I would like to model our pages similar to the Valdosta page: <https://qep.valdosta.edu/>

EXACT Plan HOME PAGE on ggc.edu (should be able to get to it through QEP, EXACT, Experiential Learning or Critical Thinking)

The **EXACT** (**EX**periential learning **A**nd **C**ritical **T**hinking) **Plan** is Georgia Gwinnett College’s (GGC) institution-wide 2024-2029 Quality Enhancement Plan (QEP) (link to pdf of QEP submitted to SACS COC) to assure campuswide access to experiential learning, while incorporating foundational critical thinking skillsets across the curriculum.

**We would like to embed a video & PPT file about the EXACT Plan here (video developed in Kaltura & is currently located within the MyCourses EXACT shell)**

The **EXACT Plan** will enable faculty to develop course-wide experiential learning activities in all course sections that facilitate specific critical thinking skillsets denoted as EXACT courses in banner. The experiential learning activities and corresponding critical thinking skillsets will have been vetted by an independent faculty committee. All section faculty will be trained by course coordinators to implement the experiential learning activities and corresponding critical thinking skillset reflection assignments in their sections of a course. For more information regarding faculty opportunities, click on the Faculty Toolbox (link to Faculty Toolbox page)

Students who successfully complete the EXACT Plan ePortfolio will be known as EXACT Scholars. For more information regarding the EXACT Scholars program, click on the Student Toolbox (link to Student Toolbox page)

**WHAT IS EXPERIENTIAL LEARNING?**

Experiential Learning involves activities that apply knowledge and skills learned in courses to hands-on real-world experiences. Experiential learning experiences represent opportunities that employers say give job applicants a career advantage (<https://www.aacu.org/liberaleducation/articles/how-college-contributes-to-workforce-success>). A critical element in experiential learning is the use of reflection. Dewey believed that “we don’t learn from the hands-on experience, but rather on reflecting on what was learned through the hands-on experience.” (Dewey, 1938).

**The EXACT Plan operational definition of experiential learning is the active application of knowledge, skills, practices, or theories in simulated or real-world contexts and events, followed by focused reflection on the knowledge gained through the activity where the knowledge, skills, practices, or theories were applied utilizing Kolb’s Experiential Learning Cycle (Kolb, 1984).**

**Kolb (1984) Experiential Learning Cycle**

**WHAT IS CRITICAL THINKING?**

“Critical thinking” is often identified as an essential skill or the result of a set of cognitive behaviors. It is consistently identified as among the most important life and career-effectiveness skills students can develop in college ([Association of American Colleges and Universities, 2021](file:///C:\Users\kperellg\Downloads\RRDocuments\AACUEmployerReport2021.pdf)). Although there is broad-ranging agreement on the value of “thinking critically,” historically there has been less agreement on what it is, how it works, or what shows it. Historically, efforts to define critical thinking took a substantive step forward with the landmark publication in 1990 of the Delphi Report [(Facione, 1990)](file:///C:\Users\kperellg\Downloads\RRDocuments\Facione1990DelphiReport.pdf), which defined critical thinking as “purposeful, self-regulatory judgment” resulting in demonstrated capability in two categories of cognition where judgment is expressed: *interpretation*, analysis, evaluation, and inference; and *explanation* of evidential, conceptual, methodological, criteriological, or contextual considerations upon which judgment is based.

**The EXACT Plan defines critical thinking as the accumulated ability to think about or through situations, information, and problems, by way of capability in one or more subskills of critical thinking, as follows:**

* **Effectively communicate** the knowledge, skills, and concepts necessary to engage some situation;
* **Evaluate and interpret information** necessary to engage a situation where knowledge, skills or concepts are applied or used;
* **Solve problems** that emerge in the process of applying or using knowledge, skills and concepts to engage some situation; and
* **Analyze alternative conditions** of some situationwhere knowledge, skills and concepts are being applied, or of the assumptions about how knowledge, skills and concepts are supposed to be applied.

