EAB

Designing Experiential Learning for Student Success

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Academic Affairs Forum

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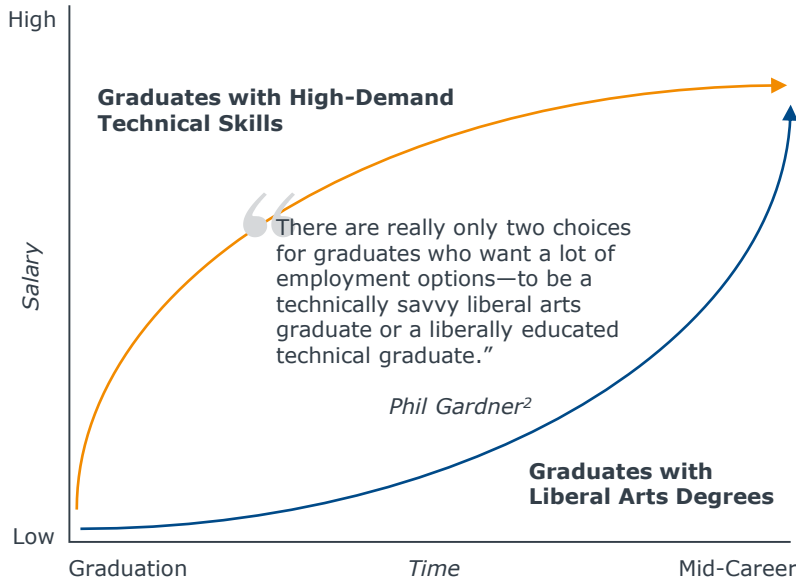# Designing Experiential Learning for Student Success

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Academic Affairs Forum

Technically Savvy, or Broadly Educated?

Two Worrisome Trajectories Facing Underprepared Graduates

High

Graduates with High-Demand Technical Skills

Salary

"There are really only two choices for graduates who want a lot of employment options—to be a technically savvy liberal arts graduate or a liberally educated technical graduate."

Phil Gardner[2]

Graduates with Liberal Arts Degrees

Low

Graduation — *Time* — Mid-Career

92% Of executives[1] say "soft" skills as important or more important than technical skills

89% Of executives struggle to find candidates with appropriate soft skills

"Among graduates with a baccalaureate degree only, those with humanities and social sciences degrees consistently earn less than anyone else, peaking at about $58,000 a year."

1) According to a survey of 900 executives: Kate Davidson, "Employers Find 'Soft Skills' Like Critical Thinking in Short Supply," *Wall Street Journal*, 2016.
2) Director, Michigan State University Collegiate Employment Research Institute.

Source: AAC&U, "Liberal Arts Degrees and Their Value in the Employment Market," http://www.aacu.org/nchems-report; Scott Jaschik, "The Liberal Arts and Careers," *Inside Higher Ed*, 2012; EAB interviews and analysis.

Success Beyond Salary

Emphasizing Alignment, Engagement, and Advancement in Outcomes

Financial Success

Alignment

*Match between role and **skills, interests, goals***

Career Success

*Personal **fulfillment** in day-to-day responsibilities*

Engagement

Advancement

*Potential for career **growth** and success in supervisory roles*

The Six Drivers of Engagement

1   **Mentor who encouraged them to pursue their goals and dreams**

4   **Worked on a long-term project**

2   **Professor that excited them about learning**

5   **Extremely involved in extra-curricular activities**

3   **Professors who cared about them as a person**

6   **Jobs or internships where they applied what they were learning**

Beyond Salary

How Many Graduates Are Engaged in Their Work?

Students who reported having an internship or job that allowed them to apply what they were learning in the classroom during college were **two times more likely to be engaged at work**, but only 29% of students had that experience.

Of the six high-impact experiences identified as contributing to work engagement, **25% of graduates participated in zero, and only 3% participated in all six**.

1   **Building an Experiential Portfolio to Meet Student Need**

2   Facilitating High-Impact Reflection

3   Supporting Self-Direction in Experiential Learning

4   Overview of Additional Resources

A Means to an End

Abundant Challenges to Engaging All Students in Experiential Learning

Insufficient Local Capacity

Few Community Partners in Immediate Area

- Economics major wants to work in finance but her institution is located in a rural area with few potential finance partners

Resource Constraints

Students Lack Time and/or Funds to Take Part

- Sophomore with full course load cannot leave campus to work at a part-time, unpaid internship

Risk Aversion

Entrepreneurship Requires Significant Personal Investment

- Potential Mark Zuckerberg has a brilliant start-up idea but too much existing debt to finance a new business

