

## SIUE New REALITY Work Team Reporting Template

Final Reports are due 1/10/14

Submit to [pcobb@siue.edu](mailto:pcobb@siue.edu)

Work Team: Experiential Learning (ExL)

Chairperson: Vicki Scott

Team Members: Laura Bernaix, Vicki Dean, Tammy Dugan, Edd Hershberger, Carolyn Jason, Sharon Locke, Buddy Paulette, Laurie Rice, Cindy Schmidt, Vicki Scott, Dan Segrist, Susan Seibert, Connie Frey Spurlock,

**Summarize what SIUE has been doing in the area under consideration by your work team. Please investigate the scope and success of SIUE's prior efforts. (Bullet points are fine.)**

The New REALITY Experiential Learning Work Team designed four surveys to ascertain information about SIUE's activities related to experiential learning. The surveys (attached) were designed to gather data from 1) Student Affairs personnel, 2) SIUE seniors, 3) Department Chairs and Program Directors, and 4) SIUE faculty members. The work team distributed the surveys to all groups except to the general SIUE faculty, who received the surveys through the Provost's Office. The student survey and chair/program director surveys were done through Qualtrics and are available on the SharePoint site. The following summarizes data from the first three groups:

### Student findings

- The most common and valued form of Experiential learning reported by students involved research-based projects (e.g. URCA), some form of outside-the-classroom experience (e.g. field trip, study abroad, student teaching), or some type of work experience (e.g. simulations, internships, client-based project).
  - "My participation in the URCA program was the most valuable activity I did in my undergrad. I did not only improve my knowledge of my discipline, I also learned researching skills."
  - "I love field trips because, they give students an opportunity to go out and observe the real world, versus only learning things through a book. Field trips are interactive and they are a way for students to gain a hands-on experience, which the classroom cannot delve into without extensive preparation."
  - "The Client-based project presentation was very valuable to me because the question and answer session reveals some aspects of the project I had not thought of beforehand." (see attached full report)

### Chair and Program Director findings

- Some EL activity is reported among all 17 categories provided, however Student Organizations, Research-based projects, and Internships/Co-ops were the most commonly cited.
- While Student Organizations do not typically include opportunities for reflective activity, in all other reported activity, some reflection was actually required for a majority of activities.

- Most chairs and program directors (77%) would like more EL activities, but cite resource availability (primarily time) as an obstacle.
  - “Our most valuable activities are those involving students conducting original research with a faculty mentor. These activities are usually supported through funding from internal and external grants to the faculty mentor/PI or funds available through the URCA program.”
  - “A number of our students are involved in internships. The internships vary (some are at local government while some are at private companies; some are very hands on, doing mine subsidence studies for example, while others are more desk-jobs). Internships give our students "real world" experience and help them make connections with potential employers. Students are required to complete a reflection paper in which they think about what they learned from their internship, particularly in terms of how it relates to their major and their career plans.” (see attached full report)

### Student Affairs findings

Student Affairs units provide a wide variety of experiential learning opportunities, some of which are associated directly with a course or program, while others provide more of a “learning laboratory” for students to implement knowledge and skills gained across the curriculum at SIUE. Some of these offerings include: Campus Recreation offers internships and practical experience for kinesiology, marketing, business, recreation, physical education or exercise science majors to complete experiential projects at a functioning work site from both SIUE and other campuses. Disability Support Services offers practicum hours for social work students, and Counseling Services provides supervised training for social work, psychology, professional counseling and art therapy students. Housing provides opportunities for student employees to experience conflict resolution, manage crisis, lead their peers, and implement programs, in relation to skill sets across a variety of majors. These experiences are supplemented through a rigorous selection process, trainings and a leadership class. Residents also have the opportunity for experiential learning through various field trips related to the residential FIC, as well as through involvement with various student organizations. Kimmel Leadership Center provides a centralized location for all student organizations, many of which provide experiential learning opportunities in addition to several alternative spring break service learning opportunities and various internship opportunities within their department for graduate students in higher education programs at other local universities. The Career Development Center provides a wide variety of paid and unpaid internships with various departments including the School of Pharmacy and the School of Business, in addition to over 150 students from all Schools and the College of Arts and Sciences currently involved in Co-op experiences. They also provide students paid work experiences in Illinois state agencies and legislative offices through the Vince Demuzio Governmental Internship Program. The Center for International Programs offers a spectrum of faculty led study abroad and individual study abroad experiences across the world for credit. (see attached full report)

**Describe promising models from other universities that could be modified, adapted or enhanced for our campus.**

Elon University has an Experiential Learning Requirement (ELR) for all students, which may be fulfilled by earning two credits in any combination in the following five activities: Internships, Study Abroad,

Research, Service Learning, and Leadership. The requirement is fulfilled when the student demonstrates that critical reflection on the learning has taken place; for example, students complete a Service Learning ELR Workbook if they choose a service learning experience.

