a new section on the Eigel Center site provides [a guide and related resources](#) for faculty interested in integrating immersive learning into their course, as well as an [updated list of courses](#) that carry the Immersive Learning Attribute to support all advising.

In collaboration with Marketing/COMM, this spring the Road Through Xavier web portal and forum included push notifications and sidebars that provided detailed information about immersive learning, course offerings, with inclusion in students' "task lists" for fall registration (*Appendix F*). A series of videos featuring student and faculty reflections on immersive and service learning experiences are currently in post-production and will be used to provide peer-to-peer engagement to increase interest in immersive learning prior to spring 2020 registration. Plans are underway to capture fall immersive learning experiences for multi-media promotional use. Regular collaboration continues with Marketing/COMM regarding communications and promotions of immersive learning inclusive of the Road Through Xavier program development.

COMMUNITY PARTNERS

In implementing new experiences or enhancing existing immersive opportunities, we have been mindful that unlike direct service, immersive learning largely benefits academic outcomes and the formation of our students. With that in mind, strategies are in place to identify shared goals with immersive learning partners that also enhance and elevate their mission while providing transformative experiences for our students. Insuring that partners are compensated for resident and professional staff time while planning, designing, and hosting immersive experiences is one of several checks and balances developed as a best practice. (*Appendix G*).

We continue discussions with partners about developing opportunities for resident leadership that leverages the assets they bring to the conversation as well as supports community engagement, economic development, and perceptions. Further exploration of how community members can leverage our academic assets (community-engaged research, internships, non-XU student course participation, collaborative community projects, etc.,) will be added to this discussion.

RECOMMENDATIONS

As we work to update these strategies with new tasks and measures, we have identified four areas of focus for the 2019-20 Academic year:

1. Grow faculty use of new attributes to aid in assessment and understanding resource and capacity needs;
2. Clarify incentives for faculty for Immersive Learning participation and relationship to promotion and tenure;
3. Establish faculty and Provost support for integration of flag proposal;
4. Develop a long-term funding strategy for student participation via course fees, while maintaining affordability for all students.

Appendix and Supporting Documentation

Appendix A

Proposed Immersive Learning Strategies

“Every Xavier Student will participate in a structured immersion during their college career as an integral part of their “Road Through Xavier (SI Task Force).”

Capacity Strategy:

- Existing curricular and co-curricular immersive learning opportunities, education abroad, and community engaged learning courses should be captured, assessed, and benchmarked by Fall 2018.
- Identify accessibility and applicability of existing opportunities for students including curricular prospects (service learning, clinical, internship, and capstone courses) and core courses following the first year.
- Increase the quality and quantity of engaged learning courses taught by Xavier Faculty through FLC and 2019 Academy for Community Engaged Faculty.
- Support departments that currently do not offer engaged and immersive learning experiences.
- Work directly with Jesuit partners to create a list of potential regional immersive programs, a description of each, sample budget and examples of possible curricular integration at Xavier – develop two pilots, one domestic (Detroit) and one international (Colombia) immersion in 2019-2020.
- Create Preparation and Reflection Canvas module for immersive learning for incorporation by faculty to utilize and to adjust to fit curricular needs.
- Leverage existing models of online engagement, such as COIL and telecollaboration, to enhance immersive learning programs.
- By 2019-20, work collaboratively with six Academic departments to initiate the design of new immersive learning opportunities to be offered beginning Fall 2019.

Assessment Strategy:

- By Fall 2018, develop rubric and assessment questions as part of HLC Assessment Academy Project. Use data to support an institution-wide application of assessment and ongoing accreditation efforts with Academic Affairs.
- By Spring 2019, assess one Alternative Break and DDI co-curricular experience and two short term immersive opportunities tied to curriculum.
- By Spring 2019, assess multiple curricular immersions (short term/long term/domestic/international) to improve assessment tool and leverage data.

Integration Strategy: Immersion experiences will have common learning outcomes and a formalized place in a student’s four-year journey, or Road through Xavier.