The **EXACT Plan** provides students with experiential learning opportunities to reinforce critical thinking skillsets, specifically tying critical thinking skillsets to the stages of the experiential learning cycle (Kolb 1984):

* reflection of the knowledge created through the concrete experiences represents effective communication,
* development of further analysis through the formation of abstract generalizations from the knowledge created through the concrete experiences represents evaluation and interpretation of information & problem solving, and
* active experimentation of designing new activities to test new hypotheses or questions represents the identification of alternative interpretations for data or observations.

**REFERENCES**

LEARN MORE ABOUT EXPERIENTIAL LEARNING (Link to new page – EXPERIENTIAL LEARNING PAGE)

LEARN MORE ABOUT THE EXACT SCHOLARS PROGRAM (Link to new page – STUDENT TOOLBOX PAGE)

EXPERIENTIAL LEARNING PAGE

**WHAT IS EXPERIENTIAL LEARNING?**

Kolb describes experiential learning as “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combinations of grasping and transforming the experience.” (Kolb, 1984)

Traditionally, experiential learning activities (e.g. internships, undergraduate research, creative activities and performances) occur later in a student’s academic career and typically outside the classroom. At GGC, however, we want students to experience experiential learning activities at every level of the academic journey both inside and outside the classroom to practice the critical thinking skillsets consistently identified as among the most important life and career-effectiveness skills ([Association of American Colleges and Universities, 2021](file:///C:\Users\kperellg\Downloads\RRDocuments\AACUEmployerReport2021.pdf)). As such, the EXACT plan faculty develop experiential learning activities that facilitate critical thinking skillsets in courses starting with core impact classes through to senior level capstone classes in a scaffolding approach (see EXACT course development).

**EXACT COURSE DEVELOPMENT**

Implementation of the **EXACT Plan** in classrooms will take the form of training course coordinators (faculty) how to develop experiential learning activities and corresponding critical thinking skillset reflection assignments into their courses based on a scaffolding approach to courses across the curriculum. The table below represents exemplar activities and time/effort associated with the activities at each academic level. Activities done in 1000 level courses will not have the same amount of weight, address the same number of critical thinking skillsets, or be evaluated at the same Bloom’s taxonomy level as those activities done in 4000 level courses.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1000 level courses | 2000 level courses | 3000 level courses | 4000 level courses |
| Exemplar experiential learning activities | Laboratory assignments**,** role playing, field trips, volunteer experiences | Advanced laboratory assignments, professional shadowing, community mentorship, classroom simulations | Field practicums, service learning, peer tutoring | Field practicums, service learning, peer tutoring, peer mentoring, independent research, internships |
| Time associated with experiential learning activities within course schedule | 1-2 class periods | 2-4 class periods | 6-14 class periods | 14-24 class periods |
| Percentage of overall grade for the experiential learning activities | <5% | 5-15% | 15-25% | 25-50% |
| Number of Critical Thinking skillsets addressed by experiential learning activities | 1 | 2 | 3 | 4 |
| Reflection assignment expectation on 21st Bloom’s Taxonomy (Zapalska et al. 2018) | UNDERSTAND | APPLY | ANALYZE | EVALUATE |

**CURRENT EXACT COURSES**

**Courses are going to be added here each year**

Under the course will be a list of the activities & associated critical thinking skillsets. I am thinking that there would be a table

|  |  |  |  |
| --- | --- | --- | --- |
| COURSE | EXPERIENTIAL LEARNING ACTIVITY | ASSOCIATED CRITICAL THINKING SKILLSET | Course Coordinators |
| ITEC 1001 | EXACT Scholars ePortfolio | Evaluating & Interpreting Information | David Kerven  Cindy Robertson |
|  |  |  |  |
| HIST 1112 | Primary Source Activity | Evaluating & Interpreting Information | Patrick Ludolph  Ihor Pidhainey |
|  | Library Visit Activity | Evaluating & Interpreting Information |  |
|  | Virtual Archive Activity | Communicating Effectively |  |
|  | Museum Visit Activity | Communicating Effectively |  |
|  | Reacting to the Past | Analyzing Alternative Assumptions |  |