**Purdue University Calumet** reports that it is a recognized national leader in the field of experiential learning and their marketing and website support that claim. They clearly market the advantages of ExL when applying for jobs indicating that students graduate with a portfolio describing their experiences. The National Society of Experiential Learning (NSEE) recognizes Purdue Calumet as a nation leader in ExL and the university has formed a partnership with NSEE to further faculty development.

**University of Colorado Denver** created an Experiential Learning Center in 2008 to serve as a clearinghouse for student opportunities for internships, undergraduate research, and, to a lesser extent, service learning. All university internships are managed by the center, and this structure allows for strong data management and assessment, as well as risk management.

Experiential Learning for students at **Rutgers** consists of: 1) internships-which afford students significant work experience (paid and unpaid) while earning college credit, 2) externships- which involve shadowing a professional for a day for contributing on a team project for a week, and 3) cooperative education-which is a full-time, for-credit, salaried position that often leads to a job offer, 4) research opportunities-under the umbrella of the Aresty Research Center for undergraduates-students and, 5) service learning courses. Experiential Learning for students is supported by the Office of Academic Services (OAS) under Academic Affairs.

Information about **Northeastern University**'s experiential learning initiatives can be found at: <http://www.northeastern.edu/experiential-learning/>

Their website doesn't mention their organization structure, but they break their service learning opportunities into four categories:

- Cooperative Education-These appear to be more like internship opportunities that are directly integrated into the curriculum. "Students alternate semesters of academic study with semesters of full-time employment in positions related to their academic or career interests: in business, health care, education, engineering and technology, the visual and performing arts, and public policy, to name a few." Each school has a co-op "organizer," and co-ops are integrated both into the curriculum and into advising. Students have the option to pursue up to three co-op experiences.
- Student Research-This portion of the site seems to focus on opportunities for students via the University's research centers rather than a specific program like URCA. They do have an annual undergraduate research and technology expo where students are invited to present their work.
- Service Learning-They describe service learning as part of the University's ethical mission, and the website lists the semester's service learning courses for easy student access. They also have a "Center of Community Service" that acts as a clearinghouse for opportunities in the same way that Kimmel does at SIUE.
- Global Experience-They specify that co-ops are available in 69 countries. They also have faculty-led "Dialogue of Civilizations" trips, which are "bringing to life classroom studies in the history, culture, business, politics, and economics of other nations."

Northwestern's website indicates that they have thought very carefully about how to market the opportunities of their programs to both students and employers. They use a lot of short videos with eye-catching stills of students in action. One of their videos is titled "Northwestern's Coolest Co-ops."

### Their Marketing Statement

Northeastern students don't just take class: They take class further, integrating their coursework with real-world experiences—professional co-op placements, research, study abroad, and community service.

### Innovative Aspects:

The co-op system is clearly Northeastern's primary innovation—experiential learning is directly integrated into a student's curriculum. Other than that, though, I think their marketing of these opportunities is what we can primarily learn from, and we can use the website as an exemplar of the kind of integrative model we need to reach both students and employers.

**Using what you have learned, please outline innovative ideas of your own. Again, please list these as bullet points.**

- Center for Experiential Learning with a Director and staff to coordinate ExL across the university. This would include training, resources and support for in class ExL (using case studies, simulations, labs. . .) and out of class ExL (service learning projects, internships, undergraduate research, study abroad, and cultural immersion). Most ExL centers focus on out-of-class activities. A center that provides support/resources/coordination of both in-class and out-of-class activities would be innovative and unusual.
- Collaboration between Academic Affairs and Student Affairs to provide a continuum of ExL Activities
- Structural support and institutional commitment to ExL through the consolidation of ExL activities.
- Marketing/dissemination of information about ExL activities to both current and prospective students
- Communication of the continuum of activities to both faculty and students to garner their involvement
- Requiring all students to have X number of ExL activities or classes as a graduation requirement
- Extensive assessment and evaluation of ExL activities to ensure quality and commitment
- Interview and application process for students who wish to participate in ExL internships
- Faculty oversight for ExL classes/activity
- Focus on reflective aspects of ExL
- Community involvement in ExL activities (large and small business, government agencies, health agencies, P-12 schools, service organizations)