- Advance conversations with the Core Curriculum Committee initiated in 2017 to refine proposal for immersive learning’s place in the core, as a requirement, or other “mission” requirement.
- Finalize and share proposed SLO’s with faculty committee, Colleges, departments, and staff that support immersive learning across campus, domestic and international for feedback.
- Develop a collaborative plan with Offices and Centers that assists with assimilating and incorporating co-curricular immersive programs being offered.

Resource Strategy:

- For Faculty: Leverage the current Faculty Learning Community (FLC) and annual Academy for Community Engaged Faculty as a development opportunity for faculty new immersive experience creation.
- For Students: Development funding should be sought for scholarships, travel grants, and to defray costs of participation in abroad or local immersions, as well as assist students who are dependent on employment to support their living expenses.

- Pursue external funding sources (P&G Grant) to pilot new, discipline focused short term immersions.
- Work collaboratively with Career Planning to identify opportunities through College Work Study or paid internships that fulfill immersive learning outcomes.
- By Spring 2019, present a funding plan to Provost Office to grow existing capacity and maintain annual commitment to the second-year immersive learning experience.

Diversity Strategy: “Immersive experiences should help students recognize discomfort when confronted with difference and identify a positive method of moving through this discomfort. During the experience students will be able to apply the concept of personal bias to a particular social justice issue and respond to difficult critical questions about social problems.” (SI Task Force/Diversity Outcome).

- Apply proposed SLO’s to existing immersive experiences to identify opportunities to enhance diverse engagement, discussions, and outcomes.
- Leverage existing models for faculty development to better prepare faculty for participating in and leading diverse, immersive experiences.
- Identify and develop immersive experiences that connect student’s coursework to community and encourage their solidarity with others (D&I Strategic Plan, Goal 5; Obj. 5.1 Strategy 2)
- Identify existing courses that satisfy diversity flag and engaged learning outcomes and propose incorporation of immersive learning outcomes.

Communications and Advising Strategy: “During the advising process and through the Road Through Xavier platform, students should be strongly encouraged to participate in immersive learning program by the following summer after their second year of study.” (SI Task Force).

- Work with MAR/COM and IT to document ongoing immersive experiences and support promotion and integration into RTX web portal.
- By fall 2019, build a faculty page that directs and supports incorporation of immersive learning into curriculum. Build a concurrent page for student success advisors, and ultimately, a student page as part of the Road through Xavier.
- Identify opportunities for enhancing and supporting all advising (faculty and staff) around the RTX and immersive learning including developing a one-pager or drop-down menu to aid in identification and accessibility of opportunities.

Community Partner Strategy:

- Identify shared goals with immersion partners that elevate and enhance their mission while providing mutually beneficial learning opportunities for students and residents.
- Work collaboratively with University Centers (CBI, CDI, CFJ, CIE, Sedler, M&I), Academic Departments, and community partners to develop short term immersive experiences that empower resident leadership, meet student and community outcomes, and further long lasting, authentic relationships that support University community engagement.

Appendix B

MKTG 300-02

Principles of Marketing (Sophomores & Juniors)

Karen Eutsler

Principles of Marketing reviews business from four lenses – product, price, place and promotion. The immersive learning component will include two important elements – a short term weekend immersion at Cincinnati's St. Vincent de Paul Ozanam Center, where students will be immersed in the lived realities of our neighbors pertaining to issues of social justice that affect their lives, and a group project where students evaluate nonprofits as organizations in need of marketing. The immersion will supply students with the contexts of other communities, the beginning of relationships of solidarity, and critical tools for self-reflection that can influence their approach to the marketing principles. Students will explore how marketing principles can be applied to support long-term solutions for neighbors in need. Marketing is examined from its role as a central function of business and non-profit organizations, and from its dominant role in a market economy. The course aims to illustrate the intersection of business and community in a new and enlightening.