**IMPORTANCE OF REFLECTION IN EXPERIENTIAL LEARNING**

**We would like to embed a video & PPT file about the importance of reflection here (still in development)**

[Petkus (2000)](file:///C:\Users\kperellg\Downloads\RRDocuments\Petkus2000.pdf) suggested that reflection is utilized to link the concrete experience with the abstract conceptualization in the Kolb experiential learning theory and thus, facilitates students’ articulation of the new knowledge that they created from their experiential learning activities enabling students to make meaning of the experiences. Reflection encourages students to examine their experiences, thoughts, and actions, leading to a deeper comprehension of concepts beyond mere memorization. This process allows learners to uncover insights and connects that promote enhanced understanding and critical thinking skillsets (Schon 1984).

The EXACT Plan uses the DEAL (Describe, Examine, Articulate Learning) model of reflection (Ash & Clayton, [2004](file:///C:\Users\kperellg\Downloads\RRDocuments\Ash&Clayton2004.pdf), [2009](file:///C:\Users\kperellg\Downloads\RRDocuments\Ash&Clayton2009.pdf)) focusing on how the newly acquired knowledge from the experiential learning activities can be applied to real-life situations. For example, students are asked to 1) describe the activity (Describe), 2) explain what they needed from the course to accomplish the activity (Examine), and 3) articulate how what they learned from the activity can be used in the future (either in their courses or in their careers) (Articulate Learning).

DEAL Method of Reflection ([Manokore 2021](file:///C:\Users\kperellg\Downloads\RRDocuments\Manokore&McRae2021.pdf), adapted from [Ash & Clayton, 2004](file:///C:\Users\kperellg\Downloads\RRDocuments\Ash&Clayton2004.pdf))

**A screenshot of a black and white screen

Description automatically generated**

**HOW EXPERIENTIAL LEARNING ACTIVITIES FACILITATE CRITICAL THINKING**

Critical thinking skills are at the forefront of learning. Critical thinking skills require purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based (Delphi report). Kolb’s Experiential Learning Cycle (Kolb 1984) utilizes these critical thinking skills as students engage in a concrete experience, reflect on that experience, conceptualize the knowledge previously known and learned from the experience into new knowledge that can be applied to new experiences, yet does not measure critical thinking competencies specifically.

