Navigating a Role for Student Affairs in Experiential Learning

Reimagining Experiential Learning, Part I
The Anatomy of a Study
EAB Research Process and Overview

Comprehensive Literature Review
- Scholarly publications and dissertations
- Conference presentations
- News articles
- Social media and blog posts

100+ Interviews
- Vice Presidents of Student Affairs
- Career Center Directors and Advisors
- Directors of Experiential Education
- Directors of Student Activities
- Greek Life Coordinators

Data and Benchmarking Resources
- Integrated Postsecondary Education Data System
- National Association of Colleges and Employers Job Outlook Surveys
The New Freelance Economy
Jobs, Careers, and Work for the Millennial Generation

Entering the Workforce: Then and Now

1990
The Era of Big Work

- 9 to 5 typical schedule, 40 hour work week
- Staying at an employer for long periods of time was the norm
- Climbing the corporate ladder on a single career path was the ideal
- Compensation, stability, and employer sponsored benefits were key
- Company loyalty and seniority highly valued

2014
The Rise of the Free Agent

- Freelance, independent, and temp work on the rise
- Job hopping is the norm, average tenure at one company is 2.6 years
- Emphasis on work-life balance and job fulfillment
- Looking to build and enhance skills
- Will likely have 15-25 jobs across the course of a 50 year career


©2014 The Advisory Board Company • eab.com
Post-Graduation Success Is Everyone’s Responsibility

Career Development Is a Campus-Wide Ecosystem (Rather than a Place)

The Ideal Career and Professional Development Timeline

- Assessing Values, Interests, and Skills
- Exploring Jobs and Potential Career Paths
- Taking Courses that Relate to Career Goals
- Gaining Relevant Skills and Work Experience
- Building Resume and Professional Network
- Launching a Strategic Job Search
- Finalizing Plans

Moving from Exploration to Concrete Plans

Pre-Enrollment, First Year, Sophomore, Junior, Senior

The Effects of Underpreparation

Today’s Graduates Face Increased Workforce Competition

Unemployment Masks Larger Problem

Labor Participation by Age Group, 2012

<table>
<thead>
<tr>
<th>Category</th>
<th>Age 20-24</th>
<th>Age 25-29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployed (Jobless, seeking work)</td>
<td>7.3%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Underemployed (Jobless, college-level skills)</td>
<td>40.7%</td>
<td>31.5%</td>
</tr>
</tbody>
</table>

“Increased Competition

“There are only so many entry-level jobs and competition is fiercer than ever. Our students are still graduating at age 22 but they are younger in a sense. Employers want them to be more mature and older, like a 29-year-old in terms of experience. Employers don’t want to develop new graduates in training programs; they want people who are ready to work. It is up to us to prepare competitive graduates for the workforce.”

Director, Career Services
Private Research University

### New “Tough Questions” in Admissions

**Prospective Students and Parents Increasingly Focused on Outcomes**

#### Questions for Admissions (2002)
- What is Greek Life like on campus?
- Do many upperclassmen move off campus?
- How many students study abroad?
- What is the average class size?

#### Questions for Admissions (2014)
- How soon should I start doing internships?
- Can I major in history and still get a job?
- When do students start working with career counselors?
- How many students have jobs at graduation?
No Shortage of Interested Parties

Experiential Education the Go-To Response for Outcomes Questions

What is Experiential Education?

_Challenge and Experience_ followed by _Reflection_ leading to _Learning and Growth_.

That is experiential education expressed most simply as it is utilized and performed by individuals across disciplines, settings and geographies. AEE members are transforming lives in so many different ways.

Experiential education is a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people’s capacity to contribute to their communities. Experiential educators include teachers, camp counselors, corporate team builders, therapists, challenge course practitioners, environmental educators, guides, instructors, coaches, mental health professionals... and the list goes on. It is often utilized in many disciplines and settings: Non-formal education, Place-based education, Project-based education, Global education, Environmental education, Student-centered education, Informal education, Active learning, Service learning, Cooperative learning and Expeditionary learning.

The principles¹ of experiential education practice are:

- Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.
- Experiences are structured to require the learner to take initiative, make decisions and be accountable for results.
- Throughout the experiential learning process, the learner² is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.