PHIL 333-01

Philosophy of Art-Beauty; Aesthetics (Sophomores & Juniors)

Myron Jackson

Philosophy of Aesthetics explores art as social and civic engagement, how art shapes activism praxis, and how aesthetics serves community remediation. The course features a short-term weekend immersive learning experience in collaboration with Urban Neighborhood Initiatives of Detroit that empowers the Springwells' neighborhood through intersections of cultural elevation, the betterment of physical infrastructure through reappropriation of land and its use, and youth development through the Southwest Urban Arts Mural Project (SUAMP). The immersion will educate students within the contexts of other communities, lay the beginning of relationships of solidarity, and provide critical tools for self-reflection and action going forward. Students engage principal theories of beauty, contemplation, art and creative intuition and of truth and symbolism in art.

THEO 345

The Challenge of Peace (Juniors & Seniors)

John Sniegocki

The Challenge of Peace provides students with an in-depth exploration of the personal, political, practical, and spiritual aspects of peace. The course features a short-term weekend immersive learning experience component in collaboration with Taproot Sanctuary of Detroit, an intentional community practicing the intersection of spirituality, right relationship with the earth, and social justice. The immersion focuses on racial justice, nonviolence from prevention to response to oppression, a local peace and justice tour, introduction to high and low tech peacebuilding actions, and sharing in practices of neighborhood families. The experience will also incorporate reflection and action in regards to both long-term solutions and meeting immediate needs.

HONR 300 (Interdisciplinary PHIL & BIOL)

Connections: Slow Food (Sophomores & Juniors)

James Wood

Connections: Slow Food educates students about food systems, production, distribution, and food justice from philosophical and biological perspectives. The course features a short-term weekend immersive learning experience component in collaboration with Campus Kitchen, a student powered food justice application at the University of Detroit-Mercy. Students immerse in community determined and driven food initiatives, are educated by residents about food insecurity, learn skills to analyze racial inequity in the food system, and learn about the drive towards local equitable and sustainable food systems by cutting edge organizations in the urban food arena.

Appendix C

Course	Faculty	Community Partner	City	IL Dates	# Enrolled	# Chaperones	Budget			Van Quote
MKTG 300-02 Principles of Marketing	Karen Eutsler	St. Vincent de Paul Ozanam Center for Service Learning	Cincinnati	Oct. 25-17, 2019	10	2	Deposit	\$100.00		
							Per Student	\$100.00	\$1,000.00	
note: offered in spring as well							Per Chaperone	\$30.00	\$60.00	
							Van Rental	\$0.00		
							Fuel	\$0.00		
							Total		\$1,060.00	
PHIL 333-01 Philosophy of Art & Beauty	Myron Jackson	Urban Neighborhood Initiatives	Detroit	Oct. 11-13, 2019	12	2	Deposit	\$1,500.00		
							Per Student	\$250.00	\$2,750.00	
							Per Chaperone	\$250.00	\$500.00	
							Van Rental	\$600.00		\$163.00
							Fuel	\$100.00		
							Total		\$3,950.00	
THEO 345-01 Challenge of Peace	John Sniegocki	Taproot Sanctuary	Detroit	Oct. 18-20, 2019	11	2	Deposit	\$1,500.00		
							Per Student	\$250.00	\$2,750.00	
note: offered in spring							Per Chaperone	\$280.00	\$560.00	
							Van Rental	\$600.00		\$163.00
							Fuel	\$100.00		
							Total		\$4,010.00	
HONR 300-03H Connections: Slow Food	James Wood	Campus Kitchen U of Detroit-Mercy	Detroit	Oct. 3-6, 2019	11	3	Deposit	\$0.00		
							Per Student	\$250.00	\$2,750.00	
							Per Chaperone	\$250.00	\$750.00	
							Accommodations	\$1,050.00		
							Van Rental	\$600.00		\$232.00
							Fuel	\$100.00		
							Total		\$5,250.00	
EDMS 131-01 Professional Education	Justin Frost	Community Matters	Cincinnati	Sept. 6-8, 2019	20	2	Deposit	\$0.00		
							Per Student	\$100.00	\$2,000.00	
							Per Chaperone	\$100.00	\$200.00	
							Coordinating Fee	\$500.00	\$500.00	
							Van Rental	\$0.00		
							Fuel	\$0.00		
							Total		\$2,700.00	\$558.00
					64		Fall Total		\$16,970.00	\$17,528.00
							Cost Per Student		\$274.00	

Appendix D



The Road Through Xavier

IMMERSIVE LEARNING EXPERIENCE

Welcome to the Road Through Xavier Preparation Module for your immersive learning experience!