The literature ([DeSimone & Buzza, 2013](file:///C:\Users\kperellg\Downloads\RRDocuments\DeSimone&Buzza2013.pdf); [Hamilton & Klebba, 2011](file:///C:\Users\kperellg\Downloads\RRDocuments\Hamilton&Klebba2011.pdf); [Dimmitt, 2017](file:///C:\Users\kperellg\Downloads\RRDocuments\Dimmitt2017.pdf)) suggests that experiential learning can improve critical thinking skills. These articles, however, utilize qualitative observations to discuss critical thinking skills improvement. A few studies ([Cheng et al, 2020](file:///C:\Users\kperellg\Downloads\RRDocuments\Chengetal2020.pdf); [Urquidi-Martin et al., 2019](file:///C:\Users\kperellg\Downloads\RRDocuments\Urquidi-Martinetal2019.pdf)) have demonstrated improvement in critical thinking skill disposition using validated measures but have not looked at cognitive skill changes. For example, [Cheng et al. (2020)](file:///C:\Users\kperellg\Downloads\RRDocuments\Chengetal2020.pdf) demonstrated that an experiential learning program provided to first-year nursing students improved scores on the Taiwan Critical Thinking Disposition Inventory (TCTDI) which was used to measure the students’ perception of critical thinking. [Urquidi-Martin et al. (2019)](file:///C:\Users\kperellg\Downloads\RRDocuments\Urquidi-Martinetal2019.pdf) observed improvements in critical thinking scores using the Critical Thinking Disposition Scale ([Sosu, 2013](file:///C:\Users\kperellg\Downloads\RRDocuments\Sosu2013.pdf)) when renewable resource management-based simulations were used. In these studies, Kolb’s Experiential Learning Cycle was used to improve critical thinking. By providing a “real” and interactive learning environment, students reflected on the knowledge obtained through the experience which then provided the opportunity to conceptualize the information to be utilized when faced with new experiences. The **EXACT Plan** seeks to apply Kolb’s Experiential Learning Cycle on a widespread scale to determine its effectiveness on critical thinking skills through the validated instrument of the CAT a validated instrument of universal critical thinking. CAIL defines critical thinking as the analytical, interpretive, and creative thinking competencies identified across academic disciplines as crucial for skills development in evaluating information, problem solving, and communication ([Center for Assessment and Improvement of Learning, 2017](file:///C:\Users\kperellg\Downloads\RRDocuments\Center%20for%20Assessment%20&%20Improvement%20of%20Learning%202017.pdf)). The CAT is a validated instrument for assessing critical thinking across disciplines ([Center for Assessment and Improvement of Learning, 2016](file:///C:\Users\kperellg\Downloads\RRDocuments\CAIL2016AbouttheCAT.pdf)). Unlike many other critical thinking instruments, the CAT relies entirely upon a set of free response questions rather than Likert scale surveys, which is considered an improvement over other tests ([Ku 2009](file:///C:\Users\kperellg\Downloads\RRDocuments\Ku%202009.pdf); [Haynes et al. 2015](file:///C:\Users\kperellg\Downloads\RRDocuments\Haynes%20et%20al%202015.pdf)). The CAT has been used in numerous studies to assess development gains in critical thinking in several multi-institution, course-, or class-based intervention experiments ([Cargas et.al. 2017](file:///C:\Users\kperellg\Downloads\RRDocuments\Cargas%20et%20al%202017.pdf); [Grant and Smith 2018](file:///C:\Users\kperellg\Downloads\RRDocuments\Grant%20and%20Smith%202018.pdf); [Styers et. al. 2018](file:///C:\Users\kperellg\Downloads\RRDocuments\Styers%20et%20al%202018.pdf); [Lilly et. al. 2022](file:///C:\Users\kperellg\Downloads\RRDocuments\Lillyetal2022.pdf)). Use of the CAT as an assessment tool will enable the **EXACT Plan** to determine the effectiveness of the experiential learning interventions in four key critical thinking skillsets: evaluation & interpretation of information, problem solving, effective communication and analysis of alternative assumptions and conditions of experiential learning experiences.

These critical thinking skillsets represent skills that employers value and the experiential learning experiences represent opportunities that employers say give job applicants a career advantage.

**Visual representation of AACU “How College Contributes to Workforce Success: Employer Views on What Matters Most”**

A diagram of a job

Description automatically generated

**REFERENCES**

EXACT PLAN STUDENT TOOLBOX PAGE

HOW CAN STUDENTS PARTICIPATE IN THE EXACT PLAN

* The first opportunity for students to participate in the EXACT Plan is to seek out courses that are approved as EXACT Courses (link to CURRENT EXACT COURSES on the EXPERIENTIAL LEARNING PAGE). These courses will be listed here as well as listed in Banner as EXACT courses (may change code).
* Another opportunity for students is to participate on the EXACT Plan Advisory Board. There is one student representative per school. Contact the SGA President at XXXXX (link to SGA President) for more information.
* Additionally, Student Affairs (link to Student Affairs) offers several service learning opportunities which also represent experiential learning opportunities which are outside the traditional classroom.
* Lastly, students can apply to be denoted as EXACT Scholars (see below). This is a student recognition program to celebrate students’ initiative to apply experiential learning knowledge to critical thinking skillsets furthering their own development of new knowledge for themselves and demonstrating to future employers that they have critical skills necessary to meet the challenges of 21th century employment.