**Please describe two short-term initiatives that your team views as priorities for SIUE. You should include a rationale and description of resources needed.**

- Survey all departments and put together a master list of ExL opportunities at SIUE. Using the survey data, develop a website that describes all of the ExL opportunities at SIUE, include general education classes that have significant ExL components (service learning) so students can become aware of potential in-class and out-of-class ExL activities
- Develop standards for practice (see Purdue Calumet) and assessments/evaluation procedures for ExL activities

**Please describe other short-term initiatives that your team would like to recommend.**

- Develop a Task-Force or Committee to do a feasibility study for the development of an Experiential Learning Center housed in Academic Affairs that consolidates all of SIUE's current out of class ExL activities (URCA, service learning, study abroad, internships, field trips) and provides support for in-class ExL activities (simulations, case studies, client-based projects, archival work). The center should monitor quality of ExL activities through systematic collection of data.
- Offer a professional development sequence for faculty interested in incorporating in-class ExL activities
- Work with student organizations to ensure the reflective component of ExL is not overlooked and is meaningful
- Require all New Freshman Seminar (SIUE Experience), IS, and Senior Assignments to incorporate ExL (we believe that many do). This would make SIUE's commitment to ExL obvious. Faculty should set the standards for practice for ExL and approve the ExL activities in these courses.

**Please list and describe three long-term initiatives that SIUE should consider to improve in the area under consideration by this work team.**

- Provide necessary structural support and institutional commitment to ExL by the development of an Experiential Learning Center that consolidates all of SIUE's current out of class ExL activities (URCA, service learning, study abroad, internships, field trips) and provides support for in-class ExL activities (simulations, case studies, client-based projects, archival work). The center should monitor quality of ExL activities through systematic collection of data.

**Chair and Program Director Survey – REALITY Experiential team**

For the purposes of this survey, we define Experiential Learning as any activity in which students engage in personal, first-hand experiences related to course content.

Please indicate any of the following experiential learning activities that occur within your department or programs. Please also indicate whether the activity is a program/department requirement or not.

Activity	Required Activity	Offered but not required	Not offered
Internships / Co-ops			
Client based projects			
Field Studies			
Outreach			
Student Organizations			
Competitions/Exhibitions			
Research based projects			
Case studies			
Student teaching			
Clinical activity			
Performances			
Study Abroad			
Field Trips			
Simulations			
Other Please Describe			

Typically, Experiential Learning should also include some sort of reflective activity, whereby students may integrate their experiences into their theoretical understanding of content.

Such reflective opportunities may take the form of:

- Logs
- Journals
- Discussion
- Brainstorming
- Creating a portfolio
- Presentations
- Poster sessions
- Informal or formal debriefing
- Post-conferencing

For all of the activities that take place, please indicate if such an opportunity for reflection is an expected part of the activity.

Activity	No Reflective Activity is Expected	Reflective Activity is Expected but not required	Some Reflective Activity is a requirement
{Activity auto-listed from above selections}			

Of the activities you offer or require, please describe the two or three activities that you feel are exemplary activities.