Lack of Network

URM and First-Gen Students Have Fewer Industry Contacts

- First-generation student wants an internship in sports medicine but has no existing personal connections to the field

Reputational Risk

Experience Necessary to Represent the University Well

- Junior unprepared to work in an office environment could risk new relationship with a local employer

Assigning Signal Value

Encourage Faculty Participation Through Recognition and Ongoing Support

University of Alabama – Birmingham Faculty Fellowship

Faculty Apply
- Scoring process promotes multidisciplinarity
- Faculty asked to recommend colleagues new to service learning

Trained and Mentored
- Discussion seminar once a month for a year
- Each faculty member meets with mentor throughout program

Become a Mentor
- Faculty participants present to home departments
- Some return as panelists or mentors

Accepted, Given Grant
- Can use grant for teaching and research materials, travel, support staff

Teach
- Teach newly developed or revised course

10-12
Faculty accepted each year

$1,500
Grant awarded to each participant

70
High-demand courses developed or redesigned

Matching Faculty to Community Partners

Dedicated Administrative Staff Streamline Partnership Building

Barriers to Partnership

Faculty Member

"Where would I even start to look for a community partner?"

Community Partner

"I used to host lots of students, but my contact at the university left years ago."

Center for Ethics and Social Responsibility

THE UNIVERSITY OF
ALABAMA®

- 5-6 staff members oversee database that enables communication between stakeholders (students, faculty, partners, staff)
- Use database to match faculty with community partners
- Help faculty find funding sources

University Sees Gains in Community Partners

Number of Partnerships

350

183

2011-2012   2014-2015

170

Participating faculty members in 2014-2015

Easing the Logistical Burden

York University's Experiential Education Toolbox

Experiential Education Toolbox

Experiential Education (EE) is a pedagogical approach that affords students the opportunity to apply theory to a concrete experience in a manner that advances the learning objectives of a course or program.

✏ Course Focused Experiential Education

Reflective Learning Activities

Students apply theory and course content to concrete experiences that encourage reflection and conceptualization.

⊕ Learn More
⊕ Logistics

⊘ Community Focused Experiential Education

Community Based Learning (CBL)

Community partners are invited into the classroom to present pre-defined problems, questions or issues to be explored and analyzed.

⊕ Learn More
⊕ Logistics

Community Based Research (CBR)

Students work on a research project that has been developed through collaboration between a community partner and a researcher.

⊕ Learn More
⊕ Logistics

A Comprehensive Resource

Covers every supported experiential learning activity

- Reflective Learning
- Community-Based Learning
- Community-Based Research
- Community Service Learning
- Student Work
- Internships
- Co-Ops

Clarifying Logistical Requirements

Each activity includes links to forms, rules, and information to reduce faculty legwork

Source: York University, "Experiential Education," http://teachingcommons.yorku.ca/resources-2/experiential-education; EAB interviews and analysis.

Help Me Help You

Full-Fledged Internships Often Prohibitively Difficult to Scale

Local Employers

✔ In need of entry-level services

✖ No teaching capacity

The University

✖ In need of real-world projects for students

✔ Plenty of teaching capacity

NACE Position Statement: U.S. Internships

- The internship experience is for the benefit of the student
- The employer provides the training and **derives no immediate advantage from the activities of the intern**
- There is supervision by a professional with expertise and educational and/or professional background in the field of the experience

Lowering the Lift for External Partners

Augustana College's EDGE Center

Augustana College

A private not-for-profit institution of ≈2,500 students; located in Rock Island, IL

Program Beginnings

A student group begins to provide web design services to the community; the career center adopts the program and locates additional support through small grants

Student Type

Students from any major may join the program regardless of prior skill set; previous presidents have been biology and philosophy majors

The EDGE Center

220

Local employers using EDGE services

Offer web-design, e-commerce, public relations, and creative services

Clients pay a small fee that supports program overhead

All skills necessary for client projects (e.g., web development, Photoshop, coding) are taught by faculty experts

Impact Highlights

"Our goal is to turn as many students as possible into 'dual threats'—employees who can work on both the design and coding aspects of web development."