To find out more about what previous students have thought about the EXACT Plan, please visit the Recent Stories from Faculty & Students Page (link to Recent Stories from Faculty & Students Page)

WHAT IS THE EXACT SCHOLARS PROGRAM

**We would like to embed a video & PPT file about the EXACT Scholars Program here (video developed in Kaltura & is currently located within the MyCourses EXACT shell)**

The EXACT Scholas Program is a recognition program for students who complete a prescribed number of experiential learning activities and reflections, specifically demonstrating how these activities facilitated the improvement of critical thinking skillsets.  This recognition program includes yearly recognition and transcripts/graduation notation.  The Table below represents minimum standards for recognition per specific level.  Students can participate during an individual academic year or at the **EXACT** Scholars level representing the entirety of their academic performance.

**PERKS OF BEING AN EXACT SCHOLAR**: NOT CURRENT CONTENT (will need to add later): Once we have approval, we will discuss perks of being an EXACT Scholar

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Participant** | **Junior** | **Senior** |
| Credits Required | 15-60 credits | 61-90 credits | 91+ credits |
| Mastering Career Readiness Modules | Module 1 (Explore)  Module 2 (Prepare) | Module 3 (Apply)  Module 4 (Connect) | Module 5 (Achieve) |
| EXACT Courses | 1000 level  2000 level | 2 courses from the 3000 level | 2 courses from 3000 or 4000 level |
| Reflection Essay Question | How will the experiential learning activities and corresponding critical thinking skillsets assist you in the next 2 years of your academic career?” | How will the experiential learning activities and corresponding critical thinking skillsets assist you toward graduation?” | How will the experiential learning activities and corresponding critical thinking skillsets assist you toward your career goals?” |
| Reflection Essay Proficiency Level | Developing proficiency in most areas (3/5) | Developing proficiency in all areas (5/5) | Proficient in all areas (5/5) |

HOW TO APPLY FOR THE EXACT SCHOLARS PROGRAM

If you take ITEC 1001 starting in FA24, you most likely will have begun the EXACT Scholars Program ePortfolio within the course.

If not, please view the video on instructions on how to initiate the EXACT Scholars Program ePortfolio.

**We would like to embed a video & PPT file describing the instructions to initiate the EXACT Scholars Program ePortfolio (still in development)**

The Mastering Career Readiness Modules are located in MyCourses (link to Mastering Career Readiness Modules). Any questions regarding these modules can be directed to Career Services (link to Career Services).

Once you have completed the requirements for each level of the EXACT Scholars Program, please click here to access the EXACT Scholars Program Application

**The link to the EXACT Scholars Program Application needs to be behind GGC login as it will request 900# & FERPA protected information.**

EXACT SCHOLARS PROGRAM APPLICATION

This will need to be a fillable PDF to be submitted to the QEP office or some other way to fill out & send to the QEP office.

STUDENT NAME:

STUDENT 900#

STUDENT PHONE NUMBER

STUDENT EMAIL

EXACT SCHOLARS PROGRAM LEVEL APPLYING FOR (need to be able to click on which level):

Participant

Junior

Senior

Number of academic credits completed

SL&L ePortfolio link

Do you provide permission to have your name listed on the public website as an EXACT Scholar (need to be able to click on which answer)

YES

NO

EXACT PLAN FACULTY TOOLBOX PAGE

Ways to get involved with the EXACT plan

Faculty have multiple avenues to get involved in the EXACT Plan.