As you embark on this next step in your Xavier University signature learning, take the time to prepare yourself in order to gain the most from this experience, both academically and personally.



How it works

This preparation consists of three learning modules that should be completed prior to participation in your immersive learning experience. The preparation and immersive learning experience are oriented to the following learning outcomes:

By the end of the immersive learning experience, you will be able to:

1. analyze systemic challenges and the causes of injustices within the context of the immersive experience;
2. articulate an awareness of other perspectives and worldviews through direct contact and interaction with diverse populations;
3. demonstrate the development of intercultural competence through engagement, discernment and reflection;
4. identify personal and societal responsibilities in the promotion of social justice.

You will progress through each module at a pace defined by your instructor or immersive learning facilitator. The preparation is structured with modules that ask you to read and/or view content and then process it, both individually or collectively. The goal is for you to complete the preparation with sufficient knowledge, self-reflection and strategies to apply during your immersive learning experience in order to maximize its impact. Please keep in mind that the success of your learning depends upon your active participation during the preparation, immersive learning and reflection phases of this program.



Preparation for the immersive learning experience

The preparation consists of three modules. These modules address the following topics:

Module 1: Examination of terminology, self-awareness and identity

Module 2: Power and privilege that maintain or reinforce structural frameworks

Module 3: Attitudes and skills that maximize immersive learning

Allow yourself sufficient time to complete all three short modules in a meaningful way.

Post Immersive Learning Reflection

Module 4 guides you through a series of tasks to assist you in reflecting on your immersive learning experience: to make sense of your observations, to ask new questions about social justice issues, to relate what you experienced to what you are studying in class, to form plans of action and to try out your ideas.

Appendix E

Preliminary Results of Pre and Post Assessment Immersive Learning Spring 2019

(N=182 pre-survey respondents; N=102 post-survey respondents)

Survey Question	Pre-Survey		Post-Survey	
	Agree	Strongly Agree	Agree	Strongly Agree
Q 5 - My identity (race, socio-cultural, religion) that I was born with impacts my opportunities in life.	46%	38%	46 %	44%
Q 6 - I recognize privilege in society and every day interactions.	56%	36%	49%	48%
Q 7 - I seek opportunities to interact with people from different backgrounds and perspectives.	54%	34%	53%	39%
Q8 - I take any opportunity to put myself in a place where I can learn about differences and create relationships.	56%	34%	55%	39%
Q9 - I feel comfortable around people with different backgrounds and perspectives.	52%	40%	44%	50%
Q10 - I am aware of my own cultural identity.	54%	33%	56%	34%
Q11 - I am comfortable talking about my cultural identity.	49%	30%	48%	33%
Q12 - I feel comfortable speaking up when I witness cultural injustice.	50%	20%	46%	30%
Q13 - I am aware of my assumptions about people who are different than me.	65%	21%	63%	31%
Q14 - I make a point of participating in opportunities for action against injustice.	53%	22%	57%	28%
Q15 - I have personal responsibility to oppose injustice.	44%	45%	36%	58%

Courses and Programs Participating in IL Pilot:

Curricular

- PSYC 332 Child Psychology
- HOCS 323 Occupational Justice I
- CJ335 Inside Outside Prison Exchange
- EDMS 359/559 Community and Advocacy in Education
- SPAN 331 Latino Voices in the Community
- SPAN 359 Community Engagement in Peru

Co-Curricular

- Conway Spring Break Retreat
- Dorothy Day Immersions
- Alternative Break: Hope Community Center
- Alternative Break: El Salvador
- Community Engaged Fellows

Appendix F

Immersive Learning Attribute

Definition: Immersive learning is an academically based learning opportunity that incorporates an examination of social justice issues while immersing students in a community affected by systemic challenges and injustices. Prompted by observation, direct experience and reflection students consider various worldviews and perspectives different from their own through direct interaction with diverse populations. Immersive learning provides students with both meaningful engagement opportunities in interactive partnership with local, domestic or international communities and academic structures for analysis, reflection on their learning, and application to future action.