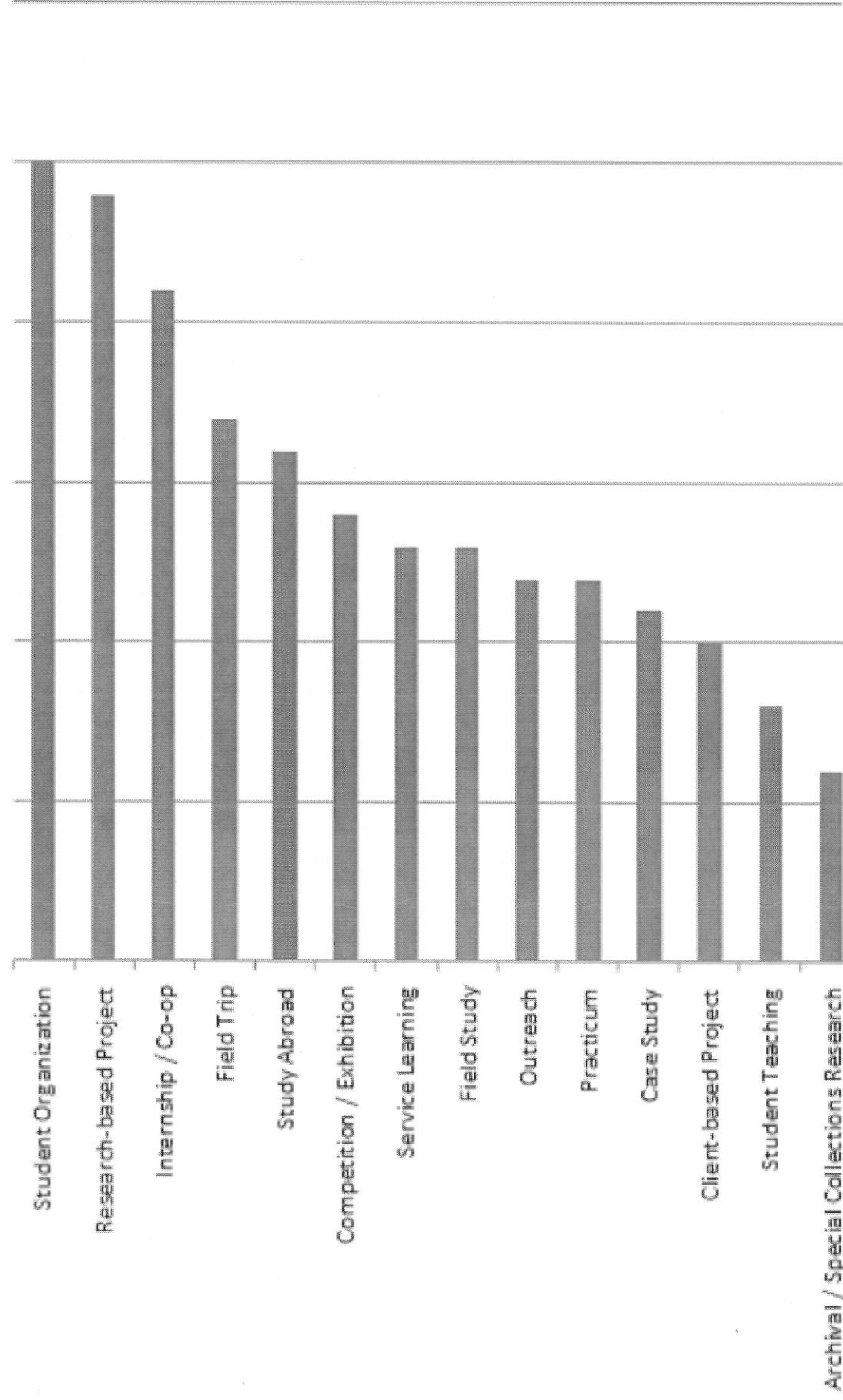
What do you see as the purpose/benefit of providing students with experiential learning activities?

Would you like to have more experiential learning activities in your program? If so, what factors/barriers make doing so difficult?