All students develop a portfolio of their web and graphic design projects

Sample Clients

HIGH ARCTIC INSTITUTE

Barley & Rye BISTRO

Bethany for Children & Families

Savanna ILLINOIS

Meeting Them Where You Are

U of Cincinnati Rents Campus Office Space to Partner Organization

◀——— 15 miles ———▶

University of Cincinnati

✖ Demand for internships is greater than supply

✖ Students cannot access internships due to full course schedule

✖ Students lack mode of transport to downtown businesses

Cincinnati Insurance

✖ Demand for local UC students as part-time workers

✖ Seeking pipeline for better trained entry-level, full-time staff

Cincinnati Insurance Rents Space On-Campus to Access Students

- On-campus space allows students to work flexible, drop-in hours
- Students receive full-time training over the summer and work 20 hours per week during the school year
- Cincinnati Insurance hired 6 of their first 20 interns post-graduation

Enriching Part-Time Work

Turning Jobs of Necessity into Valuable Opportunities

Ryerson University

Establish Division-Wide Learning Outcomes

To improve productivity and engagement, determine list of nine skills all student jobs should teach

Pilot Supervisors Submit Job Descriptions

Supervisors in pilot offices send job descriptions to a dedicated career services staff member

Job Duties Reviewed Against Outcomes

Staff member ensures all nine skills are represented or suggests additional responsibilities

Division-Wide Expansion

Gradually expand the program to include all student on-campus jobs

Setting the Tone for Learning

"This whole system is designed to help students understand that their on-campus job—even with occasional mundanity—is actually directly related to their employability after graduation. The learning domains, and this exercise, help students practice articulating their skills to prospective employers."

John Austin, Executive Director of Student Affairs
Ryerson University

The University as Employer

Western Oregon University (WOU) Community Internship Program

Typical Internship Components Also Exist on Campus

- Position within a functioning business
- Reporting line to a professional with expertise in the field
- Assignments target field-specific learning outcomes
- Skills developed are transferable to other organizations or companies
- Access to resources and facilities necessary for learning outcomes

Department Provides Interns, Career Development Provides the Funds

32

Number of internships developed on campus

$1,000

Interns are paid $10/hour, 10 hours/ week for 10 weeks

WOU Registrar Data Analyst Internship Proposal

Western Oregon UNIVERSITY

Purpose of the Internship: To support the function of the Office of the Registrar in the area of catalog curriculum.

Learning Objectives: Gain a strong understanding of how a large scale database works, the interrelated tables, and the importance of quality and complete data in such a system.

Responsibilities: Analyzing data, recommending actions, and inputting complete, accurate data into the Banner student information system. The intern will have set up the system so that we can port curricular data and html tags from the Banner database to webpages and printed materials.

If at First You Don't Succeed…

Internship Applicants Receive Career Development Regardless of Outcome

WOU Community Internship Application Process

All applicants must complete a professional skills and internship prep workshop	Applicants encouraged to complete a resume review with career services	Every applicant is guaranteed a first-round interview with career services	*Final offer made by host unit*

Rejected applicants can reapply in the next semester with a stronger application

32
Students received on-campus internships in 2016

110
Students received career development as part of this program in 2016

On-Campus Internship Equivalents

WOU's Three-Phase Submission Process Improves and Ensures Rigor

Phase 1
Structured Application Process

Phase 2
Formal Review

Phase 3
Host-Intern Planning

- WOU's host application form requires that the host unit articulate the prerequisite **proficiencies, learning outcomes, and methods of assessment** for the potential on-campus internship

- Applications are reviewed by a committee of faculty, administrators, and students
- The applications are **assessed based on a rubric** developed by the committee
- While opportunities that do not meet basic requirements are rejected, **weak applications are improved** in collaboration with the review committee

- Students who have been accepted as on-campus interns work with the host to **develop an internship contract** based on the application's learning outcomes and methods of assessment

Bridging the Experiential Achievement Gap

San Jose State's Partnership with Start-Up Targets At-Risk Students

BRAVEN

SJSU SAN JOSÉ STATE UNIVERSITY

1 **Academic and Career Development Course**

- Weekly, for-credit, problem-based course develops business skills (e.g., project planning)
- Mentors can teach in-person or virtually

2 **Targeted Professional Mentorship**

- Volunteer professionals meet one-on-one with students twice per semester

3 **Access to a Professional Network**

- Mentors connect students to opportunities and industry contacts

Braven Increases Student Success and Engagement

↑ Participating students are more likely to graduate

2x Likelihood that Braven students will participate in an internship compared to non-Braven students

"

"The unemployment rates of black and Hispanic college graduates remain much more elevated than those of whites. This suggests **other factors may be in play, such as discrimination or unequal access to the informal professional networks that often lead to job opportunities**."