Even If You Don’t Own Career Services…

A Unique Opportunity for Student Affairs

- Career Services
  - Interests and strengths assessments
  - Resume workshops
  - On campus recruitment and interviewing

- Academic Affairs
  - New and enhanced pedagogies
  - General education reform
  - Academic internships and co-ops

- Student Affairs
  - Greek Life
  - Student Organizations
  - Volunteer Opportunities
  - Leadership Development
  - Alternative Spring Break
  - Outdoor Education

Source: EAB interviews and analysis.
The Skills Gap: Real or Perceived?

Graduates Must Learn to Better Articulate Skills Gained

Skills Gap Perception Lingers

11% Of business leaders strongly agree that graduates have the necessary skills and competencies to succeed in the workplace

45% Of senior executives in the United States believe that soft skills (e.g., communication, critical thinking, creativity, and collaboration) are where employees are most lacking

Noticing the Skills Gap

“Employers… generally agree that new workplace entrants have an overall deficiency in the soft skills and/or essential skills required to navigate workplace culture and perform successfully.”

“Employers also expressed concern about the number of graduates who have no hands-on experience in the workplace.”

Talent is Not Enough: Closing the Skills Gap
Centre for Human Capital Policy

# Identifying High Demand Skills

## Surveys Reveal Top Skills Sought by Employers

### Top Skills U.S. Employers Want
1. Verbal communication
2. Teamwork
3. Problem solving
4. Organization
5. Critical thinking
6. Quantitative analysis
7. Technical skills
8. Technology skills
9. Written communication
10. Ability to sell or influence others

### Top Canadian Employability Skills
1. Verbal communication
2. Written communication
3. Critical thinking
4. Quantitative analysis
5. Problem solving
6. Teamwork
7. Positive attitude
8. Responsibility
9. Flexibility
10. Continuous learner

Helping Students Develop a Meaningful Career
The Emerging Imperative for Student Affairs Professionals

A More Holistic Experience

“Faculty and Student Affairs all need to be more engaged here….We need to look beyond the career center to a more holistic experience…the notion of developing a meaningful career is something students should be engaged in throughout their entire academic experience.”

“How do we take the experiences students have outside the classroom in student organizations and leadership experiences [and] translate that to something that has a career focus? How do we get [them to understand] some of the other competencies they need to succeed in the workplace, like intercultural skills? I think Student Affairs cuts across all of that….”

Kevin Kruger, President
Student Affairs Administrators in Higher Education (NASPA)
# Reimagining Experiential Learning

## A Study Roadmap

### I. Helping Student Leaders Translate Their Experiences

- #1 High Impact Program Add-Ons
- #2 Co-Curricular Capstone Experience
- #3 Tailored Student Leader Development Tracks

### II. Recalibrating the Student Employment Experience

- #4 Self-Service Resume Builder Tool
- #5 Frontloaded Career Training
- #6 Skill-Focused Job Descriptions
- #7 Online Professional Development Modules
- #8 Structured Employee Reflections

### III. Hardwiring a Smarter Co-Curricular Experience

- #9 Skill-Building Branding Campaign
- #10 Self-Guided Involvement Portals
- #11 Student Engagement Coaches

### Coda: Navigating the Path Ahead

- Approach #1: Document Student Learning
- Approach #2: Develop Robust “Out of the Classroom” Curricula
- Approach #3: Implement Institution-Wide Requirements

©2014 The Advisory Board Company • [eab.com](http://eab.com)
# Reimagining Experiential Learning

## A Study Roadmap

### I. Helping Student Leaders Translate Their Experiences

<table>
<thead>
<tr>
<th>#1 High Impact Program Add-Ons</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2 Co-Curricular Capstone Experience</td>
</tr>
<tr>
<td>#3 Tailored Student Leader Development Tracks</td>
</tr>
</tbody>
</table>

### II. Recalibrating the Student Employment Experience

| #4 Self-Service Resume Builder Tool |
| #5 Frontloaded Career Training |
| #6 Skill-Focused Job Descriptions |
| #7 Online Professional Development Modules |
| #8 Structured Employee Reflections |

### III. Hardwiring a Smarter Co-Curricular Experience

| #9 Skill-Building Branding Campaign |
| #10 Self-Guided Involvement Portals |
| #11 Student Engagement Coaches |