Courses offered by Xavier faculty that address the following student learning outcomes can include an “IL” attribute to designate the course as providing an immersive learning experience.

Xavier students who participate in immersive learning will be able to:

1. analyze systemic challenges and the causes of injustices within the context of the immersive experience;
2. articulate an awareness of other perspectives and worldviews through direct contact and interaction with diverse populations;
3. demonstrate the development of intercultural competence through engagement, discernment and reflection;
4. identify personal and societal responsibilities in the promotion of social justice.

Essential pedagogical elements of an immersive learning experience at Xavier are:

1. advanced student preparation;
2. ongoing contextualized learning;
3. integration and interaction within a different culture;
4. structured and guided reflection of the total experience;
5. assessment and report of student learning outcomes.

Suggested Guidelines for Faculty Designing, Developing, and Offering IL Courses

- Student preparation is an important element of the immersive learning experience. This preparation includes the historical, social, cultural, and linguistic contexts of the community with which students will interact. The Eigel Center can supply a general CANVAS module to prepare students for immersive learning.
- The immersive learning experience is most effective when integrated into course content as a critical curricular component.
- Course learning objectives include the four immersive learning outcomes.
- Opportunities for students to engage directly with populations facing systemic challenges and injustices, and learning the impact of such challenges from the perspectives of community members are invaluable components of immersive learning.
- Due to the critical component that immersive learning plays in the course, participation in the immersive learning experience is not an optional part of the course.
- Critical reflection affords students the opportunity to make sense of the cognitive dissonance experienced during the immersive learning experience. Support their growth and transformation by scheduling time before, during, and after the immersive learning experience for reflection in terms of personal insights, community issues, social justice issues and the academic objectives of the course. Challenge students to consider their plans for future actions following their immersive learning experiences.
- Student assessments address all learning outcomes, including those pertaining to the immersive learning experiences. Examples of assessment tools include oral and/or written reflections in the form of journals, written essays and research papers related directly to course content.

Service Learning Attribute

Definition: Service Learning is an academically based instructional strategy, credit bearing or required for a degree, that provides students with both meaningful service opportunities in interactive partnership with the community and academic structures for analysis and reflection on their contributions and learning.” Bringle, R.G. , & Hatcher, J.A.; Implementing Service-Learning in Higher Education.

The AJCU also defines **service learning** as: “An academically based instructional strategy, credit bearing or required for a degree, that provides students with both meaningful service opportunities in interactive partnership with the community and academic structures for analysis and reflection on their contributions and learning.”

Courses offered by Xavier faculty that fulfill the following criteria can include an “SL” attribute to designate the course as providing a community engaged experience and utilizing service learning pedagogy:

1. The course provides structured, academically relevant community-engaged learning experiences that connect student service to the course curriculum;
2. The course curriculum includes clear objectives that relate to the service learning experience;
3. The service learning is based upon mutually beneficial relationships among students, faculty, community members, and/or civic organizations;
4. The service learning experience is developed in partnership with and meets priorities identified by community leadership;
5. The course includes critical reflection of the community-engaged experiences through various assignments in and out of the classroom;
6. The course assessment and grading includes the community-engaged learning.