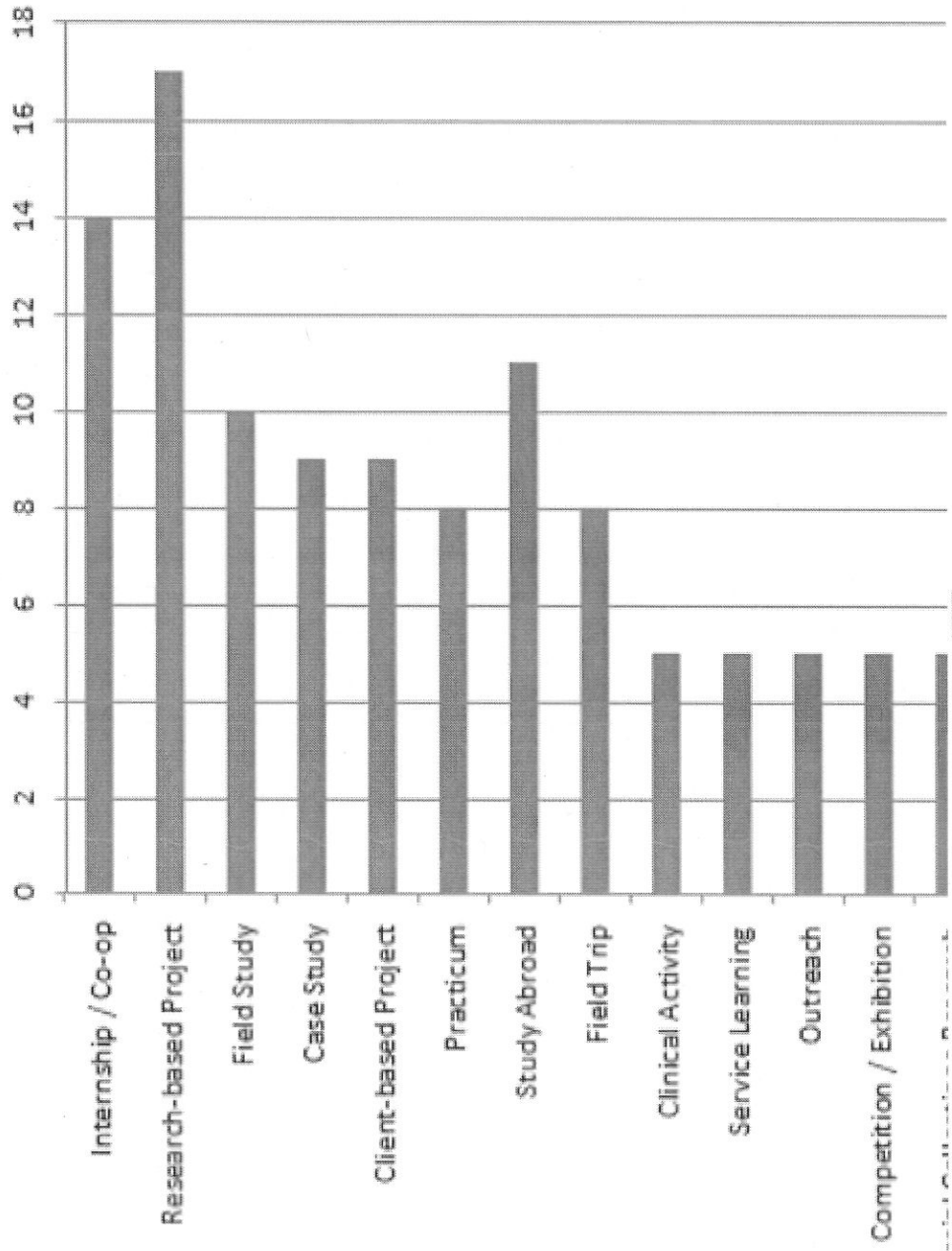


# Activities Offered (n=28)





# Reflective Activity (based on offerings)



**Faculty Survey – REALITY Experiential team**

For the purposes of this survey, we define Experiential Learning as any activity in which students engage in personal, first-hand experiences related to course content.

Please indicate any of the following experiential learning activities that occur as a part of your classes or programs with which you are involved. Please also indicate whether the activity is a program/department requirement or not.

Activity	Required Activity	Offered but not required	Not offered
Internships / Co-ops			
Client based projects			
Field Studies			
Outreach			
Student Organizations			
Competitions/Exhibitions			
Research based projects			
Case studies			
Student teaching			
Clinical activity			
Performances			
Study Abroad			
Field Trips			
Simulations			
Other Please Describe			

Typically, Experiential Learning should also include some sort of reflective activity, whereby students may integrate their experiences into their theoretical understanding of content.

Such reflective opportunities may take the form of:

- Logs
- Journals
- Discussion
- Brainstorming
- Creating a portfolio
- Presentations
- Poster sessions
- Informal or formal debriefing
- Post-conferencing

For all of the activities that take place, please indicate if such an opportunity for reflection is an expected part of the activity.

Activity	No Reflective Activity is Expected	Reflective Activity is Expected but not required	Some Reflective Activity is a requirement
{Activity auto-listed from above selections}			

Of the activities you offer or require, please describe the two or three activities that you feel are exemplary activities.

What do you see as the purpose/benefit of providing students with experiential learning activities?

Would you like to have more experiential learning activities in your program? If so, what factors/barriers make doing so difficult?

**Student Survey – REALITY Experiential team**

For the purposes of this survey, we define Experiential Learning as any activity in which students engage in personal, first-hand experiences related to course content.

Please indicate any of the following experiential learning activities that you have participated in at SIUE. Please also indicate whether you participated in the activity voluntarily or to fulfill a program or course requirement.