### Coda: Navigating the Path Ahead

- **Approach #1:** Document Student Learning
- **Approach #2:** Develop Robust “Out of the Classroom” Curricula
- **Approach #3:** Implement Institution-Wide Requirements
Reimagining Experiential Learning
A Study Roadmap

<table>
<thead>
<tr>
<th>I. Helping Student Leaders Translate Their Experiences</th>
<th>II. Recalibrating the Student Employment Experience</th>
<th>III. Hardwiring a Smarter Co-Curricular Experience</th>
<th>Coda: Navigating the Path Ahead</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 High Impact Program Add-Ons</td>
<td>#4 Self-Service Resume Builder Tool</td>
<td>#9 Skill-Building Branding Campaign</td>
<td>Approach #1: Document Student Learning</td>
</tr>
<tr>
<td>#2 Co-Curricular Capstone Experience</td>
<td>#5 Frontloaded Career Training</td>
<td>#10 Self-Guided Involvement Portals</td>
<td>Approach #2: Develop Robust “Out of the Classroom” Curricula</td>
</tr>
<tr>
<td>#3 Tailored Student Leader Development Tracks</td>
<td>#6 Skill-Focused Job Descriptions</td>
<td>#11 Student Engagement Coaches</td>
<td>Approach #3: Implement Institution-Wide Requirements</td>
</tr>
<tr>
<td></td>
<td>#7 Online Professional Development Modules</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>#8 Structured Employee Reflections</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

©2014 The Advisory Board Company • eab.com
# Reimagining Experiential Learning

## A Study Roadmap

### I. Helping Student Leaders Translate Their Experiences

<table>
<thead>
<tr>
<th>#1 High Impact Program Add-Ons</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2 Co-Curricular Capstone Experience</td>
</tr>
<tr>
<td>#3 Tailored Student Leader Development Tracks</td>
</tr>
</tbody>
</table>

### II. Recalibrating the Student Employment Experience

| #4 Self-Service Resume Builder Tool |
| #5 Frontloaded Career Training |
| #6 Skill-Focused Job Descriptions |
| #7 Online Professional Development Modules |
| #8 Structured Employee Reflections |

### III. Hardwiring a Smarter Co-Curricular Experience

| #9 Skill-Building Branding Campaign |
| #10 Self-Guided Involvement Portals |
| #11 Student Engagement Coaches |

### Coda: Navigating the Path Ahead

- **Approach #1:** Document Student Learning
- **Approach #2:** Develop Robust “Out of the Classroom” Curricula
- **Approach #3:** Implement Institution-Wide Requirements

©2014 The Advisory Board Company • eab.com
Experiential Education as an Institutional Priority

Student Affairs Just One of Many Actors On Campus

**Academic Affairs**
- Engaging faculty and leveraging their expertise
- Developing new curricula and pedagogies

**Students**
- Goal setting and intentional engagement
- Selecting developmental involvement activities

**Employers**
- Offering high quality internships
- Collaborative Programming

**Student Affairs**
- Promoting high impact co-curricular activities
- Structuring meaningful reflection opportunities

Experiential Education Initiatives

Source: EAB interviews and analysis.
# Top Down Pressure to Act Now

## Student Affairs and the Paths Ahead

### Three Potential Approaches for Experiential Learning On Campus

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Campus-Wide Documentation</strong></td>
<td><strong>Formal Outside the Classroom Curricula</strong></td>
<td><strong>Experiential Learning Requirements</strong></td>
</tr>
<tr>
<td>- Co-Curricular transcripts</td>
<td>- Robust co-curricular offerings</td>
<td>- Graduation requirements</td>
</tr>
<tr>
<td>- ePortfolios</td>
<td>- Formalized tracking of involvement</td>
<td>- Curriculum integration</td>
</tr>
</tbody>
</table>
Approach #1: Document Student Learning

Campus-Wide Documentation Tools
Co-Curricular Transcripts Track and Report Student Involvement

Co-Curricular Transcript
An electronic tool or print document that allows students to showcase their areas of involvement, learning experiences, and overall achievements while on campus.