The Class of 2015, Economic Policy Institute

Source: Braven, https://bebraven.org/; Davis, A, W Kimball and E Gould, "The Class of 2015," Economic Policy Institute, 27 May 2015, http://www.epi.org/files/2015/the-class-of-2015-revised.pdf; Emanuel, G, NPR, "These Graduates Beat the Odds, Now They Need a Job," 2016, http://www.npr.org/sections/ed/2016/06/17/482036126/making-the-jump-from-education-to-employment; EAB interviews and analysis.

1   Building an Experiential Portfolio to Meet Student Need

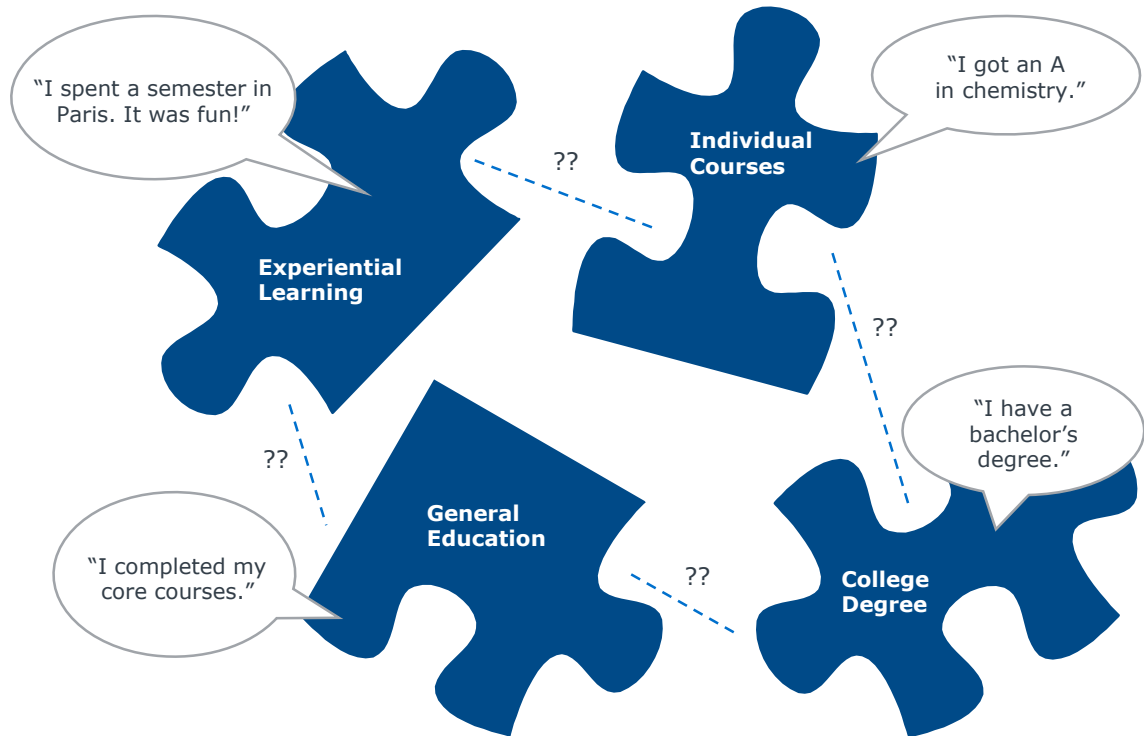2   **Facilitating High-Impact Reflection**

3   Supporting Self-Direction in Experiential Learning

4   Overview of Additional Resources

'Tell Me Why You're Qualified'

Students Struggle to Articulate Applicability of Academic Experiences

Source: EAB interviews and analysis.

When Preparation Meets Opportunity

Three Ways to Add Academic Rigor to Co-curricular Experiences

Before Experience	During Experience	After Experience

Typical practice

✖	✖	✖
No preparation, or basic orientation covering logistics	*No continuous reflection, or an activity journal with little guidance or oversight*	*Brief essay, required largely as a formality*

Best practice

	Before Experience	During Experience	After Experience
	Online "mini-MOOC" focused on NACE[1] competencies *(Portland State University)*	Students complete guided inquiries with faculty advisor throughout co-op *(Northeastern University)*	Students complete assessment with employers *(George Mason University)*
	Pre-internship career workshop series *(Connecticut College)*	Students take an online portfolio development course concurrent with co-op *(Antioch College)*	Co-op employers evaluate student self-reflection pieces *(Drexel University)*
	Co-op prep course on professional skills *(Northeastern University)*	Faculty engage in site visits with community partners *(Endicott College)*	Post-work learning outcomes discussion with co-op employer *(Northeastern University)*

1) National Association of Colleges and Employers.