Suggested Guidelines for Faculty Designing, Developing, and Offering SL Courses

- Students should be prepared by faculty and community partners for the work they will be doing and the context (community, organization, policy, history) in which they will be doing the work.
- Service learning pedagogy should enhance academic learning in the classroom through relevant and meaningful service opportunities outside of the classroom.
- Course learning objectives may also include vocational, social, and civic learning outcomes.
- Student community-engaged experiences can include direct service (mentoring, tutoring, internships, and volunteering) or indirect service (capstone projects, community engaged research,
- Community partners can include nonprofit and civic organizations, governmental entities and agencies, neighborhood associations, community councils, and individuals.
- Student participation in the service learning experience should not be optional.
- Student reflection requires taking time before, during, and after the service experience to think about/write about/process the experience in terms of personal insights, community issues, and the academic objectives of the course.
- Student learning can be assessed through integration of their service experiences into course assignments, projects, and discussions. Examples include oral and/or written reflection (journals, papers, research) related directly to the course.

Appendix G

Immersive and Community Engaged Learning (ICE) Flag Proposal

Overview: One of six “pillars” identified in the Academic Plan (2017-2020), *High-impact learning experiences* encompass several existing practices at Xavier including immersion, service learning, internships, global learning (study abroad), and capstone projects. High-impact learning is an essential component throughout the Signature Experience (now Road Through Xavier) - a four-year plan where all Xavier students are directed toward multiple, year-specific, high-impact learning experiences that engage diverse communities and ideas in a discerning and reflective way (Academic Plan 2.2).

The Academic Planning Task Force identified four specific high-impact learning experiences that should receive priority resourcing, including faculty support for experience development and student support for experience participation. The **ICE Flag** incorporates all four of these practices and adds a suggested fifth, internships, that can fulfill the requirements of the Flag as set forth below.

- a. Immersion experiences (curricular and approved co-curricular);
- b. Study abroad;
- c. Service-learning courses;
- d. Internships (approved by department);
- e. Community engaged research and capstone projects (approved by department).

The following Student Learning Outcomes are required and should be integrated with course outcomes or provided in addition to existing course-specific outcomes:

Students will:

1. articulate an awareness of other perspectives and worldviews through engaged contact and interaction with external communities;
2. identify personal and societal responsibilities in civil society and government;
3. apply external experiences to intellectual, vocational, and/or civic development goals;
4. connect learning experiences to the mission of Xavier University through our core curriculum and the gifts of our Ignatian heritage.

Methodology and Guidance for Faculty

1. The course requires a structured learning experience that engages students in learning outside the classroom, such as in a government, nonprofit, small business, community or professional organization;
2. The course provides structured, academically relevant immersive or community-engaged learning experiences that connect to the course curriculum;
3. The course curriculum includes clear objectives that relate to the learning experience;
4. The learning is based upon mutually beneficial relationships among students, faculty, community members, and/or civic organizations;
5. The experience includes critical reflection of the experiences through various assignments;
6. The course assessment and grading includes the learning experiences.

Preparation: Flagged courses should provide appropriate preparation for the learning experience and community context. Preparation can include the historical, social, cultural, and linguistic contexts of the community with which students will interact. The Eigel Center provides a general CANVAS module to prepare students for engaged and immersive learning experiences.

Assessment: Student immersive and community engaged learning is assessed through integration of student experiences into course assignments, projects, and discussions. Approved courses will also report data on the percentage of students meeting **student learning outcomes** through a shared assessment tool.

Summary of Supportive Points

Academic

- Supportive of all Core Goals and Outcomes but particular emphasis on obtaining objectives under CURA PERSONALIS, SOLIDARITY, AND SERVICE ROOTED IN JUSTICE AND LOVE.
- High-impact learning experiences prioritized in the Academic Plan.
- Research demonstrates key positive relationships between high impact or engaged experiences and measures of student learning and achievement such as self-reported gains, grade point averages, and retention (Kuh, 2008).