Benefits
- Tool for institution to emphasize the importance of co-curricular involvement
- Relatively light lift to maintain
- Incentive for students to engage more in campus offerings

Drawbacks
- Logistics of activity verification and tracking
- Limitations of a “checklist” document to validate student learning
- Skepticism about employer interest

Source: EAB interviews and analysis.
“Both a Process and a Product”

ePortfolios Are a Heavier Lift but Have Greater Potential

Weighing Co-Curricular Documentation Options

Co-Curricular Transcripts
- Provides a record of student achievement and learning
- Incentivizes increased student involvement

ePortfolios
- A collection of electronic artifacts put together by the student to showcase their accomplishments and demonstrate skills and experiences
- Acts as a tool for structured student reflection
- May be maintained after graduation
- Requires thoughtful student engagement
- Showcases skill development and achievement

Quality of Student Experience vs. Resources and Effort Required

Source: EAB interviews and analysis.
An ePortfolio Success Story

Loyola University Chicago Leverages First Year Access Points

**Joint President-Provost Initiative**
- Goal: equip students to better articulate their experiential learning
- Overseen by a unit reporting up to the Provost, facilitating collaboration with Academic Affairs

**ePortfolios Mandated in First Year Seminars**
- ePortfolios have been integrated into first year seminar courses since 2010
- Consistency of messaging and platform use are ongoing areas of focus

**Robust Instructor Supports Developed**
- Various levels of training provided to faculty
- Tools and resources developed to support faculty in embedding use of the tool into their curriculum

---

**Key to Success: Instructor Support and Resources**
- One FTE dedicated to the tool spends the majority of her time on faculty training and support
- Faculty resources include web tutorials, manuals, and multi-media trainings
- Training is mandatory for faculty each year and is built into the training they already do; introductory, as well as advanced and follow up, workshops are offered
The Road to Success
Lessons Learned from Loyola University Chicago

Rigorous Vendor Selection

- A committee of members from the Center for Experiential Learning, Information Technology Services, and the Faculty Center for Ignatian Pedagogy developed technical criteria to evaluate possible vendors
- Vendors that met the committee’s criteria were sent an RFP and a select few were invited to campus to interview

Student and Faculty Focus Groups

- Faculty focus groups provided an opportunity to answer questions about how this tool could be used as a pedagogy to enhance teaching and learning
- Student focus groups revealed that students wanted the tool embedded into courses and the curriculum

Source: EAB interviews and analysis.
Ongoing Student Engagement Is Crucial
Building on Early Momentum to Expand Campus Reach

Results

2,573 First year students started building ePortfolios in 2013-14

3,440 ePortfolios created outside of a course or program requirement in 2013-14

5 Student workers assigned to first year seminar courses to serve as peer mentors

Next Steps: Promoting Engagement Beyond the First Year

1 Campus-wide competition launching Fall 2014 to incentivize engagement with the platform beyond the first year

2 Students will update their portfolios and submit them for review to a committee of Student and Academic Affairs members

3 Committee will evaluate portfolios using a rubric, including: web design, digital storytelling, and general learning

4 Students will be eligible to win learning-related but highly valued prizes, such as free books the following semester

Source: EAB interviews and analysis.
“Students Don’t Do Optional”
Willamette Provides Structured Support and Mandates Compliance

“Your Willamette Plan”

- A roadmap provided to students to develop their ePortfolios
- Support built into first year colloquium classes for students and instructors
- Structured guidance provided to identify, set, execute, and document goals
- Tasks automatically tracked electronically
- Students unable to register for classes if incomplete

“Lab” Session Embedded in First Year Colloquium Classes

- Facilitated by Student Affairs staff volunteers
- Staff walk students through the WU Plan, focusing on the “taking stock” section
- Sessions are interactive and group process oriented

“Getting Started

“In one year, you’re not going to change the world for students, but you can get the conversation started. It’s about helping them in their decision-making toward their first destination.”