Experiential Learning Reflection Toolkit

Exercises to help students translate their curricular and co-curricular experiences into skills and career-oriented competencies

- Learning assessment rubrics
- Work experience reflection templates
- In-course evaluation surveys

GEORGE MASON
UNIVERSITY

Example resource: Student learning outcomes assessment rubric (George Mason University Students as Scholars program)

Discovery of Scholarship Rubric

QEP Student Learning Outcomes	Level of Competence			
	4 Advanced	3 Proficient	2 Emerging	1 Novice
Students will understand how knowledge is generated and disseminated through scholarship, and the importance of scholarship to society.				
1. Distinguish between personal beliefs and evidence.	Consistently make accurate distinctions among personal beliefs, opinions, claims and evidence-based understanding.	Usually make accurate distinctions among personal beliefs, opinions, claims and evidence-based understanding.	Occasionally make accurate distinctions among personal beliefs, opinions, claims and evidence-based understanding.	Unable to make distinctions among personal beliefs, opinions, claims and evidence-based understanding.
2. Articulate how scholarship influences society.	Explain multiple implications of new knowledge and societal impact.	Explain some of the implications of new knowledge and societal impact.	Explain a few of the implications of new knowledge and societal impact.	Explain none of the implications of new knowledge and societal impact.
3. Understand epistemological or historical perspectives of a specific body of knowledge.	Demonstrate understanding and professionally express the method, validity or scope of a specific body of knowledge.	Demonstrate some understanding and be able to express the method, validity or scope of a specific body of knowledge.	Demonstrate limited understanding of the method, validity or scope of a specific body of knowledge.	Demonstrate little or no understanding of the method, validity or scope of a specific body of knowledge.
4. Evaluate credibility of source information.	Use a wide range of criteria that are appropriate to the discipline to judge the quality and validity of the source information; distinguish among a wide range of different types of source information, including primary and secondary sources; and clearly demonstrate how each type of source information can be useful for scholarly inquiry.	Use some criteria that are appropriate to the discipline to judge the quality and validity of the source information; distinguish among some types of source information, including primary and secondary sources; and demonstrate the use of some types of source information in scholarly inquiry.	Use limited criteria that are appropriate to the discipline to judge the quality and validity of the source information; distinguish between primary and secondary sources.	Be unable to use criteria that are appropriate to the discipline to judge the quality and validity of the source information; be unable to distinguish between primary and secondary sources.
5. Understand research methods used in a discipline.	Consistently identify appropriate methodologies for exploring a range of research questions; explain the design of the methodologies used in previously conducted research in the field; and recognize advantages and limitations of different methodologies.	Generally identify appropriate methodologies used for research in the field; describe the methodologies used in previously conducted research in the field; and recognize some advantages and limitations of different methodologies.	Occasionally identify appropriate methodology used for research in the field; identify some key elements of the methodologies used in previously conducted research; and recognize some advantages and limitations of a particular methodology.	Demonstrate only a limited awareness of appropriate research methodologies used in the field; identify few elements of the methodologies used in previous conducted research.
6. Understand how knowledge is transmitted within a discipline, across disciplines, and to the public.	Explain various pathways for dissemination of scholarship; be able to make explicit connections between early scholarship and later work; and analyze the transition and adaptation of scholarship within and across a variety of contexts.	Explain some pathways for dissemination of scholarship; be able to make some connections between early scholarship and later work; and describe the transition and adaptation of scholarship within and across a variety of contexts.	Explain a few pathways for dissemination of scholarship; demonstrate awareness of early scholarship informing later work; and recognize some transitions and adaptations of scholarship within and across contexts.	Be unable to identify pathways for dissemination of scholarship; have minimum awareness of how early scholarship influences later work; and recognize few transitions and adaptations of scholarship within and across contexts.

Source: George Mason University, "Students as Scholars," http://oscar.gmu.edu/; EAB interviews and analysis.