Institutional

- Accomplishes goal of Signature Experience Task Force to define key experiences that distinguish Xavier among peer and aspirational schools.
- Included in University Strategic Plans, and synergistic with outcomes in the Diversity and Inclusion strategic plan.
- Community Engaged Learning prioritized in the Xavier Way
- Improves data collection and evaluation of community engaged learning at Xavier to improve quality of experiences offered, identify opportunities for growth, and allocation of resources in support.
- Immersive Learning assessment focus of HLC Assessment Academy Project

Implementation and Support

- Does not add additional credits to the Core.
- Recommend following the Faculty Flag committee model for review and approval.
- Committed administrative support, institutional assessment, and faculty and student development from the Eigel Center. Existing Centers (Bruggeman, CIE, CFJ, CBI) also provide direction and support to immersion, community engaged research, and study abroad options.
- Students can fulfill through five synergistic learning experiences already used broadly by academic departments.
- Fulfilled at any time following the first year (no specific year mandate).

Capacity

Student Participation in Community-Engaged Learning 2017-2018

Immersion (Curricular)	680
Immersion (Co-curricular)	508
Study Abroad	398
Service Learning	1,700
Internships and Practicum	2,187
Total	*5,473

*While each category offers an unduplicated count, there is likely a number of duplicated experiences by individual students.

Appendix H

Screenshot of Road Through Xavier promotion on RTX web portal.

Re: Immersive Learning Web Discussion



Liesland, Robert

Wendt, Nathan

Monday, March 11, 2019 at 2:48 PM

[Show Details](#)

From: "Liesland, Robert" <lieslandr@xavier.edu>

Date: Wednesday, March 6, 2019 at 12:07 PM

To: "Wendt, Nathan" <wendtn@xavier.edu>

Cc: "Owens, Emily" <owense4@xavier.edu>, "Lavelle, Kevin" <lavelle@xavier.edu>, "Barchick, Sarah" <barchicks@xavier.edu>

Subject: Re: Immersive Learning Web Discussion

Great. This has been added to their to-do list AND a promoted item. The copy for the promotion is limited to 240 characters, so I had to do some paring.

-Rob



Immersive Learning Courses

Consider an immersive learning course as you plan for Fall 2019. Immersive learning is an opportunity that incorporates an examination of social justice issues while immersing students in a community affected by systemic challenges.

[VIEW COURSES](#)

or

[NO, THANKS](#)



Appendix I

Proposed Urban Immersion in LPH

What: Two (2) collaboratively designed immersive 2-3 day weekend programs addressing relevant social justice issues leveraging academic insights and community assets.

In collaboration with Community Matters and Education Matters, a non-profit organization in Lower Price Hill, the Eigel Center will develop a pilot program designed for undergraduate students that will provide: critical examination of an issue of justice, an introduction to the population affected, exploration of applied solutions, a prompt for engagement, and collaborative reflection with the community. The experiences will expose students to complex social issues in an experiential, impactful, and transformational way. Social justice issues will include Health Inequality, Environmental Justice, Food Insecurity/Poverty, Race, Affordable Housing, Migrant populations, and Social Entrepreneurship. The experience will also incorporate and honor community resident participation and knowledge sharing.

Community Matters will be offered an honorarium for their initial collaboration and staff and community members who participate in each resulting immersive experience will receive a stipend. In addition, costs associated with meals and lodging will be incorporated into a per participant assessment to be determined by Community Matters. Xavier faculty, staff, and students will administer the programs in collaboration with CM staff and resident stakeholders.

When: The proposed pilot program will be offered once in Fall, 2019, and undergo any necessary revisions prior to offering again in Spring 2020. Each immersion learning program will accommodate up to 15-20 students, include transportation to and from sites, meals, and material costs.

Outcomes: The creation of a new experiential immersive learning program for Xavier undergraduates that benefit community partners and local communities is the overall outcome of the proposal. Through this experience each student participant will be offered multiple perspectives on the issue in focus and at the conclusion will view the community as teacher with a valuable voice and expertise that complements their Xavier education. Specific student learning outcomes are as follows:

Students will be able to:

1. analyze systemic challenges and the causes of injustices within the context of the immersive experience;
2. articulate an awareness of other perspectives and worldviews through direct contact and interaction with diverse populations;
3. demonstrate the development of intercultural competence through engagement, discernment and reflection;
4. identify personal and societal responsibilities in the promotion of social justice.