Activity	Participated Voluntarily	Participated to fulfill a requirement	Have not Participated
Internships / Co-ops			
Client based projects			
Field Studies			
Outreach			
Student Organizations			
Competitions/Exhibitions			
Research based projects			
Case studies			
Student teaching			
Clinical activity			
Performances			
Study Abroad			
Field Trips			
Simulations			
Other Please Describe			

Typically, Experiential Learning should also include some sort of reflective activity, whereby students may integrate their experiences into their theoretical understanding of content.

Such reflective opportunities may take the form of:

- Logs
- Journals
- Discussion
- Brainstorming
- Creating a portfolio
- Presentations
- Poster sessions
- Informal or formal debriefing
- Post-conferencing

For all of the activities that you engaged in, please indicate if such an opportunity for reflection was an expected part of the activity.

Activity	No Reflective Activity	Reflective Activity was	Some Reflective Activity
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	was expected	expected but not required	was a requirement
{Activity auto-listed from above selections}			

Of the activities you participated in, please describe the two or three activities that you felt were very valuable to your learning at SIUE.



**1. Reality – Experiential Team**

- Student Survey Results

**2. Participation (n=46)**

- [Chart]

**3. Reflective Activity  
(based on participation)**

- [Chart]

**4. Would you like to have more Experiential Learning activities to participate in?**

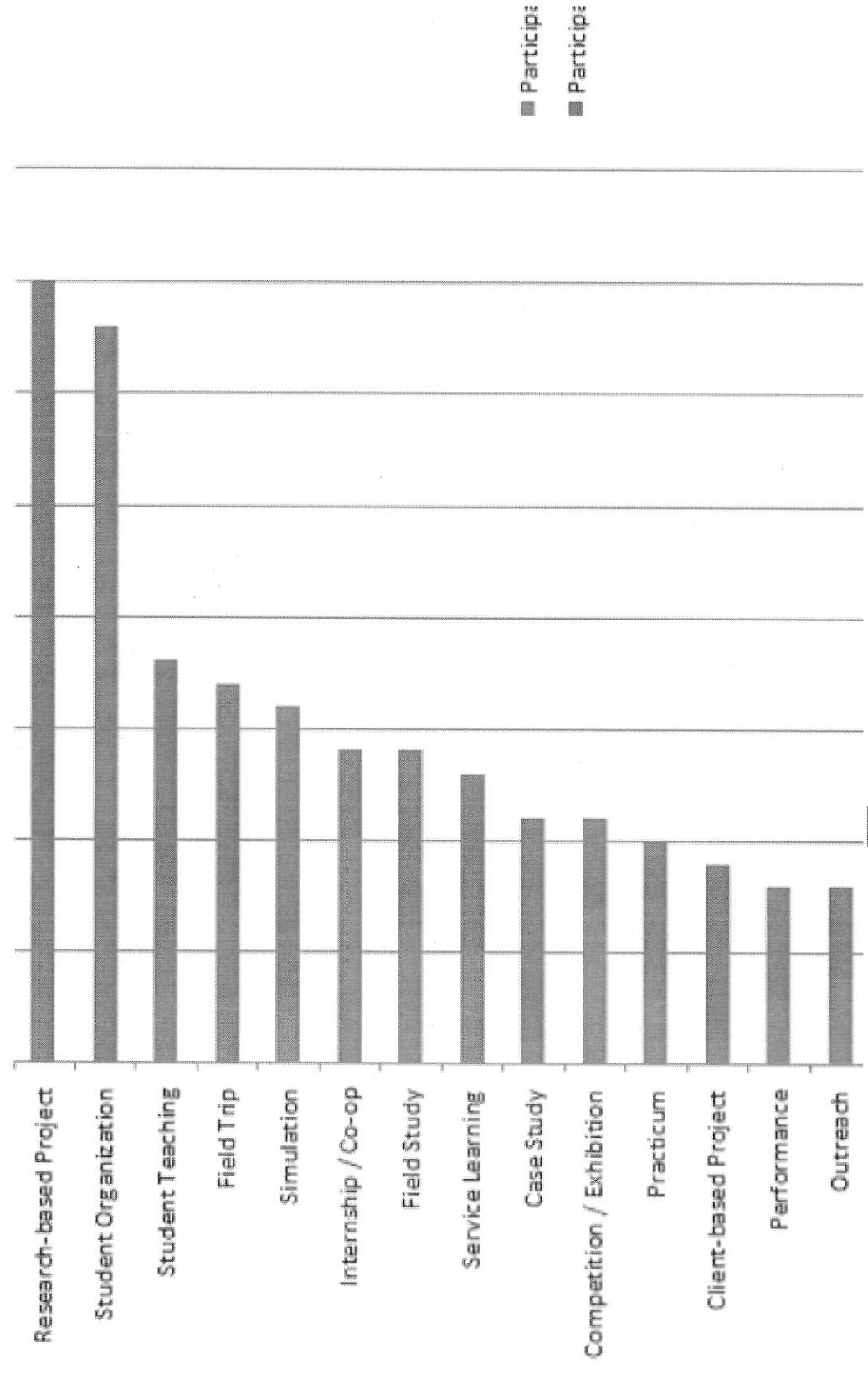
**Yes: 23 (59%) No: 16 (41%)**

- [Table]

○ case studies and simulations
○ Student teaching
○ I would've liked one or two short clinical observation activities in the RN-BSN program.
○ More hands-on research opportunities, and to have those opportunities announced a little more.
○ Real world applications of material used in the classroom;
○ Debate team
○ Anything hands on concerning a lesson planning course, and a methods class which explains how to use the tools which teachers use. Example: Printers, copy machines, Promethean Boards, going to a teacher's store to see what is available.
○ research, working with a professor, clinical experiences
○ clinical experiences/ volunteer work
○ I'm not sure. Advertise the current ones more too!
○ Real world experience and lectures from potential employers would be helpful and beneficial on a resume. This was not offered to me.



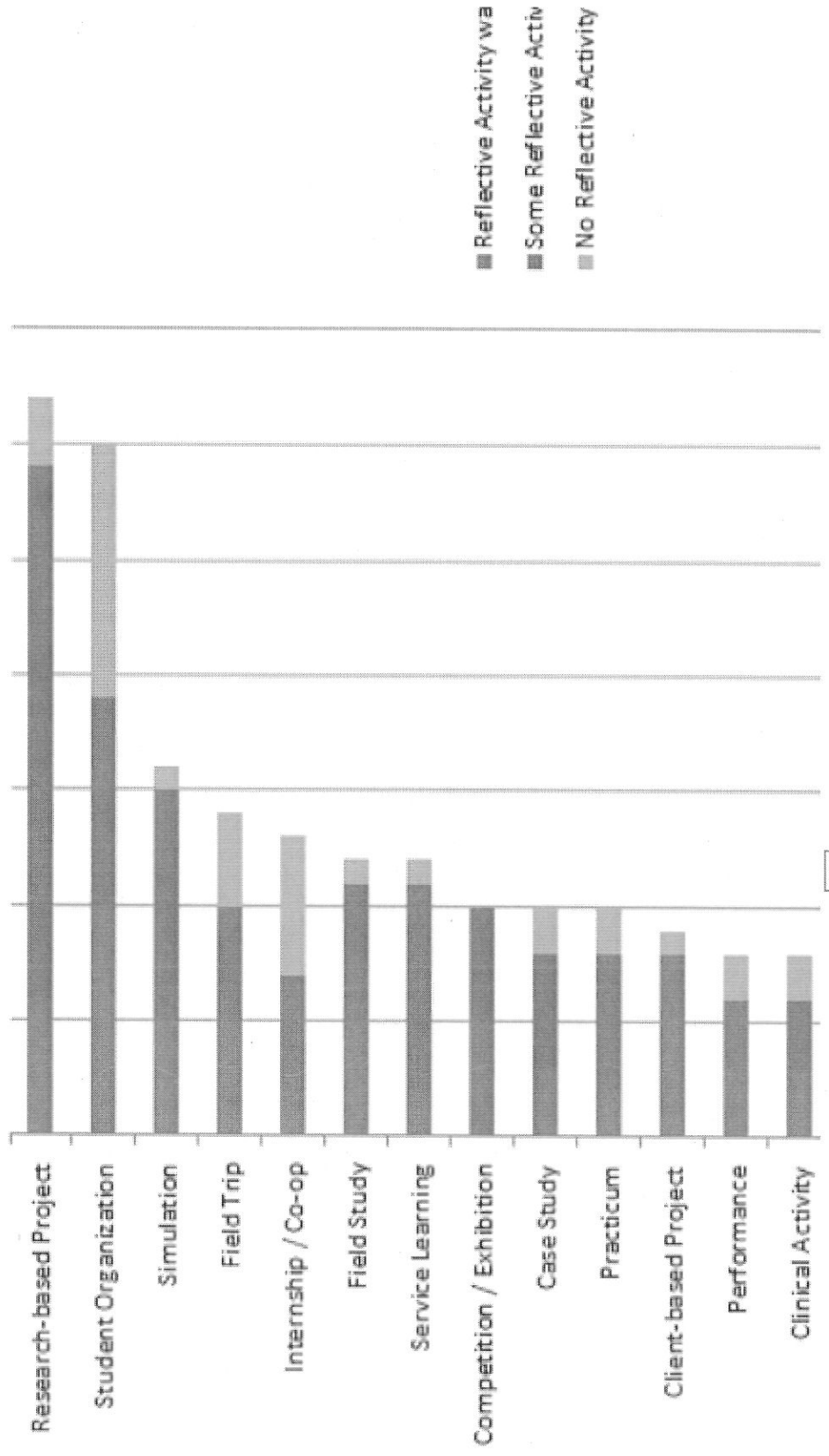
# Participation (n=46)