1 Building an Experiential Portfolio to Meet Student Need

2 Facilitating High-Impact Reflection
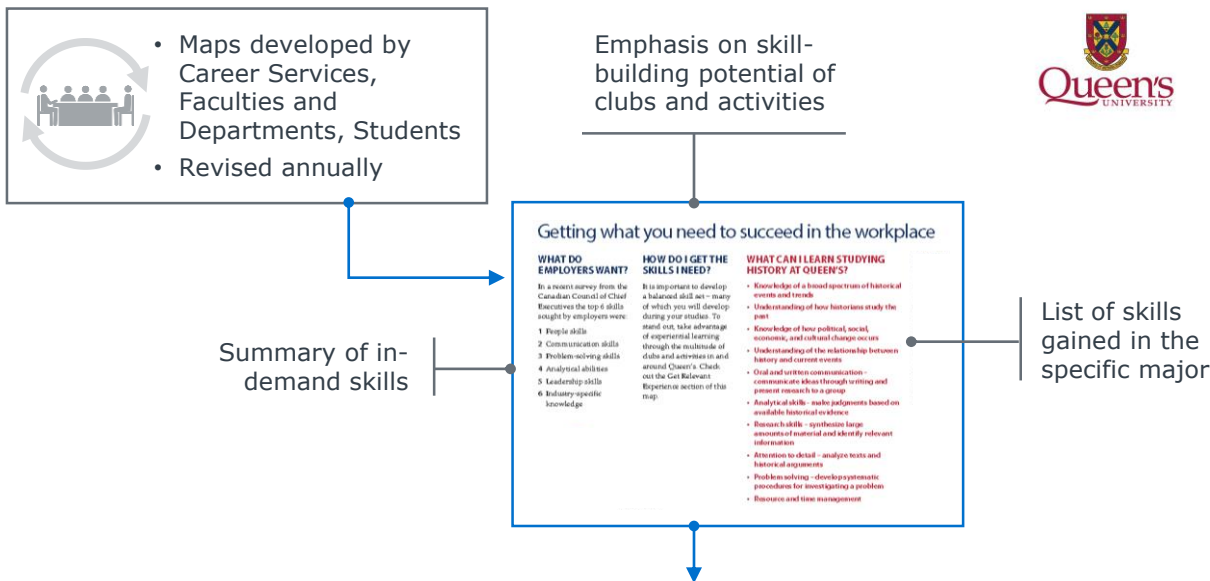
3 **Supporting Self-Direction in Experiential Learning**

4 Overview of Additional Resources

Beyond the Degree Plan

Year-by-year path through curricular, co-curricular options

Third-year co-op recommended for all students

Career ideas in diverse fields

Focus on experiential, service learning

Map serves as gateway to online resources

2015 - 2016

History MAJOR MAP

BACHELOR OF ARTS HONOURS (MAJOR, MEDIAL, MINOR) | BACHELOR OF ARTS (GENERAL) | BACHELOR OF SCIENCE HONOURS (MINOR)

	1ST YEAR	2ND YEAR	3RD OR FINAL YEAR	4TH OR FINAL YEAR	
GET THE COURSES YOU NEED	Take one of HIST 121, HIST 122, HIST 124, or HIST 125. For details on plan requirements or thresholds, see the Arts and Science website. If interested in the Medieval Studies minor, take ENGL 100 and one of LATN 110, GREK 112 or ARAB 100.	You must take a 6.0 unit second year "core seminar" (HIST 300-329) before proceeding to Upper Level seminars in third and fourth year. See more on core seminars at the History Department website. The department recommends you take at least two 200 level lecture courses in second year, in addition to the seminar.	You need the equivalent of 3 full year upper level seminars (27 units) to fulfill your seminar requirements. We suggest you take one full and one half upper level seminar (HIST 333-499) in third year.	Apply to graduate on SOLUS. We suggest you take one full and one half Upper level seminar (HIST 333-499) in fourth year.	
GET RELEVANT EXPERIENCE	Join teams or clubs on campus such as the Queen's Debating Union (QDU) and Queen's International Affairs Association. Look in the Co-Curricular Opportunities Directory or AMS Clubs Directory for more ideas. Volunteer at organizations like the Queen's Archives.	Look into summer jobs by talking to the dept. or Career Services about work through SWEP or Work-Study. Consider taking more responsibility within different extracurriculars. Think about applying to positions in student services, the AMS, or media outlets like the Queen's Journal, CFRC and QTV.	If interested, apply for an Undergraduate Student Summer Research Fellowship (USSRF). Consider applying to do a 12-16 month QUIP internship between your third and fourth year. Apply to the Historical Practice (experiential learning)/ Archive Internships if interested.	Investigate requirements for full-time jobs or other opportunities related to careers of interest. Assess what experience you're lacking and fill in gaps with volunteering, clubs, or internships – check out the Career Services skills workshop for help.	
GET CONNECTED WITH THE COMMUNITY	Volunteer on or off-campus with different community organizations, museums, and cultural studies groups, such as the AMS Social Issues Commission and the Kingston Museum of Healthcare.	Get involved with the Departmental Student Council (DSC). Start or continue volunteering with organizations such as the Queen's University Historical Society and Queen's Model Parliament.	Do targeted networking with alumni working in careers of interest by joining the LinkedIn group Queen's Connects. Check out Career Services networking workshops. Connect with professors at events or workshops hosted by the DSC. Submit your work at the Inquiry @ Queen's Undergraduate Conference.	Consider joining professional associations like the Heritage Canada Association and the Canadian Historical Association (CHA). Join groups on LinkedIn reflecting specific careers or topics of interest in History.	
GET THINKING GLOBALLY	The Queen's University International Centre is your first step to learn how to internationalize your degree or to leverage your existing cross-cultural experience. Speak to a QUIC advisor or get involved in their programs, events and training opportunities.	Is an exchange in your future? Start thinking about where you would like to study abroad. Apply in January for a 3rd year exchange through your faculty's International Office. If interested, take European History courses (HIST 273 and HIST 287) at the BISC castle in England.	Build your intercultural competence by getting involved with other cultures or by practicing or improving your language skills. Check QUIC's resources for ideas to go abroad, and volunteer or attend one of their events.	Prepare for work or studies in a multi-cultural environment by taking QUIC's Intercultural Competency Certificate, and research possible immigration regulations. International students interested in staying in Canada can speak with an International Student Advisor.	
GET READY FOR LIFE AFTER GRADUATION	Grappling with program decisions? Go to Majors Night or get some help wondering about career options from Career Services.	Explore different careers of interest by reading books in the Career Services library, such as Top Careers for History Graduates. For more information check out Career Cruising or by finding and connecting with alumni on LinkedIn.	Start focusing on areas of interest. Research education requirements for careers of interest. If needed, prepare to take any required tests (like the LSAT or GMAT) and get help thinking about grad school from Career Services.	Apply to jobs or future education, or make plans for other adventures. Get help from Career Services with job searching, resumes, interviews, grad school applications, or other decisions. Apply in the fall for SSHRC and OGS scholarships if applying to grad school in Ontario.	