* Section Faculty: Section Faculty are faculty teaching an EXACT course section. These individuals implement the experiential learning activities and associated critical thinking skillset reflections that have been developed by the EXACT Course Coordinators. These faculty can also participate in a community of practice at the course and/or school level. Additionally, these faculty can work together to develop a Lessons Learned paper for the EXACT Course. This paper will be peer reviewed and published in the EXACT Library (link to EXACT Library page).
* Course Coordinators: These individuals participate in EXACT Plan training during the Spring and Summer prior to implementing the EXACT Courses for the first time. During the Summer training, these individuals will develop the experiential learning activities and associated critical thinking skillset reflections that will be used in the EXACT Course during the following Fall semester (see Course Coordinator Training curriculum here – link to page regarding Course Coordinator Training & PPT files). These faculty are responsible for implementing a community of practice at the course level and coordinating the effort to write a Lessons Learned paper for the course. These individuals are also responsible for training Section Faculty and collecting assessment data for annual reports.
* Faculty Fellows: There is one Faculty Fellow per school. Fellows coach **EXACT** course coordinators through the **EXACT** Course Summer training and throughout the academic year and to assist the **EXACT** course coordinators with **EXACT** course responsibilities and community of practice facilitation. These faculty will write the annual reports for their school’s participation in the EXACT Plan.
* Assessment Team: These faculty are responsible for ensuring that course submissions mean the EXACT Course standards yearly and assess critical thinking skillset reflection artifacts each semester.
* EVERYONE: Any faculty wishing to participate can contact Dr. Karen Perell-Gerson, QEP Director at [kperellg@ggc.edu](mailto:kperellg@ggc.edu) to discuss additional ways to get involved.

For those interested in proposing EXACT courses, please see the policies and application for proposing an EXACT course (link to EXACT course proposal page)

A list of current EXACT Team members is listed on the EXACT Team Page (link to the EXACT team page). To apply for vacant positions, please click here for policies and procedures for applying for EXACT team positions (link to this pdf file and/or page – still under development)

A list of current EXACT courses and the activities utilized are listed here (link to current EXACT courses).

For those interested in publishing within the EXACT Library, please see the EXACT Library page (link to EXACT library).

EXACT Library

This page will need some information about the EXACT library and will have links to instructors for authors (pdf file) or within this page describing the types of papers desired and how to write them. It will have a link to the Library Services location of the EXACT library holdings.

POLICIES FOR PROPOSING EXACT COURSES

Still under development but will have some information on this page & a fillable PDF to be submitted to the QEP office.

Course Coordinator Training curriculum

Need some information regarding the structure of the training & links to PPT files

This page will also have policies related to submitting EXACT course materials following the summer training

There will be links to seminal papers related to the EXACT Plan & utilized in the summer training.

EXACT PLAN GOALS & RESULTS PAGE

GOALS

Aligned with GGC’s mission to provide access to impactful learning that prepares students for successful post-baccalaureate careers and futures, the **EXACT Plan** defines two organizational objectives and two learning outcomes to ground its vision, guide its implementation, and structure the assessment of its effectiveness and success.

Project Objectives (PO): As a campuswide initiative, the **EXACT Plan**

* PO1: Expands access to experiential learning throughout the curriculum.
* PO2: Develops faculty capability to teach critical thinking.

Student Learning Outcomes (SLO): Through the **EXACT Plan**, students will

* SLO1: Integrate knowledge across different learning experiences by using procedural and conceptual skills.
* SLO2: Develop critical thinking in one or more skillset areas of interpreting and evaluating information, solving problems, communicating effectively, and analyzing alternative assumptions and conditions of experiential learning experiences.

Assessments

Each Program Objective and Student Learning Outcome will be assessed through various direct and indirect measures.