Jerry Houser, Director, Career Center
Willamette University

Source: “Your Willamette Plan,” Willamette University,
http://www.willamette.edu/dept/campuslife/wu_plan/index.html; EAB interviews and analysis.
Mandating ePortfolios Across All Four Years

Segmented Goal Setting and Planning Broken Out by Year

**First Year**

*Focus: Taking Stock*
- Identifying strengths and weaknesses
- Setting goals
- Making a plan

**Sophomore Year**

*Focus: Self-Reflection*
- Choosing a major based on interests and values
- Executing on goals set during the first year
- Self-reflection and self-authorship

**Junior/Senior Years**

*Focus: Preparing for What’s Next*
- Internships and alumni mentoring programs
- Communicating degree value
- Preparing for the transition

Source: EAB interviews and analysis.
### Top Down Pressure to Act Now

#### Student Affairs and the Paths Ahead

#### Three Potential Approaches for Experiential Learning On Campus

<table>
<thead>
<tr>
<th></th>
<th>Campus-Wide Documentation</th>
<th>Out of the Classroom Curricula</th>
<th>Experiential Learning Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Co-Curricular transcripts</td>
<td>Robust co-curricular offerings</td>
<td>Graduation requirements</td>
</tr>
<tr>
<td></td>
<td>ePortfolios</td>
<td>Formalized tracking of involvement</td>
<td>Curriculum integration</td>
</tr>
</tbody>
</table>
Approach #2 Develop Robust “Out of the Classroom” Curricula

Developing a Comprehensive “Co-Curriculum”

The University of Pittsburgh’s Out of the Classroom Curriculum (OCC)

Curricular Team Outlines Goals and Vision
- 30 people; led by Vice President of Student Affairs and Dean of Students
- Created a vision for the program and determined growth areas

Survey Existing Campus Programs
- Determined which programs and activities would fulfill program requirements
- Mapped activities to program goals

Identify Gaps and Develop New Programs
- Highlighted areas where existing campus offerings were insufficient
- Worked with staff to launch new programs to address stated goals

Program Goals
- Help students make the most of their collegiate experience and have a well-rounded education
- Connect students with their peers and the range of programs and resources available on campus
- Help students develop the transferrable skills they need to be more attractive to employers

Out of the Classroom Curriculum

Source: EAB interviews and analysis.
Ten Key Areas for Student Learning

Providing a Comprehensive Development Roadmap

A+

OCC’s Ten Curricular Areas

- Leadership development
- Sense of self
- Career preparation
- Pitt pride
- Communication skills
- Global and cultural awareness
- Wellness
- Service to others
- Appreciation of the arts
- Initiative and drive

Communication Skills

Learning Outcome: Is effective and confident in oral, interpersonal, and written communication

<table>
<thead>
<tr>
<th>Core Requirements: Complete 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCC3100</td>
</tr>
<tr>
<td>OCC3201</td>
</tr>
<tr>
<td>OCC3202</td>
</tr>
<tr>
<td>OCC3203</td>
</tr>
<tr>
<td>OCC3300</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Requirements: Complete 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCC3002</td>
</tr>
<tr>
<td>OCC3008</td>
</tr>
<tr>
<td>OCC3011</td>
</tr>
<tr>
<td>OCC3012</td>
</tr>
</tbody>
</table>

Source: EAB interviews and analysis.
Driving Student Engagement with the OCC
Leveraging Multiple Channels to Build Recognition

Three Key Access Points for First Year Students

**Orientation**
- OCC introduced in the orientation package
- Guidebook App encourages students to access the curriculum
- Orientation programs are part of curriculum; students can earn up to 15 credits during orientation week

**Residence Life**
- Students learn about navigating the OCC curriculum at residence hall meetings
- All RAs receive training and are expected to help students login
- RAs receive a menu of programs to plan that meet OCC criteria

**Workshops**
- Workshops cover the curriculum, eligible programs, self-reporting, and reflection
- Sessions are interactive; students bring their laptops and self-report items on the spot
- Workshops are held twice per month for 30 minutes

Source: EAB interviews and analysis.
Simple Tracking Facilitates Student Involvement

Logging Events into the System Made Easy

Student attends OCC qualifying program or event

Swipe card technology tracks student attendance at some events

Attendance automatically uploaded into the student portal where students track progress

Automatic Attendance Tracking

Once Curriculum Is Completed…

- A transcript of completed activities is generated
- Student is inducted into the OCC Honorary Society
- Student receives a green cord of distinction to wear at graduation

Self-Service Reporting

Student logs into online portal to self-report event attendance

Student prompted to enter a description of and reflection on attended event

542 Students completed the OCC in 2014

©2014 The Advisory Board Company • eab.com

Source: EAB interviews and analysis.
Assessing the Program and Its Impact
Student Surveys Highlight Learning and Skill Development

Enthusiastic Student Response

“The OCC is awesome, especially for freshmen who need a push to get involved. It's extremely comprehensive and completing it feels great.”