CONSIDER A 12-16 MONTH QUIP INTERNSHIP

Where could I go after graduation?

Anthropology
Archaeology
Archival science
Business administration and management
Campaign organization
Communications
Community development
Counselling
Ethics
Events management & fundraising
Genealogical research
Human resources
Insurance
Intelligence analysis
International development
International relations
Journalism
Law
Library science
Management consulting
Marketing and marketing research
Medical records & research
Museum curator
Museum management
Policy analyst
Public administration
Publishing
Social work
Technical writing
Tourism and travel
Urban and regional planning
*some careers may require additional training

Caution: This map is meant as a guide to provide suggestions throughout your university career. The activities, resources, and careers mentioned are possibilities – you are not restricted to them and you don't have to follow this exact timeline. Every person (including you!) will find their own unique path through their degree at Queen's and beyond.

Visit careers.queensu.ca/majormaps.html for the online version with links!

Emphasizing High-Demand Skills

Integrated Maps Emphasize the Value of Experiential Learning

- Maps developed by Career Services, Faculties and Departments, Students
- Revised annually

Emphasis on skill-building potential of clubs and activities

Getting what you need to succeed in the workplace

WHAT DO EMPLOYERS WANT?

In a recent survey from the Canadian Council of Chief Executives the top 6 skills sought by employers were:

1 People skills
2 Communication skills
3 Problem-solving skills
4 Analytical abilities
5 Leadership skills
6 Industry-specific knowledge

HOW DO I GET THE SKILLS I NEED?

It is important to develop a balanced skill set – many of which you will develop during your studies. To stand out, take advantage of experiential learning through the multitude of clubs and activities in and around Queen's Check out the Get Relevant Experience section of this map.

WHAT CAN I LEARN STUDYING HISTORY AT QUEEN'S?

- Knowledge of a broad spectrum of historical events and trends
- Understanding of how historians study the past
- Knowledge of how political, social, economic, and cultural change occurs
- Understanding of the relationship between history and current events
- Oral and written communication - communicate ideas through writing and present research to a group
- Analytical skills - make judgments based on available historical evidence
- Research skills - synthesize large amounts of material and identify relevant information
- Attention to detail - analyze texts and historical arguments
- Problem-solving - develop systematic procedures for investigating a problem
- Resource and time management

Summary of in-demand skills

List of skills gained in the specific major

65K⁺

Views in the first year

95%

Of surveyed students agreed that the maps help them understand the skills and careers associated with programs

89%

Of surveyed students agreed that the major maps help them be more aware of experiential learning opportunities

Source: Queen's University, "Major Maps," http://careers.queensu.ca/students/wondering-about-career-options/major-maps-2015; EAB interviews and analysis.