1. PO1: Expands access to experiential learning throughout the curriculum
   1. Direct Measures
      1. Number of EXACT courses in the curriculum
      2. Number of students in EXACT courses
      3. Number of EXACT Scholar applicants and awardees
   2. Indirect Measures
      1. Student responses to EXACT Perceptions survey
      2. NSSE Responses to HIP and Academic Challenge Prompts
      3. Comparative retention rate
2. PO2: Develops faculty capability to teach critical thinking
   1. Direct Measures
      1. Quality assessment of certified EXACT Learning objects/activities
      2. Publication of certified learning activity artifacts in EXACT library
      3. Faculty participants in summer EXACT course certification training
      4. Number of sections taught by faculty practitioners
   2. Indirect Measures
      1. Number of departments integrating EXACT certified courses into their curriculum
      2. Number of schools integrating EXACT certified courses into their curriculum
      3. Number of faculty professional development communities coordinated through the EXACT office
      4. Faculty responses to EXACT perceptions survey
3. SLO1: Integrate knowledge across different learning experiences by using procedural and conceptual skills
   1. Direct Measures
      1. QEP artifact assessment of student reflections on EXACT-certified course curricula
      2. QEP EXACT Scholars ePortfolio assessment
      3. NSSE Responses to experiences with faculty, HIP, and campus environments prompts
4. SLO2: Develop critical thinking in one or more skillset areas of interpreting and evaluating information, solving problems, communicating effectively, and analyzing alternative assumptions and conditions of experiential learning experiences
   1. Direct Measures
      1. CAT aggregate score
      2. CAT Subskills scores in interpreting and evaluating information, solving problems, communicating effectively, and analyzing alternative assumptions and conditions
      3. QEP artifact assessment of student reflections on EXACT-certified course curricula
   2. Indirect Measures
      1. NSSE Responses to HIP and Academic Challenge Prompts

NEWSLETTERS

Newsletters will be shortened versions of the annual reports and will be “published” each August to describe what happened in the previous year. There will be links to the PDF files

ANNUAL REPORTS

Full annual reports will be “published” each August to describe what happened in the previous year. There will be links to the PDF files

EXACT PLAN TEAM PAGE

Still under development (will provide bio shortly for those who are already part of the team). Not sure if will list all course coordinators here or not so the list may grow

* EXACT Plan Director: Dr. Karen Perell-Gerson
* EXACT Plan Administrative Assistant: Ms. Brianna Wilson
* EXACT Plan ePortfolio Faculty Fellow: Dr. Rebecca Cooper
* EXACT Plan SST Faculty Fellow: Dr. Kristie Walsdorf
* EXACT Plan SLA Faculty Fellow: Dr. Kathryn Deeley
* EXACT Plan SBA Faculty Fellow: announced Feb 2025
* EXACT Plan SOE Faculty Fellow: announced Feb 2025
* EXACT Plan SHS Faculty Fellow: announced Feb 2026
* EXACT Plan Senior Faculty Fellow: announced Feb 2026
* EXACT Plan Statistician: Dr. Holly Clark
* EXACT Plan Assessment Team:
  1. Jennell Talley
  2. Sherly Abraham
  3. Qing Shao
  4. Benjamin O’Dell
  5. David Dorrell
  6. Patrice Morris
  7. Announced Feb 2025
  8. Announced Feb 2025
  9. Announced Feb 2025
  10. Announced Feb 2025
  11. Announced Feb 2025
  12. Announced Feb 2025
  13. Announced Feb 2025
  14. Announced Feb 2025
  15. Announced Feb 2025
* EXACT Plan Advisory Board
  1. JP Peters
  2. LaKeidra Hill
  3. Ben Culberson
  4. Jose Martinez
  5. Kristie Walsdorf
  6. Kathryn Deeley
  7. Tracey Schaller
  8. Kinga Varga-Dobai
  9. Nina Cleveland
  10. Tom Lilly
  11. Helen McDaniel
  12. Roslyn Brown
  13. Karen Jackson
  14. Rebecca Cooper
  15. Loudes Basista
  16. Matthew May
  17. Bianca Singleton
  18. Richard Campbell
  19. Tracy Burge
  20. Jillian Coutler
  21. Funwi Ayuninjam
  22. Staci Bisschop

RECENT STORIES FROM FACULTY & STUDENTS PAGE

Still under development

Proposed content:

Wall of fame – list of EXACT Scholars

Participant level

Junior level

Senior level

Quotes from students/faculty who have participated in the EXACT Plan courses

FAQ PAGE

Still under development