“OCC is a great way to motivate me to do activities outside the classroom at Pitt.”

“The OCC is an outstanding program that all students participate in, whether they realize it or not. I think it is important to make students more aware of the opportunities that are available to them.”

Exciting Initial Results

89%
Of participants report developing communication skills

90%
Of participants report developing leadership skills

83%
Of participants feel the OCC gave them a competitive edge in applying for employment or graduate/professional school

Source: EAB interviews and analysis.

Student Participants 2013-14 Completion Survey Results Report
Next Steps at the University of Pittsburgh
Developing Specialized Curricula for Student Segments

Present
- University-wide initiative helps students achieve a well-rounded education
- Promotes student participation in a wide array of programs, activities, and events
- Organized around ten growth areas to help students develop marketable skills for future employers

Future
- Students can choose from 15 specialized curricula
- Professionally focused curricula allow students to tie co-curricular experiences to professional goals
- Employer-sourced content means students are more likely to acquire skills valued within a particular industry

Source: EAB interviews and analysis.
Top Down Pressure to Act Now
Student Affairs and the Paths Ahead

Three Potential Approaches for Experiential Learning On Campus

1. Campus-Wide Documentation
   - Co-Curricular transcripts
   - ePortfolios

2. Formal Outside the Classroom Curricula
   - Robust co-curricular offerings
   - Formalized tracking of involvement

3. Experiential Learning Requirements
   - Graduation requirements
   - Curriculum integration

Source: EAB interviews and analysis.
Preventing Graduates for Careers and Lives

Compelling Reasons for Mandating Experiential Learning

The Future of Higher Education

“Our reading [of the Lumina/Gallup data] is that employers are still looking for those characteristics that have long been central to a liberal-arts education: skills of communication and critical thinking, innovation and collaboration, integrity and responsibility… These qualities come not just from a single class but from a thoughtful and purposeful education. To the extent that these skills can be paired with experiential learning and creative problem-solving pedagogies, we will be preparing our graduates not just for their first jobs but for their future lives, which will very likely involve multiple jobs and career changes.”

Marvin Krislov and Steven S. Volk
College Is Still for Creating Citizens
The Chronicle of Higher Education

The Preparedness Gap

35% Of surveyed business leaders give the recent graduates they hired a “C” or lower for preparation

80% Of surveyed business leaders say soft skills are the most important in an employee

62% Of business decision makers agree that a degree is a sign of preparedness to enter the workforce

Lots of Barriers to Address
Aligning Efforts and Expectations Across Campus

Common Obstacles to Instituting Experiential Requirements

- Faculty buy-in
- Cost of developing enough high quality opportunities
- Curriculum creep
- Need for centralized infrastructure support
- Collaboration required from various campus units

Source: EAB interviews and analysis.
A Handful of Innovators

Implementing Requirements for the Entire Student Body

Early Efforts to Mandate Experiential Learning

**Elon University**

Students must earn two experiential learning credits by: interning, study abroad, conducting independent research, service-learning, or holding a leadership position.

**Nebraska Wesleyan University**

Students are required to complete experiential learning both at an exploratory level (during the first two years) and a more intensive level (during the last two years).

**College of Saint Benedict and Saint John’s University**

Every student must complete at least one credit-bearing experiential learning activity.

**Kent State University**

The requirement may be fulfilled by a course, a component of a course or a non-credit paid or unpaid experience; students must demonstrate they’ve met certain learning outcomes.

Source: EAB interviews and analysis.
Now Available: The Experiential Learning Toolkit
A Range of Tools to Enhance Experiential Learning on Campus

A Comprehensive Resource Center

- Program roadmaps
- Staff reference manuals
- Step-by-step implementation guides
- Student-facing templates

Supporting Student Leaders
Elevating Student Employment
Reframing Co-Curricular Involvement
Documenting Co-Curricular Learning
Molly O’Connor
Consultant
moconnor@eab.com