A How-To Guide for Designing and Deploying Experiential Major Map

Included Tools and Resources:

Development Roadmap

Experiential Map Template

Information Collection and Feedback Forms

Experience Guide Infographic

Webinar: Navigating Student Success in Three Dimensions

Visit www.eab.com to access resources

From Passive Guide to Active Exercise

Incentives Encourage Student Action on Major Map Recommendations

THE UNIVERSITY OF TENNESSEE CHATTANOOGA　**Think Achieve**
Beyond the Classroom

My Major Map History, Year 2

Courses
- History 204 (EL)

20 Points — *Experiential learning-designated course*

Job Experience
- Shadow a lawyer at the ACLU

10 Points — *Non-academic credit-bearing experience*

Community
- Judge high school poster fair

2 Points — *Community event*

Global
- Attend study abroad info session

2 Points — *Campus event*

Career Preparation
- Attend interview prep session

2 Points — *Campus event*

Activities and point values tracked in co-curricular transcript accessible through SIS

Near- and Long-Term Incentives

20+ *points **per term***
- Priority registration
- Celebratory dinner
- Semester award

120+ *points **total***
- Recognition at graduation
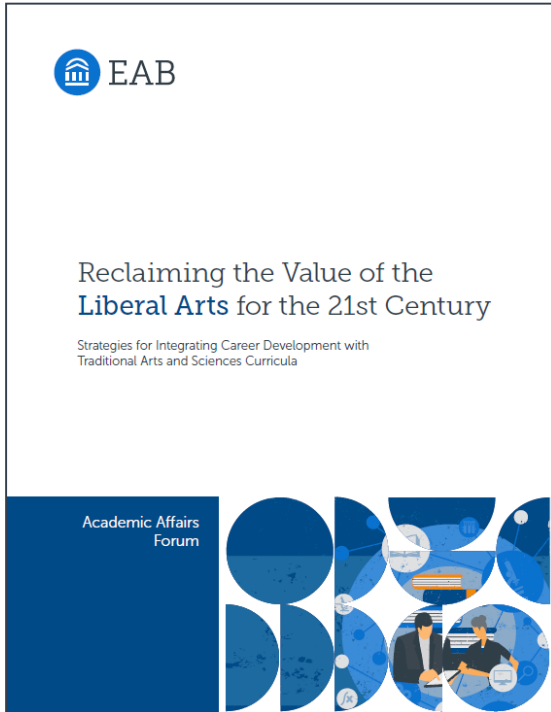- Designation on transcript
- Special banquet

Results

1,143

Additional hours of student-initiated[1] experiential learning projects in 2013-14

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1) Defined as a semester-long project initiated by students and consisting of both attendance at events and pre- and post-reflection.
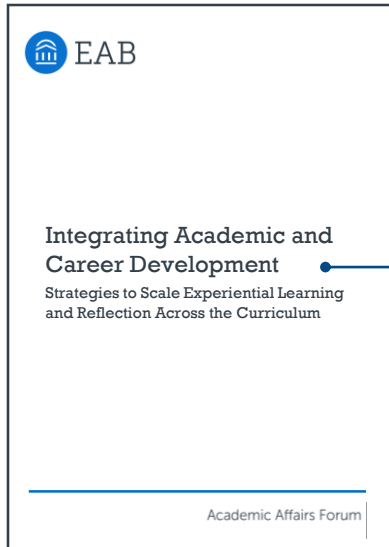
Source: The University of Tennessee Chattanooga, "ThinkAchieve: Creating Connections," https://www.utc.edu/think-achieve; EAB interviews and analysis.

Reclaiming the Value of the Liberal Arts for the 21st Century

Strategies for Integrating Career Development with Traditional Arts and Sciences Curricula

Academic Affairs Forum

Integrating Academic and Career Development

Strategies to Scale Experiential Learning and Reflection Across the Curriculum

Academic Affairs Forum

Source: https://www.eab.com/research-and-insights/academic-affairs-forum/white-papers/reclaiming-the-value-of-the-liberal-arts; https://www.eab.com/research-and-insights/academic-affairs-forum/studies/2017/integrating-academic-and-career-development.

Research and Tools to Maximize the Reach and Impact of Opportunities

EAB

Integrating Academic and Career Development
Strategies to Scale Experiential Learning and Reflection Across the Curriculum

Academic Affairs Forum

27 Best Practices for Integrating Academic and Career Development

7 Graduate Student Specific Best Practices

Implementation Resources

Comparison Chart of Key Career Services Platforms

Experiential Learning Reflection Toolkit

Experiential Learning Impact Analysis

Experiential Learning Impact Bibliography

Experiential Learning Faculty Support Resource Center

Thank you for your time!

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