# Reflective Activity (based on participation)



## Student Affairs Survey – REALITY Experiential team

To answer the following questions, please refer to the definition of Experiential Learning below.

Experiential Learning Definition: For the purposes of this survey, the committee defines Experiential Learning as any activity in which students engage in personal, first-hand experiences related to course content. Experiential Learning asks students both to reflect on these experiences and ultimately integrate their observations into their theoretical understanding of content. Experiential Learning may include, but is not limited to:

- Internships
  - Case Studies
  - Field Work
  - Laboratories
  - Primary Source Examination
  - Simulations/Games
  - Service Learning Assignments
  - Practicum
  - Field Trips
  - Client-based Projects
  
  - These experiences should be combined with reflective observations that may include:
    - Logs
    - Journals
    - Discussion
    - Brainstorming
- 

Please list and describe the types of experiential learning that you are involved in:

- Experiential Learning Opportunity Title and Description:
- Student population served (ex. Bluff Hall residents, business student, learning community)
- Number of participants
- Frequency of opportunity
- Collaboration with other units (Y/N and description if yes)
- Directly tied to a course or curriculum (Y/N and description if yes)
- Assessment measure (Y/N and description if yes)
- Opportunity for reflection (Y/N and description if yes)

Microsoft Excel Web App

A	B	C	D	E	F	G	H
<p><i>To answer the following questions, please refer to the definition of Experiential Learning, which is located at the bottom of this spreadsheet.</i></p>							
1	Experiential Learning Opportunity	Describe it	Student population served (business students, residents, undergrads, etc.)	Number of student participants	Frequency of opportunity (once, weekly, monthly, term, ongoing)	Collaboration with other units (Y/N)	If collaborative whom
2	Micro Social Work practicum in DSS	250 practicum hours for SOCW 529	students with disabilities	1 student	daily	Y	Social Work Department, Counseling, and Services
3	1 Internships	Students studying some aspect of Recreation, Physical Education, or Exercise Science will often need to complete an internship at a functioning work site.	Kinesiology, Marketing, Nursing, Business (often the student is from a different campus than SIUE)	Varies from year to year	Varies depending on the specific requirements of the program	Y	Kinesiology, Marketing, Nursing, Business (often the student is from a different campus than SIUE)
4	2 Laboratories	Students studying some aspect of Recreation, Physical Education, or Exercise Science will often need to complete experiential projects at a functioning work site.	Kinesiology, Marketing, Nursing, Business (often the student is from a different campus than SIUE)	Varies from year to year	Varies depending on the specific requirements of the program	Y	Kinesiology, Marketing, Nursing, Business (often the student is from a different campus than SIUE)
5	3 Service Learning Assignments	Students studying some aspect of Recreation, Physical Education, or Exercise Science will often need to complete experiential projects at a functioning work site.	Kinesiology, Marketing, Nursing, Business (often the student is from a different campus than SIUE)	Varies from year to year	Varies depending on the specific requirements of the program	Y	Kinesiology, Marketing, Nursing, Business (often the student is from a different campus than SIUE)
6	4						
7	5	Campus Recreation provides laboratory opportunities for a number of other departments. Some of those include Kinesiology, Nursing, Marketing, and Business					